

**A Transition Curriculum**

**for Grades 3-8**

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**Project Funding, Individuals with Disabilities Education Improvement Act**

Title Vl-B Allocated Funds

Summer/Fall, 2014

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Title Vl-B Allocated Funds

Fall, 1992

**Acknowledgements**

We wish to express our gratitude for all those who helped develop, fund, and support the original CONNECTIONS project in 1986, including the *Colorado Department of Education, Colorado State Board of Education,* and *Jefferson County Public Schools* in Colorado.

**Introduction**

**What is CONNECTIONS?**

The CONNECTIONS curriculum helps elementary and middle school teachers bring life to learning and learning to life with a set of innovative tools that promote contextual learning in the classroom. This curriculum is designed for students who are in 3rd through 8th grades.

The CONNECTIONS curriculum is a practical and relevant instructional guide that was originally piloted by teachers in Jefferson County Public Schools in Colorado. It promotes self-determination by equipping students with the skills, knowledge, and attitudes they need to assume primary control and responsibility for an array of life activities. The seven domains of self-determination include (1) choice-making—the ability to demonstrate a preference when two or more options are available; (2) decision-making—the ability to consider possible solutions and select the one that is best suited to one’s individual needs while also considering how one’s decision affects oneself and others; (3) problem-solving—the ability to effectively respond to and generate solutions for challenging situations that arise; (4) goal-setting and attainment—identifying an objective to achieve and developing a plan to reach that goal; (5) self-advocacy and leadership—knowing and standing up for one’s rights, communicating effectively and assertively, and being an effective leader; (6) self-management and self-regulation—monitoring and evaluating one’s own behavior, selecting and providing one’s own reinforcement, setting a schedule, and self-directing learning through strategies like self-instruction; and (7) self-awareness and self-knowledge—accurately identifying one’s own strengths and limitations, identifying one’s preferences, interests, and abilities, and applying that knowledge to enhance success. Strategies for supporting each skill area are found in the Appendices.

Provided here are activities to assist students in reaching high academic standards and at the same time begin to develop a sense of their career interests and abilities.

**Introduction**

**Goals of CONNECTIONS**

* Provide educators with relevant curriculum that supports the attainment of Idaho Core Standards
* Assist students in understanding the relationship of academic instruction to the world outside of school
  + Provide opportunities for students to understand their strengths and interests
  + Expose students to a variety of careers
  + Help students develop positive work habits
  + Promote and enhance school, community, and business relationships

**The Connection with Idaho Core Standards**

These activities should be used in relationship to teaching the Idaho Core Standards. This directory cross-references the academic content standards of English/Language Arts and Math with the CONNECTIONS learning activities. The standards for English/Language Arts are found in Appendices A-F; standards for Math are found in Appendix G-L.

**The Connection with Idaho Department of Professional-Technical (DPTE) Standards**

CONNECTIONS activities should also be used in alignment with teaching the Idaho Department of Professional-Technical Standards. Appendix M contains the Employability Skills for Career Readiness used in CONNECTIONS learning activities.

**How to use CONNECTIONS**

The CONNECTIONS curriculum can be used in a variety of ways based on student needs and teacher preferences. Teachers should review the CONNECTIONS activities to determine the most effective method of incorporation for their classroom. There are two components included in CONNECTIONS: (1) classroom activities; and (2) community experiences.

**Introduction**

The community experiences reinforce and expand the learning that is contained in the classroom activities. The community component is an integral part of assisting students in understanding why it is important to learn academics. It also promotes positive relationships within the community and expands the students' career awareness. The community component should be carefully planned with the teacher, building administrator, and parents. Assistance with the coordination of community experiences may be needed. Paraeducators, parent volunteers, and community volunteers can be used in this capacity.

**Organization**

The CONNECTIONS curriculum is organized in chapters using activities cross-referenced with the Idaho Core Standards. The learning activities are organized in a unique way. A “cover sheet” provides information for the teacher as to how an activity or a group of activities may be used. If there are worksheets that accompany the lesson, it will be indicated next to the activity title. Teachers are advised to examine each activity to determine the appropriateness in relationship to their curriculum. Educators are encouraged to adapt, change, or rework any lessons contained in CONNECTIONS.

**Models**

There are several ways in which CONNECTIONS can be used. Educators should remember to use these activities as a way to teach core standards.

* Select a specific time each week to use activities from CONNECTIONS to reinforce academic instruction and support career awareness. Integrate CONNECTIONS into academic subject areas across the curriculum and/or school.
* Ask parents, community members, or employers to select and teach a classroom or community lesson as the guest “expert.” (These experts can share the importance of learning academics and information regarding their career.)

**Introduction**

* Select CONNECTIONS activities to be used by substitute teachers.
* Assign classroom or community lessons from the CONNECTIONS curriculum as homework to be completed by the student and a family member.
* Use CONNECTIONS lessons for individual students as enhancement or reinforcement.
* Integrate activities from CONNECTIONS into lesson plans based on academic content being taught concepts.

**Me and My Shadow**

**Unit I Contents**

**Me and My Shadow**

This unit is designed to assist students in gathering information about themselves and in creating connections between personal preferences and later career options. The questionnaires and worksheets found in this unit will assist students in understanding themselves and reaching decisions which will then evolve with life experiences.

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**I. Getting to Know Me**

Personal inventories, surveys, and checklists give students important information about themselves. Samples of the most popular inventories for elementary children *are* included in this section.

**Remember: Inventories and surveys are tools to expand choices and should not limit student options.**

The information included in this unit can be collected by each student and placed in his/her personal CONNECTIONS study book or clipboard. This CONNECTIONS collection will allow children to understand themselves better, recognize that preferences change over time, and provide feedback.

The initial exercises in this section offer minimal teacher guidance due to their “inventory-like” nature. Later exercises require more support and explanation. Please be aware surveys may need to be reviewed and revised to better reflect:

* Current curriculum
* Readability levels
* Student maturation

Suggestions:

It is best to ask students to complete the surveys as the teacher reads them aloud (or as students take turns in reading them aloud), and then ask students to respond privately on their own worksheets. Use differential strategies for students who may not be able to read the questions or interpret correct meanings of the questions.

Students should be allowed the option of not sharing their responses with the large group. When sharing does occur, one student should contribute only a small part of his/her entire assessment.

**A. Interest Inventories**

The following pages are for individual use and introspection. Answers may be shared in large or small groups. The teacher is responsible for ensuring that his/her classroom is a “safe” environment in which to express preferences. Students may choose to share only a portion of their own assessment, or none of it.

**Instructional Goals:**

A) to coach students toward deeper levels of self-awareness and self-understanding

B) to introduce the broad range of variables that impact career selection

**Idaho Core Standards: See Appendix**

**Activities:**

* + - Preferences

**Preferences**

**When the teacher might use this activity:**

As an introduction to the CONNECTIONS curriculum, it will be important for students to use self-discovery in determining their own preferences.

**Materials needed for this activity:**

* Things I Like Doing worksheet
* About Me worksheet
* Interest Inventory worksheet
* Who Am I? worksheet
* My Interests Review worksheet
* When I Grow Up worksheet

**Information/directions:**

One or more of these preference worksheets can be used in helping students to discover their own likes and dislikes;

**Things I Like Doing**

Please place a check mark in the box next to each activity you like to do. At the bottom of the page, you may want to write in other activities you enjoy doing.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Taking part in sports |  | Playing a musical instrument |
|  | Hiking |  | Making pottery |
|  | Skiing |  | Researching information |
|  | Bowling |  | Jewelry-making |
|  | Exercising |  | Caring for pets and animals |
|  | Skateboarding |  | Fixing cars |
|  | Jogging |  | Photography |
|  | Track events |  | Building things |
|  | Ice-skating |  | Reading books |
|  | Aerobics |  | Reading magazines |
|  | Watching sports |  | Helping older people |
|  | Dancing |  | Going to movies |
|  | Drawing |  | Traveling |
|  | Painting |  | Sewing |
|  | Gardening |  | Singing |
|  | Cooking |  | Puzzles |
|  | Listening to music |  | Playing video games |
|  | Building models |  | Designing computer games |
|  | Working on a mystery quiz or a  crossword puzzle |  | Collecting things (circle)  rocks stamps cards other: \_\_\_\_\_\_ |
|  |  |  |  |
|  |  |  |  |

**About Me**

Please write in your honest responses on the lines.

|  |  |
| --- | --- |
| I like to… |  |
| I brag about… |  |
| I worry over… |  |
| I feel hurt when… |  |
| I make believe that… |  |
| I feel sorry when… |  |
| I’m afraid that… |  |
| When I read, I… |  |
| I feel proud when… |  |
| I feel ashamed when… |  |
| I hate to… |  |
| I am disgusted with… |  |
| I am happy when… |  |
| I get angry when… |  |
| Most books are… |  |
| Some teachers are… |  |
| Some kids are… |  |

**Interest Inventory**

Please fill in the blanks with your most honest answers.

1. When you have extra time to spend as you please, what do you like to do?

1. What games do you like to play?

1. What things have you made?

4. What kinds of tools or play things do you use?

5. What do you collect?

6. What are your hobbies?

7. If you could have one wish which might come true, what would it be?

8. What is your favorite TV program?

9. Which movie have you liked best?

10. What is the best book you have ever read?

11. What kind of books do you like best?

12. Have you read books or stories about the kind of work you want to do when you finish school? Name them:

**Interest Inventory**

13. Have you seen anyone on television or in the movies who does the kind of work you want to do?

14. What school subject do you like best?

15. What school subject do you like least?



**Who Am I?**

What are you all about? Answer the questions below to help you find out.

1. What do you like to do with your spare time?

2. Where would you like to go on a vacation?

3. If you could change your name, what would it be?

4. What is your favorite movie?

5. What is your best strength or talent?

6. What movie do you like seeing over and over again?

7. If you could have a pet, what pet would it be?

8. What famous person would you like to meet?

9. Of what possessions are you most proud?

Now, choose one of the ideas above and tell more about your feelings in the space provided below.

**My Interests Review**

1. I liked these things when I was little:

I like these things now:

2. I was interested in these things when I was little:

I am interested in these things now:

3. I wanted to be these things when I was little:

I want to be these things now:

4. When I grow up, I might want to be:

**When I Grow Up**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**B. Introducing Work Issues**

Exposing children to career possibilities enables students to see the connections between what they are learning in school (their academic skills) and what people are doing in the “real world.” Increasing a student’s awareness of the types of skills needed for potential future jobs will make his/her learning purposeful and will help students realize the future applicability of academic topics they are exposed to in early educational experiences.

**Instructional Goals:**

(A) to assist students in understanding how personal preferences  
 evolve into career preferences

(B) to allow students to project tentative employment goals into the  
 future

**Idaho Core Standards: See Appendix**

**Activities:**

Students may require varying degrees of assistance with the terms and concepts used in the following job preference surveys. The information can be gathered on an individual basis or through group response and discussion. Teachers should be mindful of their own biases when giving feedback to students; discuss all options in positive terms.

* Job Preference Surveys:
* Pick Your Can
* Student Mini-Research Project
  + - The Categories Game
    - My Dream Cloud
    - Fantasy Careers
* Creating Connections
* Setting My Own Goals

**Job Preference Surveys**

**When the teacher might use this activity:**

The surveys can be used to begin a discussion about students’ strengths and needs, desires and aspirations.

**Materials needed for this activity:**

* What’s My Preference? Worksheet
* What Kind of Career Will I Prefer? Worksheet
* Finding out Who I Am worksheet
* This is How I See Myself worksheet
* What Can I Do? worksheet

**Information/directions:**

Students may need help in understanding the basics of how to complete a survey. Tell the students this is their opportunity to dream big while still being true to themselves.

**What’s My Preference?**

Please place a check mark next to the choice that describes you. *Only choose one item from each row.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Work indoors |  | Work outdoors |
|  | Work alone |  | Work with other people |
|  | Work with your hands |  | Work with your mind |
|  | Work in the daytime |  | Work at night |
|  | Work for a boss |  | Be a boss yourself |
|  | Create or build something |  | Use plans someone else has made |
|  | Work in a city |  | Work in the country |
|  | Make a lot of money at a job you don’t like |  | Enjoy your job |
|  | Have a job you can get when you finish high school |  | Have a job that requires college |
|  | Have a job where you travel |  | Have a job where you stay in one place |
|  | Work in your home |  | Work outside your home |
|  | Be famous |  | Be known only by your family and friends |
|  | Have a job where you help other people |  | Have a job where you work with machines, papers, and other things |

Look carefully at the choices you have made. Think of three jobs you might one day have that would interest you most.

1.

2.

3.

**What Kind of Career Will I Prefer?**

These questions will be helpful in understanding what jobs you might like or perform best. Please place a checkmark the best response for each question.

|  |  |  |
| --- | --- | --- |
| Do you prefer (like) to work alone or with others? | Alone | With others |
| Would you rather have a job requiring a lot of walking and standing or one which would allow you to sit? | Stand/Walk | Sit |
| Do you prefer a job where you might get dirty or one where you may stay neat and clean? | Dirty | Neat and clean |
| Do you keep calm when you have several tasks to do at one time, or do you work best when there is only one task to do at a time? | Several | One at a time |
| Do you prefer to try new task, or do the same tasks? | New | Same |
| Do you prefer to work with tools or numbers? | Tools | Numbers |
| Do you enjoy doing a task or telling others how they should do it? | Doing it | Telling others |
| Do you prefer to work regular hours or hours that change? | Regular | Change |
| Do you prefer to work outdoors or indoors? | Outdoors | Indoors |
| Do you prefer to work the day shift or night shift? | Day shift | Night shift |
| Do you prefer to work where it is quiet or where it is noisy? | Quiet | Noisy |
| Would you prefer to work in a formal  setting or a casual setting? | Formal | Casual |
| Do you prefer a job where there is little or no change or one where there are many changes? | Little or no change | Many changes |
| Do you prefer to work with people or  work with objects? | People | Objects |
| Would you prefer to make something or sell something? | Make | Sell |
| Do you like a job which can always be done at the same rate or one which may need to be done very quickly? | Same rate | Soon and fast |
| Do you prefer to express your ideas by talking or writing? | Talking | Writing |
| Do you prefer to plan how a task is to be done, or to have others be responsible for planning and organizing it? | I-Plan | Others’ plan |
| Do you prefer a job requiring a lot of physical energy or one which requires a lot of thinking? | Physical | Thinking |
| Would you prefer a job requiring a lot of training to develop skills or one that requires little training? | A lot of training | Little training |

**Finding out Who I Am**

As you plan for the future, you will want to make the best choices for you. Making the right decision comes from really KNOWING yourself. This questionnaire is designed to help you see your interests, strengths and abilities. Please respond to the questions below. Then write “yes” or “no” next to the activities you like to do.

**What school subjects most interest you? What are your hobbies?**

**Do you like to:**

      Write?       Work with machines?

      Work with animals?       Play an instrument or sing?

      Work on a science project?       Participate in a sport?

      Spend time outdoors?       Use computers?

      Teach?       Learn?

      Work in a store?       Care for sick people?

      Repair things?       Solve math problems?

      Participate in drama?       Organize group activities?

      Handle money?       Lead people in activities?

      Work with children?       Paint?

**Choose the two “yes” answers you find most interesting.**

Yes #1:

Yes #2:

**Finding out Who I Am**

**What are your characteristics? Place a checkmark next to the best answer for you.**

An effective worker?  Understanding?

Neat about your job?  Usually on time?

Able to stick to a job?  Able to work under pressure?

Sure of yourself?  Able to work on your own?

Responsible?  Reliable?

Able to follow through?  Good at working with numbers?

Able to lead others?  Able to accept direction?

Accepting of criticism?  Willing to ask questions?

Timid?  A good speaker?

Able to persuade others?  Good at working with your hands?

Good at creating ideas?  Interested in science projects?

Able to use your time well?  Good at caring for animals?

A good reader?  Able to persuade others to buy?

A good athlete?  Talented in music, art, or drama?

Able to teach others?

**For your summary, choose three of the characteristics that best describe you**.

My interests:       Things I like to do most:

Things I do well:       I know I am a person who:

**This is How I See Myself**

Please check your choice for each of the following. You may need some help understanding what these phrases really mean. Ask your teacher!

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **High** | **So-So** | **Low** |
| I am patient |  |  |  |
| I know when to keep quiet |  |  |  |
| I am a risk-taker |  |  |  |
| I am an activity-starter |  |  |  |
| I can argue constructively |  |  |  |
| I can communicate effectively |  |  |  |
| I am calm |  |  |  |
| I am a good follower |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Possible Job Interests** | **High** | **So-So** | **Low** |
| Building services (planning, construction, maintenance, etc.) |  |  |  |
| Mechanical and industrial (engineer, mechanic, shop supervisor, etc.) |  |  |  |
| Personal services (counselor, lawyer, teacher, etc.) |  |  |  |
| Clerical and sales (secretary, clerk, computer operator, etc.) |  |  |  |
| Medical (doctor, therapist) |  |  |  |
| Hospitality; food (chef, hotel, etc.) |  |  |  |
| Outdoors (plants and animals) |  |  |  |
| Creative arts (author, painter, actor, etc.) |  |  |  |
| Scientific (chemist, physicist, geologist, etc.) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **The Kind of Job I’d Like** | **High** | **So-So** | **Low** |
| Work under pressure |  |  |  |
| Like to meet deadlines |  |  |  |
| Work with plants or animals |  |  |  |
| Work with people |  |  |  |
| Work with machines |  |  |  |
| Sell ideas |  |  |  |
| Take responsibility |  |  |  |
| Regular hours |  |  |  |
| Travel |  |  |  |
| Help others |  |  |  |
| Use math |  |  |  |
| Use reading |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Problem Areas** | **High** | **So-So** | **Low** |
| Home |  |  |  |
| Friends |  |  |  |
| School work |  |  |  |
| Personal |  |  |  |

**What Can I Do?**

**Student Directions:** Every activity that you do from the time you get up in the morning until you go to bed at night involves various skills. Everyone is good at some things and not so good at others. No one is good at everything, but everybody can do something well. Hobbies, school activities, and volunteer work provide opportunities to learn and develop skills. Everything that you know how to do is a potential job skill. This is very important to remember as you make goals for the future.

Complete the following inventory by placing a check in the appropriate column. A number of skills have been listed for you. Even if you feel you need to improve a skill, check it. You may also add skills that have not been listed.

**Remember:** Include anything you can think of as you take the inventory.

|  |  |  |
| --- | --- | --- |
| Skills I currently use | Skills I want to use | Skills I would like to use when working |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |

**Pick Your Can**

**When the teacher might use this activity:**

To help students learn to know each other better, to increase self-understanding, and to help students identify their feelings and interests in a non-verbal manner.

**Materials needed for this activity:**

* Coffee cans
* Pick Your Can facial cards
* Pick Your Can statement cards

**Information/directions:**

This is a fun game to be played with a small group of students; four to six works well. Cover five 1-lb. coffee cans with colored contact paper. Attach the facial cards to the cans.

Deal out the cards to each player. Each player places his deck of cards face down in front of him. In turn, each student picks up his top card and reads it aloud. He/she then places that card in the can that best describes his/her interest. This is a game the teacher should play with the students. It takes about 20 minutes for a group of four to go through a deck of statement cards.

**“Pick Your Can” Facial Cards**

|  |  |
| --- | --- |
| I will love it. It will be wonderful.  MC900433822[1] Better than anything. | MC900433817[1]I will like it a lot! |
| It’s O.K. I can take it or leave it.  Just so-so.  MC900433823[1] | I won’t like it.  MC900433824[1] |
| It’s awful. It’s worse than anything!  MC900433818[1] |  |

**“Pick Your Can” Statement Cards**

|  |  |
| --- | --- |
| A job where I can make and create things | Cooking |
| Working on a team project with other people | Working with people rather than things |
| Building models | A job where I can be my own boss |
| Helping young people | Traveling or going on long trips |
| A job with the same tasks and schedule each day | An inside job |
| Working for a boss | Puzzles and problem-solving activities |
| Working with old people | Working with my hands |
| Working nights | Working days |
| Expressing my ideas in writing | Expressing my ideas through film or music |
| A job where I can wear work clothes and not worry about getting dirty | Working alone |
| A job that is mostly outside work | To work and care for animals |
| A job where every day is different, and there are a lot of changes | Work in the city |
| A sit-down job | Selling things |
| Working on cars and machines |  |

**Student Mini-Research Project**

**When the teacher might use this activity:**

This project enables students to talk with relatives and friends about their chosen occupations. Many myths can be corrected with the evidence students gather; for example, the belief that students must know what they want to be by a certain age, that they should stick with whatever they choose until retired, or that there are only one or two ways to figure out their job interests.

**Materials needed for this activity:**

* Work Interview worksheet
* Work Interview Summary worksheet

**Information/directions:**

Each student should be given at least five copies of the questionnaire.

The teacher should read through the forms for clarification and set a due date. As students interview others and return the forms, the teacher needs to decide on a way to tabulate and share results. Use the Summary Sheet to guide your thinking.

During class discussion draw some conclusions from the data collected. Assure students there is no exact age to decide what they want to be, it's okay to have lots of interests and to look into lots of jobs before deciding what to do, and that it's okay to change their minds. Encourage students to use all the resources they can in exploring occupations.

**Student Mini-Research Project:**

**Work Interview**

Date of interview:

Name of student:       Age:

Question 1: What were two or three occupations you considered as you were growing up?

Question 2: Of those occupations, which one did you want to do first in your life?

Question 3: Are you currently working in this occupation?

Question 4: What experiences did you have, or what people did you know who influenced you most in your occupational decisions?

Question 5: Approximately how old were you when your present occupation first occurred to you?

Question 6: Is there something you wish you had to help you make this choice?

Question 7: Approximately, how many jobs have you held from the time you started working up until age 25?

Question 8: Approximately, how many jobs have you held since the age 25?

**Student Mini-Research Project:**

**Work Interview Summary**

Date of interview:

Name of student:

Ages of people being interviewed:

Occupations considered:

Some of the most desired occupations given:

Number of people currently working in each occupation given:

Some of the experiences or people who influenced their choices:

Average age of people in first occupation:

Responses given when asked what or who helped in making their first job choices?

Average number of jobs held from the time people started working up until age 25.

Average number of jobs held since age 25.

**The Categories Game**

**When the teacher might use this activity:**

To reinforce differences between skills, interests, and preferences; to assist students in prioritizing the various factors which contribute to career choice.

**What might need to be done:**

CATEGORIES can be played individually, in teams, small groups, or all together. The teacher announces the category title and students name responses for each category, draw them, list them, or work within a time frame. Example: "Which team can list the most careers in three minutes?"

Possible categories from which to choose:

**Work Skills Category** (Work skills are those things you can do very well and usually without help.)

Examples:

* teaching someone how to do something
* speaking to a small group
* using instruments to solve problems
* using good penmanship
* following directions after hearing them
* imagining how a project will look even before it is finished
* working quickly with your hands
* operating machines

**Interest Category** (Interests are things that one enjoys doing.)

Examples:

* dancing
* sports
* drawing
* music
* reading
* building models
* working with others

**Preferences Category** (Preferences are those things one would choose if a choice was available.)

Examples:

* working outdoors
* being able to select your own hours
* having to think a lot; being intellectual
* dressing nicely
* working nights
* being your own boss
* working with a lot of people

**The Categories Game**

**How the activity can be varied:**

Teachers could ask students to brainstorm ideas, or the teacher could write student-contributed ideas on an overhead or white board.

After becoming familiar with these three categories, the teacher could explain that he/she will now name a preference, or interest, or skill. The students should respond by stating a career that would align with that interest or skill.

For example: category - *creativity*(a job in which one can be creative); possible response - *interior decorator*. Go around the room until every student has been given an opportunity to respond.

**Good Choices**

**When the teacher might use this activity:**

To emphasize that career choices can be based on personal attributes, to expand student awareness of career options, and to dispel stereotypes and assumptions

**Materials needed for this activity:**

* Good Choices worksheet

**Information/directions:**

Teachers might begin with a sample descriptor on the board defining differences between interests and skills, such as:

Ruth R.

Interests: enjoys art, reading, and children; is creative

Skills: organized

Possible occupations: teacher; designer

Worksheet can be filled in individually and then discussed with the large group.

**Good Choices**

Interests and skills help to determine possible occupations. Think about the following people, their interests and skills, and then try to select some occupations that might be satisfying to them.

1.  Chris S.

Interests: likes to work outdoors; enjoys physical activity

Skills: physically fit; works well with hands

Possible occupations:

2.  Susan W.

Interests: likes to draw; prefers inside work

Skills: good in art and other creative activities; good with details

Possible occupations:

3.  Mike P.

Interests: likes to play chess; stays indoors; enjoys number games

Skills: good in math; works neatly and precisely

Possible occupations:

4. Terry W.

Interests: likes people; enjoys helping others

Skills: neat appearance; follows directions carefully

Possible occupations:

5.  Pat H.

Interests: likes taking things apart and putting things back together

Skills: works well with hands; good in math

Possible occupations:

**Good Choices**

6.   Let's say Chris (question #1) is a girl who likes to work outdoors and is good with her hands. What occupation would be possible for her?

Why?

7. Terry is a name for either a boy or a girl. Does gender make a difference in the occupation you would recommend?

Why?

8. Your Name:

Your Interests:

Your Skills:

Your Possible Occupations:

**Preferences**

**Will Affect Your Choices**

Preferences are what you feel is *important to you!* Read each of the following statements about how you feel about work, and check the appropriate box.

|  |  |  |
| --- | --- | --- |
| **Like Me** | **Unlike Me** |  |
|  |  | I would like to do work for which I will be famous someday. |
|  |  | I want to be in charge of other people in the work that I do. |
|  |  | I’d like to get promotions as rewards for doing good work. |
|  |  | I want a job that involves helping people. |
|  |  | I want to earn a lot of money. |
|  |  | I don’t want to do the same work every day. |
|  |  | I want a job where I get to organize things. |
|  |  | I want to be part of a team. |
|  |  | I want to be told each day exactly what to do. |
|  |  | I want a job where I’m before the public most of them, such as giving speeches, or selling items or products. |
|  |  | I want a job with regular hours and no overtime work. |
|  |  | I want a job where I can be part of the decision-making. |
|  |  | I would rather have a job where I am paid for exactly what I do each day, rather than work for a salary. |
|  |  | Benefits (insurance, health, vision, dental care) and bonuses are as important to me as a good salary. |
|  |  | I want a job where I do not have to dress up every day. |
|  |  | I want a job where I can work outside most of the time. |
|  |  | I do not want a job where I must work with computers. |
|  |  | I want a job where I can work with people instead of things. |

**Skills are Tied to Preferences**

Can you match preferences with work skills?

Place a letter next to a number to connect preferences to the work skills each represents. If there are words you're not sure you understand, ask your teacher.

|  |  |
| --- | --- |
| Preferences | Skills |
| 1. Working hard | 1. Organized |
| 1. Working without help | 1. Patient |
| 1. Being trustworthy | 1. Energetic |
| 1. Doing things without being reminded | 1. Motivated |
| 1. Not getting frustrated quickly | 1. Responsible |
| 1. Being helpful | 1. Friendly |
| 1. Being nice to people | 1. Independent |
| 1. Making up new ideas | 1. Cooperative |
| 1. Putting things in order | 1. Honest |
| 1. Wanting to work because it makes you feel good | 1. Creative |

Now write your three personal choices from the SKILLS list in the blanks below.

1. I am
2. I am
3. I am

**My Dream Cloud**

**When the teacher might use this activity:**

To introduce topics related to goal-setting

**Materials needed for this activity:**

* Crayons
* Markers (optional)

**Information/directions:**

Ask students to use letters, drawings, numbers, or words to make their own DREAM CLOUD. The illustration could address two or more of the following:

In ten years, where will I be living?

With whom will I be living?

What will I be doing?

How will I be supporting myself?

Students should not write their names on the DREAM CLOUDS. Ask students to turn in their drawings when finished. The teacher may mix the drawings up and randomly pass them out to the class, then ask each student to interpret another student's Dream Cloud. Or, the teacher may pass the drawings back to their owners and allow students to voluntarily interpret their dreams for the class.

**How the activity can be varied:**

Use an opaque projector to trace a silhouette of each child's head. The children should cut out the tracing and paste it on a large piece of dark construction paper. Then, children should draw a "thinking cloud," (very much like a cartoon "bubble") which they should cut out and paste above the silhouettes. Laminate and use as a bulletin board display.

In groups of four, the children should cut pictures from magazines and catalogs of things they'd like to do when they grow up, places to travel, etc. They should place the cut-out pictures inside a "group dream cloud." (Encourage each child to contribute a minimum number of three pictures.) Each group should then explain its choices within the "group dream clouds." This group effort will provide a knowledge base for individual exploration, which is critical for children unfamiliar with thinking in futuristic terms.

**Fantasy Careers**

**When the teacher might use this activity:**

To allow students to "play" with the options available in planning one's work day

**Materials needed for this activity:**

* Three containers
* Red slips of paper (4½ by 1¾)
* Yellow slips of paper (4½ by 1¾)
* Green slips of paper (4½ by 1¾)
* Writing paper
* Pens/pencils

**Information/directions:**

Discuss with students the meaning of "occupations" and "careers."

*Career*: a chosen pursuit; life work, one's profession

*Occupation*: an activity that serves as one's regular source of livelihood

**a. Ask students to think of as many occupation titles or career titles as they can. List some of the student suggestions on the board. Examples are:**

Hair stylist Carpenter Plumber

Teacher    Doctor  Electrician

Write each occupation title on a red slip of paper and designate all of them as “Who” slips. Place all the “Who” slips in a container labeled as “Who.” Make sure there are enough jobs as there are students in the class.

**b.   Ask students to think of various "times" of day. List them on the board.  
 Some examples are:**

Morning

Dawn

Lunch time

Yesterday

Noon

Tomorrow

Before Breakfast

Last Year

Tuesday

September

Write each time word on a yellow slip of paper and designate them as "When" slips. Place all the "When" slips in a bag and label it as such.  Repeat "when" words so students will each have a slip of paper.

**c**. **Ask students to think of various “places.” List them on the board. Some examples are:**

At school In the park In the library In church

In the office On the playground At the grocery store At the skating rink

Write each place on a green slip of paper and designate them as “Where” slips.

**Fantasy Careers**

After drawing a slip of paper from the three containers entitled "Who,” “When,” and “Where,” each student should write his/her own story using and expanding on the three pieces of information they've selected. Encourage students to make their three choices fit together into a “real” story. Ask the students to share their stories with the class.

**Creating a Career Shield**

**When the teacher might use this activity:**

To reinforce positive self-image and enhance the linkage between strengths and career choices

**Materials needed for this activity:**

* Crayons
* Markers
* Career Shield worksheet

**Information/directions:**

Each student can make his own personal career shield or use the drawing provided.

The teacher should direct students to write/draw in their responses to the following questions:

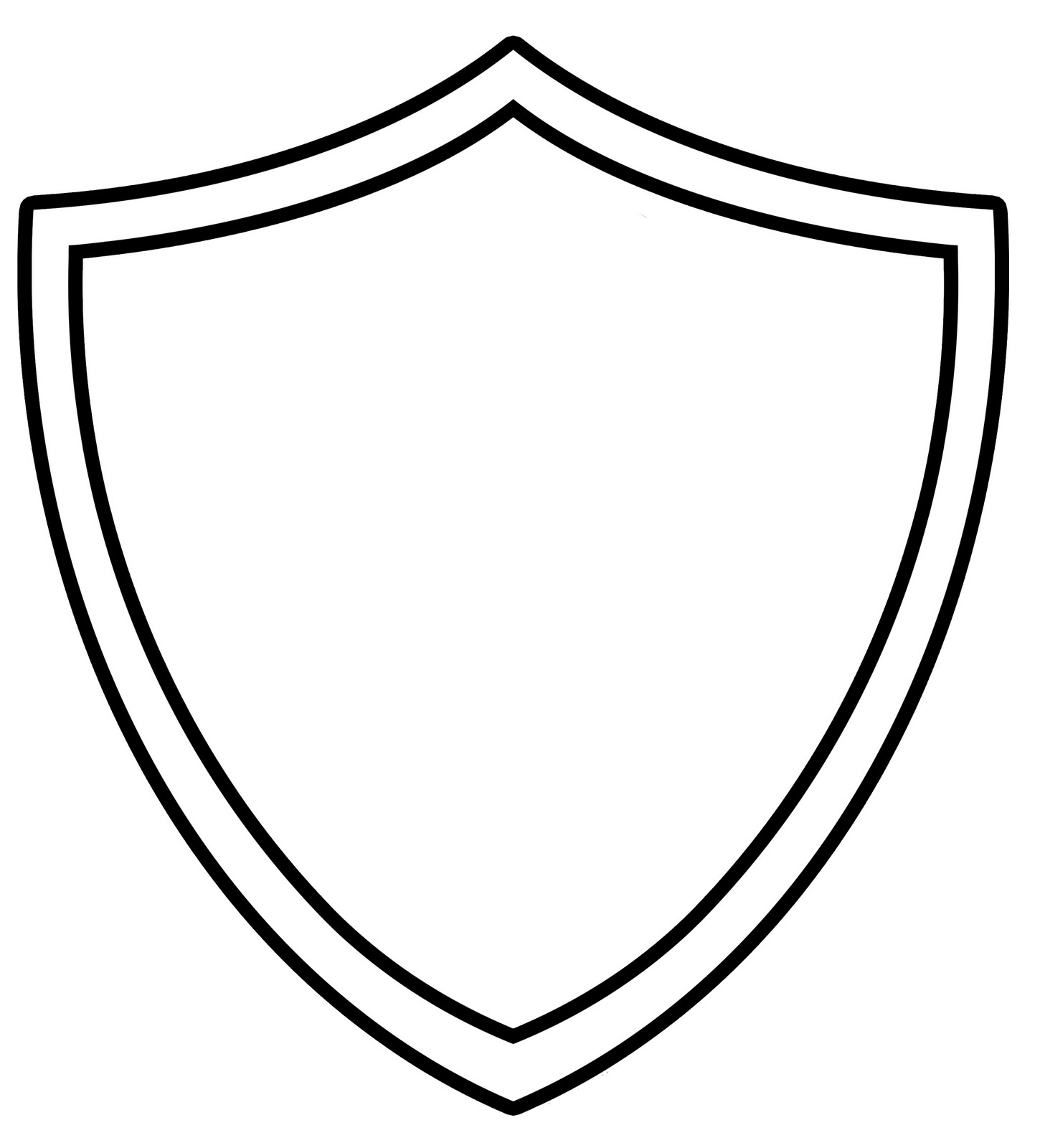
What makes you happy?

What do you enjoy doing in your leisure time?

What do you do really well?

What do you think you want to do (for employment) as an adult?

Cut out, laminate, and use for the border of a bulletin board.

**Career Shield**

**Creating Connections**

**When the teacher might use this activity:**

When teaching the interrelationship between skills learned…

…at school and home

…at home and school

…at home and in the community

…at school and in the community

**Materials needed for this activity:**

* Making the Connection between School, Home, and Community worksheet
* Making the Connection between School and Home worksheet
* Making the Connection between Home and School worksheet
* Making the Connection between School and Community worksheet
* Making the Connections Summary worksheet

**Information/directions:**

To begin, review with students that they are now in the process of becoming the persons they will someday be. Their present tasks (school work and homework) have a direct connection with their adult lives. Ask students to complete the first worksheet, assisting their understanding of why experience with their activities will help with adult responsibilities. Then, move students into exploring connections between/among their environments through completion of the following worksheets. Also, encourage students to think of *all subjects.* Pull out such abstract concepts as “motivation,” “commitment,” and “quality,” relating these terms to the development of a strong work ethic. These sheets can be copied on different colored paper and presented as a booklet, or used separately.

**Making the Connection between**

**School, Home, and Community**

What are you learning at home, in school, and in the community that you can use in these places? The following four pages have worksheets to help you think through some connections between home, school and community. Some typical answers have been:

1. I learn to count money at school, and I use it in the community when I  
go to the store.

2. I learn good table manners at home, and I use them at school in the  
lunchroom so I don't gross out my friends.

3. I learn how to read at school, and I use it at home to read the sports and TV guide.

4. I learn games in P.E. at school, and I use them at home to teach other  
kids how to play.

5. I learn art at school, and I use it at home to do something fun when I  
am bored.

**Making the Connection between School and Home**

What are you learning at school that you can use at home?

1. I have learned      , and I will use it at 

by      .

2. I have learned      , and I will use it at 

by      .

3. I have learned      , and I will use it at 

by      .

**Making the Connection between Home and School**

 and 

What are you learning at home that you can use at school?

1. I have learned       at home, and I will use it at

 by      .

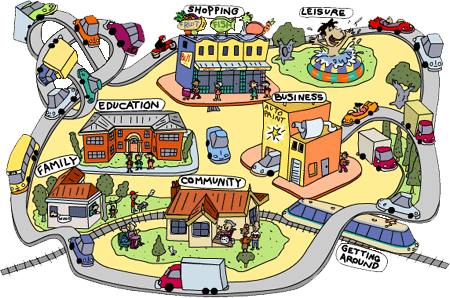
2. I have learned       at home, and I will use it at

 by      .

3. I have learned       at home, and I will use it at

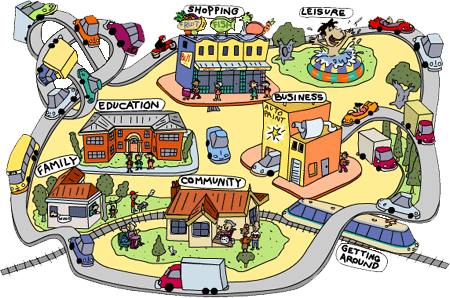
 by      .

**Making the Connection between School and Community**

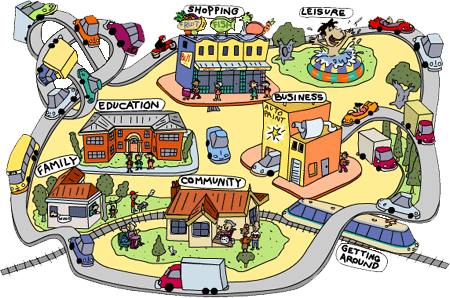
**** and 

What are you learning at school that you can use in the community?

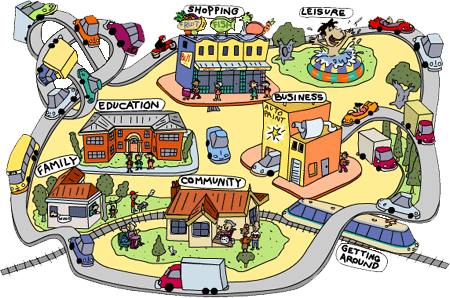
1. I have learned       at school, and I will use it in the

 by      .

2. I have learned       at school, and I will use it in the

 by      .

3. I have learned       at school, and I will use it in the

 by      .

**Creating Connections Summary**

List all of your activities that seem important to you. Tell why each is important. Then, go back to the beginning of your list, and circle all of those activities that will help you when you are an adult.

**What I Do Why it is Important**

|  |  |
| --- | --- |
|  |  |

**Setting My Own Goals**

**When the teacher might use this activity:**

To allow the student to create his/her own short and long-range goals and self-imposed limits; to reinforce self-regulatory behaviors and self-affirmation

**Materials needed for this activity**:

* Setting My Own Goals worksheet

**Information/directions:**

Using the worksheet, ask students to develop a single short-range goal (days, up to two weeks) and long-range goal (one month to one year).

Discuss what constitutes a "realistic" goal as opposed to an "unrealistic" goal (e.g., amount of time involved, amount of work involved, financial resources, etc.). Ask students to examine their goals realistically and make necessary changes.

Then, move students to a discussion of goal attainment and consequences using the two worksheets provided. Help students explore others' perspectives, broadening beyond egocentric thinking. Help students maintain realistic expectations and develop positive forms of self-evaluation.

**How the activity can be varied:**

The student keeps a daily or weekly chart on performance at school. He/she can plan to show improvement where needed, setting goals with time lines for completion.

**Setting My Own Goals**

Name:

Date:

My short range goal is:

I plan to accomplish by doing the following things:

My long range goal is:

I plan to accomplish by doing the following things:

**C. Putting the Pieces in Place**

**Instructional Goals:**

A) to provide students with the language required for deeper levels of self-understanding

B) to address issues which impact choices among employment options

**Idaho Core Standards: See Appendix**

**Activities:**

* Health Care
* Health Care Questionnaire
* Personal Health Facts

**Health Care**

**When the teacher might use this activity:**

To introduce a basic discussion about the importance of health care and knowing pertinent information unique to their own selves

**Materials needed for this activity:**

* Health Care Questionnaire worksheet
* Personal Health Facts worksheet

**Information/directions:**

The questionnaire and facts worksheet can be valuable tools for the students to keep in a portfolio. This self-reported health care information is not only important for adults at school to know, but even more important for the students themselves to know, so they can advocate for what they need when they need it.

**Health Care Questionnaire**

Answer the questions below by checking the Yes or No box. **YES NO**

1. Do you need to wear glasses?

2. Do you have difficulty hearing?

3. Do you wear a hearing aid?

4. Do you get colds frequently?

5. Do you have frequent stomachaches or indigestion?

6. Do you have trouble sleeping?

7. Do you have extreme thirst?

8. Are you frequently depressed?

9. Do you have dizzy spells?

10. Are you tired all the time?

11. Have you ever been in a serious accident?

12. Have you ever been hospitalized?

13. Do you have bad reactions to insect bites or bee stings?

14. Do you think you might ever want to smoke, drink alcohol or

take drugs?

**Personal Health Facts**

Name:

Answer each question by marking an "X" in any box where the answer is “YES.” Use the space on the right side of the page to explain your "YES" answers.

|  |  |
| --- | --- |
|  | **YES** |
| 1. Do you have any allergies that might limit the types of environments in which you can work? |  |
| 2. Do you have any physical disability that would prevent you from lifting or moving heavy objects? |  |
| 3. Do you have any sight problems? |  |
| 4. Do you need to wear glasses when doing some tasks? |  |
| 5. Are you color blind? |  |
| 6. Do you have any hearing problems? |  |
| 7. Do you wear a hearing aid? |  |
| 8. Do you tend to stumble and fall easily? |  |
| 9. Do you have limited use of either hand? |  |
| 10. Are you slow or clumsy with your hands? |  |
| 11. Do you have, or have you had, seizures or convulsions? |  |
| 12. Have you had a significant head injury? |  |
| 13. Do you have any speech problems that might make it difficult for others to understand you? |  |
| 14. Do you become tired quickly so you would not be able to work a full day? |  |

|  |  |
| --- | --- |
| 16. Do you require medication for juvenile diabetes? |  |
| 17. Do you require medication for asthma? |  |
| 18. Do you take any medications on a regular basis that might make it difficult or unsafe for you to work at some jobs? |  |
| 19. Do you know of any adaptations or special arrangements that might be made to help you perform a job more easily, more safely, or more efficiently? |  |

If "yes" is your answer to number 19, list the accommodations you will need:

**II. Coping Skills**

It is often necessary during the process of learning to stop and reflect on where students are functioning emotionally. This chapter provides important activities that reaffirm individual gifts as well as define student frustration. These activities are offered in the hope that creative teachers will further expand and enhance their intent.

* Positive Self
* Understanding Stress

**A. Positive Self**

Self-image is how you perceive yourself. It is a number of self-impressions that have built up over time: What are your hopes and dreams? What do you think and feel? What have you done throughout your life and what did you want to do? These self-images can be very positive, giving a person confidence in their thoughts and actions, or negative, making a person doubtful of their capabilities and ideas. If you project a positive self-image, people will be more likely to see you as a positive, capable person.

However, it's important that your self-image be both positive and realistic. Having a self-image that is unrealistic can be a drawback, whether that self-image is negative OR positive. Sometimes, having an occasional negative thought or criticism about oneself can encourage change, hard work, growth, and success. Sometimes having too positive an image of oneself can encourage complacency, underachievement, and arrogance. Finding the balance between feeling positive about oneself, but having realistic goals is important.

**Instructional Goals:**

A) to teach students the value of giving and receiving positive feedback

B) to assist students in developing internalized reinforcement strategies

**Idaho Core Standards: Please see Appendix**

**Activities:**

* Affirmations
* The “I Can” Card Game
* The “I Can” Can
* “Someone Special” Bulletin Board
* Dear Pen Pal
* Me, Not Me
* Reflections Journal
* My Personal Evaluation

**Affirmations**

**When the teacher might use this activity:**

Students always benefit from sincere positive feedback

**Information/directions:**

The teacher needs to explain that an "affirmation" is a positive statement about oneself, and a positive train of thought leads to a more positive view of the world. If you want to change yourself, you must change your thinking, which in turn, will change your actions into new and more positive behaviors. Ask students to write a positive statement about something they are good at or something they want to improve upon.

Example: I am a good reader.

Ask student to rewrite or repeat the root affirmation 10-15 times, changing it slightly as they go along.

Example: I am a good reader.

Johnny is a good reader.

You, Johnny, are a good reader.

He is a good reader.

Ask students to read their affirmations to a partner. Then ask each partner to read affirmations back to the student.

**How the activity can be varied:**

To extend this reinforcement, put the names of each student in a can. Everyone then draws a name and writes one short positive affirmation about the named student and does not sign his/her name. Slips of paper go back into the can and are distributed. The target student then adds that additional affirmation to his or her personal list.

Divide the group into pairs. Ask the partners to make two lists:

Positive Characteristics of Myself and Positive Characteristics of my Partner

As a group, discuss positive characteristics needed for a person to become socially accepted (e.g., dependability, friendliness, honesty, cooperation, sense of humor, loyalty, etc. As a group, make a list of people you admire. Beside their names, chart the character traits which you think helped this person meet his or her goals.

**The “I Can” Card Game**

**When the teacher might use this activity:**

To enhance students' abilities to express positive “I can” affirmations across a variety of areas

**Materials needed for this activity:**

* Teacher-made cards

**Information/directions:**

This is a game that can be played by an entire class, in small groups, or by two students.

Print general ability categories on cards (e.g., sports, music, reading, getting along with others, math, making friends, art, cooking). Make as many cards as there are numbers of students in the class.

In order to play the game as a group:

The teacher or a student draws a card and reads the category. The students respond by writing (or telling orally) a specified number of "I can" statements (relative to that category).

In the beginning, require only one or two statements per category. Some students will be able to work up to at least five.

Examples:

SPORTS:

I can hit a baseball. I can run. I can play ping-pong. I can do 20 sit-ups.

GETTING ALONG WITH OTHERS:

I can be friendly. I can help others. I can follow school rules.

*Note:* "I can" statements must be positive and realistic. Unacceptable response examples: I can hit my brother; I can jump off the building.

Use of points for number of responses is optional.

If a few students are doing all the responding, call on students by name, or take turns around the circle.

**How the activity can be varied:**

As the students progress in this game, require the "I can" statements to reflect  
something that the student could not do last year (or last month or week) but can do now.

**The “I Can” Can**

**When the teacher might use this activity:**

To reinforce positive self-affirmation and as a behavior modification alternative

**Information/directions:**

Decorate a large can or jar, and label it “I CAN.”

List and explain to the students the specific skills you want for them to master (i.e. relative to behavior, curriculum content, basic skills, etc.). When they have demonstrated they know the skill and have practiced it successfully, they write the skill on a small card, sign their, and drop the card into the “I CAN” can. The teacher has token treats students earn. This is also an easy record-keeping technique for the teacher.

Examples:

I CAN describe the work tasks my mom and dad do on their job.

I CAN write a good “thank-you” letter.

I CAN name and describe three career options I want to know more about.

I CAN compare two products and explain the best buy.

I CAN tell you why no one should drop out of school.

**How the activity can be varied:**

Take the skills directly from the student's IEP or a checklist evaluation tool towards which students are to work.

**“Someone Special” Bulletin Board**

**When the teacher might use this activity:**

To target and reinforce individual student strengths; to allow students to learn how to give as well as take positive feedback

**Information/directions:**

Allow each student to have a week to be “Someone Special.” The teacher discusses positive qualities and abilities; friendliness, neatness, athletic ability, kindness, generosity, helpfulness, patience, musical talent, artistic ability, etc. Randomly select a student to be "someone special" for a week. Place student's name and picture (snapshot/self-portrait) in center of large poster board to be displayed in classroom.

The class will design and complete a bulletin board or large poster about the selected individual. Each student must contribute and participate in a positive way. Ask class to cut out positive words or pictures relating to the special student. Add to the poster throughout the week. Give the poster to the student at end of the week.

**Dear Pen Pal**

**When the teacher might use this activity:**

This activity will permit the child to compare the way he/she views himself/herself with the ways in which someone else sees him/her

**Materials needed for this activity:**

* 3x5 ruled cards

**Information/directions:**

Begin discussion by asking, "What is a pen pal?" Ask also, “Is it necessary to know someone personally before you can exchange letters with him or her?”

Ask the students to pretend they have a new pen pal whom they have never seen. Ask, “What kinds of things would you like to know about your pen pal?” Examples: what he/she looks like, what he/she likes or doesn't like to do, how he/she feels about things, personality traits, etc. What words or phrases might he/she use to describe him or herself?

tall friendly athletic

kind a good listener likes to read mystery books

shy likes to swim a leader

attractive helpful doesn't like math

“Do you suppose your make-believe pen pal would like to know the same things about you?” Give each student a 3x5 ruled index card. Ask students to paint a “word picture” by thinking of as many words orphrases as they can to describe themselves. Ask students to write three words/phrases on the cards.

Divide the students into pairs, and allow them to share their cards with each other. As each student reads his/her list of personal characteristics, ask the other child to tell whether or not he or she agrees with the first child's description of him/herself.

Through discussion, help students realize that others do not always see us as we see ourselves. Discuss why this is true, and allow them to express opinions as to which viewpoint they feel is the most valid. Encourage students to be aware of the need for feedback from others and the importance of feedback in making later choices about life styles and careers. From the information on their cards, ask students to write a letter to the new pen pal.

**How the activity can be varied.**

Exchange names with another class in another school.

**Me, Not Me**

**When the teacher might use this activity:**

To help younger students discover differences between how they see themselves and how they appear to others

**Materials needed for this activity:**

* Teacher-made personal characteristic cards, one set per student

**Information/directions:**

Ask students if they can describe how they themselves look in a single word. Ask them to write the word on a slip of paper. Stress that the word should describe an attractive feature.

Is one word enough to use to identify a person? Probably not. Ask students to write as many more single words as necessary to describe their own physical features.

Note that it is fairly easy to find words that describe physical appearance, but that it is more difficult to find the right words to describe what we are like inside—that is, our personality traits.

Each student should have his or her own laminated chart and picture cards.

Ask a few volunteers to read the words on their cards while you list them on the whiteboard. Briefly discuss each word and its meaning. Define abstract words such as:

orderly moody unreasonable

boring changeable

As they sort through teacher-made picture cards, each student places the cards on their chart according to how they see themselves. Encourage students to be honest as they sort their cards.

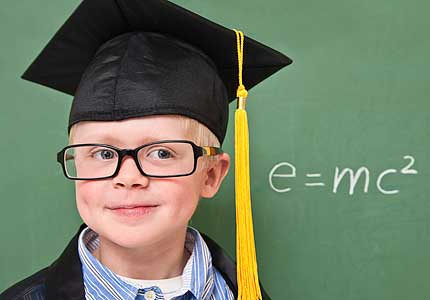
Emphasize it is not immodest to recognize one’s own positive characteristics.

Ask students to share their work with a partner, explaining why they placed each card in a particular column. Ask students, “Did you learn something about your partner you didn't know already? Do we always see ourselves the way others see us?”

After sorting and identifying personal characteristic cards, students should copy them onto a three-column work sheet just as on their chart. Then, allow each student to choose a partner. Ask students to sort cards the way they see their partners rather than the way they see themselves. Encourage more discussion of the differences in the way they see themselves as compared to the way others see them.

**Me, Not Me Characteristic Cards**

**Me, Not Me Characteristic Cards**

**Me, Not Me Characteristic Cards**

** **

** **

**Reflections Journal**

**When the teacher might use this activity:**

To reinforce positive reflective thinking skills, to reinforce student's accomplishments

**Materials needed for this activity:**

* Journal-type notebooks

**Information/directions:**

Each day or periodically, students are asked to make entries in their notebooks of things they want to remember, such as inspirational gems, affirmation statements, or short incidents of personal success they experienced during the day.

Discussion questions which may guide students to greater self-awareness might include:

*What did I learn yesterday that I did not know before?*

*Describe one nice thing that happened to me yesterday.*

*What have I done for someone else at home or school in the past week?*

*What did I see or hear yesterday that I did not like?*

**How the activity can be varied:**

These journals are great to refer to when the student is having a "down day."

The teacher can point out that on (certain date), the student had a real success.

"This, too, shall pass. You have concrete evidence you can be a winner."

**My Personal Evaluation**

**When the teacher might use this activity:**

To carry students further into self-awareness

**Materials needed for this activity:**

* The Personal Evaluation worksheet

**Information/directions:**

Ask students to answer questions on the worksheet individually. Some statements may require further explanation. If the answers are to be shared with the class, they should be voluntary.

**My Personal Evaluation**

Name:

Date:

This is a “Self-Help Check-Up.” There are no right or wrong answers. Only YOU can know what is right for you. This is your own personal guide to self-discovery. Answer these questions as honestly as you can.

Am I my own best friend?

How could I treat myself better?

What are my strengths, my best points?

What faults or weaknesses am I willing to work on?

What small thing could I begin to work on today to start my self-improvement?

Do I *really*love myself?

Do I love others?

Write the name of someone you love.

Do I have friendships with others?

Write the name of afriend.

**My Personal Evaluation**

What small thing could I do now that could start or improve a friendship?

What is my opinion of the way my body looks?

What are my best health habits?

What are my worst health habits?

What small thing could I do now that could improve my health?

Am I happy with how things are going in school?

What could I do to improve my school situation?

**B. Understanding Stress**

Stress is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger—whether it’s real or imagined—the body’s defenses kick into high gear in a rapid, automatic process known as the “fight-or-flight-or-freeze” reaction, or the stress response, which is the body’s way of protecting you. It can help you stay focused, energetic, and alert. In an emergency, it can save your life—giving you extra strength to defend yourself.

The stress response also helps you rise to meet challenges. Stress is what keeps you on your toes, sharpens your concentration when you’re attempting the game-winning free throw, or drives you to study for an exam when you'd rather be watching TV.

**Instructional Goals**

A) to acquaint students with the language used to express  
frustrations and stress

B) to assist students in exploring options to cope better with uncertain and/or confusing situations

**Activities:**

* Self-Scale / Frustration Graph
* Defining Stress
* Do You Create Stress for Someone?
* Finding Solutions
* What's the Best Way?
* Explore Leisure Time
* Mystery Leisure

**Self-Scale/Frustration Graph**

**When the teacher might use this activity:**

When an individual student is struggling with personal conflicts/frustrations, the teacher needs a way to unlock those issues.

Ask the child to graphically represent his or her frustration levels. Discuss the areas of anger and what triggers that anger. The teacher can also use these tools to initiate discussion of student difficulties, the reason for those difficulties, and to identify some coping skills to manage stress.

**Materials needed for this activity:**

* Self-Scale/Frustration Graph

**Self-Scale/Frustration Graph**

Mark the spot on the line that represents how you see things:

Place an **X** to show where you think you are right now.

Place another **X** to show where you would really like to be.

|  |
| --- |
| **FAMILY** |
| NOT GOOD          BEST |
| **GRADES** |
| NOT GOOD          BEST |
| **FRIENDS** |
| NOT GOOD          GREAT |
| **PEERS** |
| NOT GOOD          GREAT |
| **BODY** |
| NOT GOOD          GREAT |
| **PERSONALITY** |
| NOT GOOD          GREAT |
| **HOW SMART I AM** |
| NOT GOOD          GREAT |

**Defining Stress**

**When the teacher might use this activity:**

As the situation warrants, to assist students in labeling their feelings/frustrations appropriately

**Materials needed for this activity:**

* Defining Stress #1 worksheet
* Defining Stress #2 worksheet
* Defining Stress #3 worksheet

**Information/directions:**

Discuss the concept of stress as a natural part of life. Explore with students both good and bad stress and how these feelings motivate or detract from completing tasks. Ask students to complete the worksheet.

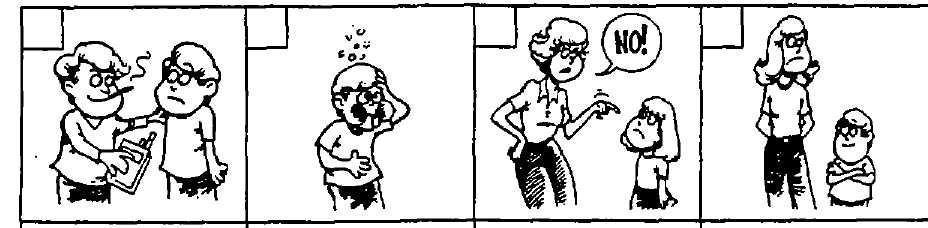
**Defining Stress #1**

To be stressed is to feel pressure. Different situations create different levels of stress for different people. Not all stress is bad; sometimes stress is what makes us more productive and better workers. Identify the feelings you would probably have in the situations given below. You might respond with more than one feeling to a situation. Write the letter in the box next to each number that best describes the feeling for each situation.

|  |  |
| --- | --- |
| **Situation** | **Feeling** |
| 1. You have just moved into a new neighborhood | 1. Embarrassment |
| 1. You are going to speak in front of the entire class | 1. Anger |
| 1. You have little time in which to complete three lengthy homework assignments | 1. Frustrations |
| 1. You have broken you mom’s favorite antique and are unsure what to do next | 1. Nervousness |
| 1. Your friends have made fun of how you look | 1. Loneliness |
| 1. A friend needs help and you are unwilling to assist at this time | 1. Impatience |
| 1. A friend is late for school and you are going to miss the bus if he or she does not come soon | 1. Boredom |
| 1. Your parent will not let you go to the dance to which everyone else is going | 1. Overwhelmed |
| 1. Your friends are busy this weekend and you are left at home by yourself with nothing to do | 1. Guilt |
| 1. You have tried out for the school choir three times and have not been selected | 1. Contentment |
| 1. Your pet is very sick and must stay at the vet’s   **Defining Stress #1** | 1. Failure |
| 1. It is Friday afternoon, you are going roller skating with your best friend, and your mom just handed you a $5 bill | 1. Joy |
| 1. Your dad just announced that he has won the lottery | 1. Sad |

**Defining Stress #2**

Decide which situations *you* think would make you feel the worst. Number the pictures. Use 1 for the worst that can happen. Use 4 for the least difficult situation.

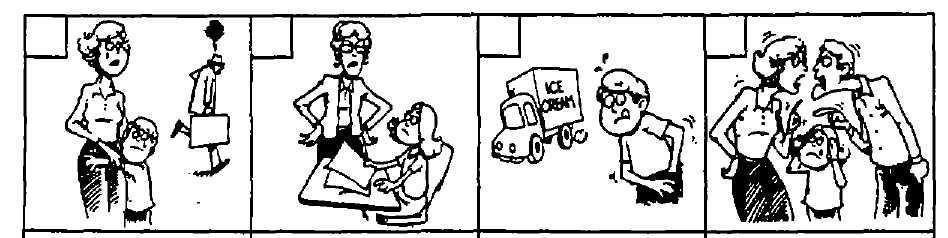
****

    Being pressured to try something new

    Feeling sick

    Fighting with parents about house rules

    Being overweight or bigger than others your age



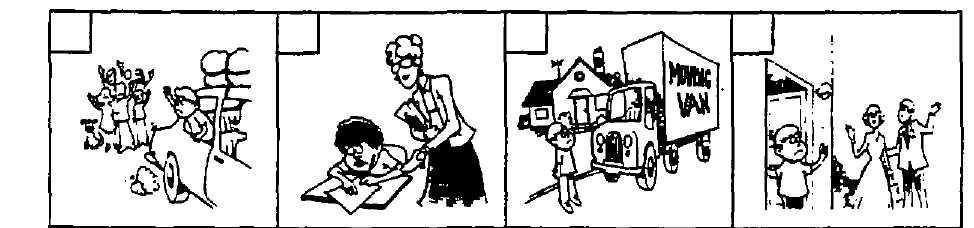
    When parents separate

    Not getting along with your teacher

    Not having enough money to spend

    When your parents argue in front of you

**Defining Stress #2**



    Changing schools

    Not having homework completed on time

    Moving from one place to another

    Not spending enough time with your mom or dad

Answer these questions:

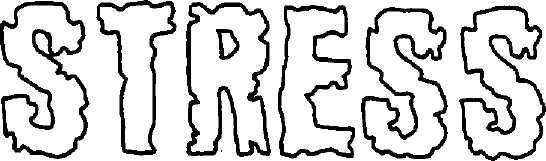
1) Number     is the least difficult situation because:

2) Number     is the worst situation because:

**Defining Stress #3**

How would you rank the following situations? Number each situation below with the number that represents how you'd feel.

Write “1” on the line if the situation is *highly* stressful. Write “2” on the line if the situation is *somewhat* stressful. Write “3” on the line if the situation is *not* stressful at all.



|  |
| --- |
| Introducing yourself to a stranger at a party |
| Asking a parent for money |
| Apologizing for doing something wrong to a friend |
| Camping in the woods for three days |
| Flying in an airplane |
| Taking a test at school |
| Speaking to a large group of people |
| Shooting the basketball with two seconds left in a tied game |
| Getting an injured arm examined by a doctor |
| Attending the funeral of a grandparent |
| Attending the first day of class at a new school |
| Turning in a late assignment. |
| Hearing that your parents are getting a divorce. |
| Being sent to the principal’s office for bad behavior |
| Going shopping for clothes |
| Having a really bad nightmare |

**Do You Create Stress for Someone?**

**When the teacher might use this activity:**

Students often need gentle prodding to take ownership of their behavior. This activity allows the teacher to explore student awareness of the impact of their behavior on others.

**Materials needed for this activity:**

* Do You Create Stress for Someone? worksheet

**Information/directions:**

Introduce and discuss “ownership” concepts with students being careful not to purposefully or unnecessarily generate feelings of guilt.

The teacher should discuss a personal example of when someone (mom/dad, friend) caused stress in his/her own life, how that stress affected his/her actions and/or behavior and how the situation was finally negotiated and resolved. Ask students to individually complete the worksheet; ask volunteers to share their responses.

**Do you Create Stress for Someone?**

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Sometimes our behavior causes stress in other people's lives. Identifying such behavior allows us to make changes which result in better relationships with others.

Do people sometimes find it necessary to cope with *you*? Think of a situation in each category where you have been the cause of stress for others. Briefly describe

each situation below.

|  |  |
| --- | --- |
| At School: |  |
| At Home: |  |
| With Friends: |  |

:

**Finding Solutions**

**When the teacher might use this activity:**

As students become more familiar with defining “stress,” they need to develop and practice coping skills. This exercise provides the opportunity to model appropriate problem-solving strategies. Teachers unfamiliar with standard conflict-resolution and problem-solving approaches should seek additional information from their professional library.

**Materials needed for this activity:**

* Finding Solutions worksheet

**Information/directions:**

Discuss the following stressful situations on the Finding Solutions!worksheet and ask students to write brief possible solutions to each problem. Teachers may want to pass out just one page at a time to better control the discussion. Write on the board summaries of students' responses and model appropriate problem-solving.

**How the activity can be varied:**

Role-play both a poor solution to the problem and a better or best solution to the situation.

Divide students into teams. Give the same stressful situation to each team. Each team presents or role-plays for the class their group solution to the problem.

**Finding Solutions!**

Please read each story carefully. Write what you would do.

**Foreign Foods**

You are invited to a new friend's house for dinner. When you sit down with the family to eat, you discover the entire meal consists of foods you absolutely cannot stand! What could you do?

**Loss of a Friend**

Your best friend suddenly begins to ignore you and starts spending time with someone else. You thought the situation would be temporary, but you realize your friend no longer values your friendship. How would you deal with this situation?

**Birthday Blues**

You have invited several friends for a party to celebrate your birthday. On the morning of the party, however, your mom wakes up very, very ill with the flu. What can you do?

**Boredom**

It is a stormy Saturday. You are home and unable to talk with your friends because telephone and electrical wires will be out of use for several hours. The TV and radio are also out of order. Tell how you would go about enjoying this unusual Saturday afternoon.

**Write Your Own**

**What's the Best Way?**

**When the teacher might use this activity:**

When teaching skills in problem solving, making choices, finding alternative solutions

**Information/directions:**

Introduce this activity by presenting the group with problem situations (depicted in pictures or written on cards).

Next month the circus is coming to town. Three days after it closes, the ice-capades will be at the arena. Mother and Dad say the family can go to one event or the other, but not to both. Bill wants to go to the circus, and Mary prefers the ice-capades. Janey will have her 11th birthday next month, so they have asked her to decide. But, Janey says that would be like choosing between Bill and Mary, and she refuses to make the decision. What to do?

While doing son John's laundry, Mom empties his pockets and finds $5. The same amount disappeared from her purse two days ago. She speaks with Dad, saying, "Should we even ask him if he took it, or does that mean we don’t trust him?"

Mark had trouble for one semester in math. His parents agreed to reward him with something he *really* wants if his grades improve. Last semester, Mark got an A+ in math and showed his parents an ad for a mini bike. It's on sale, and he's wanted one for more than a year. The problem is that Dad has been out of work for six months, and money is very low.

After each situation, ask the students, “What is the ONE way to solve this problem?” As students begin to disagree on an appropriate response, stop the discussion and divide them into groups. Suggest there might be more than one appropriate answer. After group discussion, ask each group to give their solution to the problem while the teacher lists all the alternative solutions on the board.

**How the activity can be varied:**

Give each group a different problem. Each group writes or presents as many alternatives to reaching a solution as they can. Then, as a large group, discuss the alternatives from small groups, and reach consensus on the most appropriate alternative.

**Explore Leisure Time**

**When the teacher might use this activity:**

Students need to understand leisure activities can be used to balance stressful times. Teachers should explain that frustration and anger caused by stress can and should be used productively rather than destructively.

**Information/directions:**

Leisure time activities involve those personal skills and interests that increase life enjoyment outside work hours, including hobbies, exercise, games, sports and community service.

The class should be led in a discussion of the value of both using leisure time wisely and relieving stress through exercise. Make a list with the class of all the places in the community where they can participate in free activities or low cost activities.

Plan a leisure time activity in which the class would like to participate, and then do it as a class field trip.

Invite a representative from the local recreation district to talk about recreational activities in the area.

**Mystery Leisure**

**When the teacher might use this activity:**

After learning about leisure time activities, this activity allows students to share ideas.

**Information/directions:**

Can students tell who's who in a small group with only their favorite leisure time activities as a clue?

This can be done with small groups. Each participant writes his/her five favorite leisure time activities on an index card. Handwriting should be disguised with no names written on the cards.

When all the cards are completed, put them in a stack, and shuffle well. Divide the class into two teams. Each chooses a card and reads it aloud to his/her opposing team member. The students then try to match the list with the person who wrote it. (He/she is not allowed to be helped by other team members.) One point goes to the team who identifies the descriptor.

**How the activity can be varied:**

Divide group into pairs. Each pair uses one sheet of paper folded in half. On one side, a partner writes all of the things he/she likes to do in his/her leisure time (30-second time limit). Then, the other partner does the same on the other half of paper. The two partners then open their paper and draw circles around each activity that is the same. In this way, students can see how they are alike in choosing leisure time activities and also how they are different in their interests.

**III. Goal Setting and Time Management**

Youngsters at elementary levels have difficulty recalling past events as well as projecting into the future. Youngsters at this age have equal difficulty conceptualizing their role in the problem-solving process. The following activities are designed to develop student appreciation for the responsibilities and commitments made in day-to-day living.

* Time Management and Planning
* Where Am I Going? How Will I Get There?

**A. Time Management and Planning**

**Instruction and practice of time management and planning help students to increase their executive function skills.** Time management is the ability to estimate how much time one has and how to use that time to complete a task. Planning is the ability to create and follow a plan to complete a task. Also related to time management and planning is organization, which is the the ability to keep track of information and materials.

**Instructional Goals:**

A) to assist students in developing reflective and projective thinking strategies

B) to assist students in mastering the fundamental concepts inherent in time management

C) to develop and reinforce in children our cultural belief system which emphasizes wise use of time

**Activities:**

* Ten Steps for Students to Help Themselves
* My Self-evaluation
* Work Specific Time Counts
* Time Management Plans
* To Do Lists

**Ten Steps for Students to Help Themselves**

**When the teacher might use this activity:**

To teach students “rules” to help organize themselves and maintain a desire for new learning

**Materials needed for this activity:**

* Ten Steps for Students to Help Themselves worksheet

**Information/directions:**

The teacher should formally present the ten steps (using overhead, board, or bulletin board display), and briefly discuss each one. Follow-up may involve the presentation of strategies for notebook use, including finding the notebook in a designated spot, remembering to use it for entering information, deciding on noteworthy information, etc.).

**How the activity can be varied:**

The ten steps should change to meet the specific needs of students.

**Ten Steps for Students to Help Themselves**

1. Keep a small notebook with you at all times.
2. Make a schedule for homework, and record it in your notebook.
3. Write in your notebook what you want to remember.
4. Learn what your strengths are, and use those strengths to learn best.
5. Know about two behaviors that upset you and what you can do.
6. Try for one success each day at school or home.
7. Find an adult with whom you can relate and talk with him/her when necessary.
8. Find your own mistakes, and correct them.
9. Be persistent in finding answers to your questions.
10. Learn one new spelling word each day, and record it in your notebook.

**Study, practice, and apply these ten steps daily.**

**Everyday, take the time to evaluate how you're doing!**

**My Self-Evaluation**

**When the teacher might use this activity:**

To give students the responsibility and power to evaluate their own selves on school related behaviors

**Materials needed for this activity:**

* My Self-Evaluation worksheet

**Information/directions:**

Using the worksheet, ask students to evaluate themselves on their behaviors (e.g., coming to school every day on time, bringing a pencil to class, turning in homework on time, etc.). The students complete the chart by checking “always,” “usually,” “sometimes,” or “never” next to each behavior. Collect the charts. The students keep weekly charts, recording their perceptions of their actual behaviors. Encourage the students to be honest!

At the end of two weeks, have the students compare two charts to see if they can accurately evaluate their performance.

**How the activity can be varied:**

Work with students individually on areas where improvement is needed. Offer praise for good performance and improvement. This activity can be continued for a few weeks or for an entire semester.

Attach a number value to each level (always = 4 points, usually = 3 points, etc.), and have students work toward increasing their scores.

Should a student's self-evaluation be significantly skewed from teacher observation, teacher and student might each begin to fill out forms over a two- to three-week period. The teacher should then privately and gently address discrepancies in self-perception.

**My Self-Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Daily Self-Evaluation** | **Always** | **Usually** | **Sometimes** | **Never** |
| Come to school every day. |  |  |  |  |
| Come to school on time. |  |  |  |  |
| Bring a pen/pencil to class. |  |  |  |  |
| Participate in class discussions. |  |  |  |  |
| Turn in your homework on time. |  |  |  |  |
| Finish class work on time. |  |  |  |  |
| Get along with other students.\* |  |  |  |  |
| Get along with teachers.\* |  |  |  |  |

\* Determined by following class and school rules (e.g., no problems with talking inappropriately, name calling, etc.)

**Work Specific Time Counts**

**When the teacher might use this activity:**

After teaching the concepts of time management and organizational skills, to further expand and enhance such concepts realistically

**Materials needed for this activity:**

* Specific Daily Time Counts worksheet
* Specific Time Counts—How I Spend My Time

**Information/directions:**

Ask students to keep records for one week on how they use their time. Inform the parents ahead of time that they will be keeping a record of how they use their time. Explain the importance of parental assistance.

Have enough copies available for each student for one week. Demonstrate to the students how the charts are to be completed. They should list general activities and should not get bogged down in details. Ask the students to complete a daily chart, return it to school the next day, and place them in their individual folders.

When all charts are completed, each student should review the information, and outline “leisure time” with a brightly colored pen. Then, using different colors, students should outline “study time,” “meal time,” and “school time.” Focus on the distribution of colors, and help students to analyze how they are using time. Ask students to complete the “How I Spend My Time” summary sheet. Discuss how time allocations may change as students get older.

**How this activity can be varied:**

Adapt this activity to the ability of your students. You may only want to do this for one day, a weekend, or only during school hours.

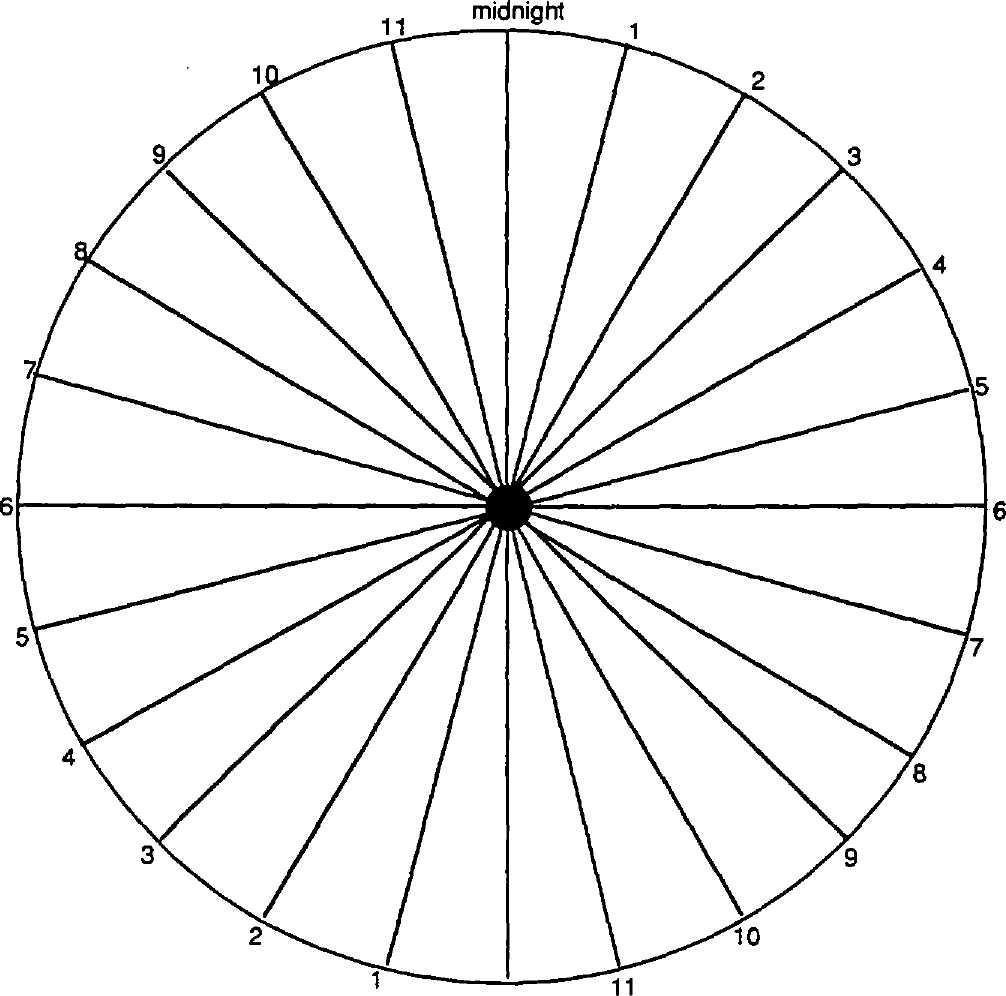
Ask students to prioritize their daily activities. That is, they could rate activities by placing a one by the activity they most value, a two by the activity they value next, etc.

**Specific Daily Time Counts**

Name

Date

Each section of the circle represents one hour of the day. Mark the circle in sections showing the amount of time you spend doing various activities throughout the day.



**noon**

**Specific Time Counts — How I Spend My Time**

Name

I spent the most time      .

The time I enjoyed the most was spent      .

The time I enjoyed the least was spent      .

The most useful thing I did was      .

I wasted my time when I      .

If I could use my time anyway I pleased, I would spend more time      .

I spent       watching T.V.

**Time Management Plans**

**When the teacher might use this activity:**

To emphasize time management and organizational skills

**Information/directions:**

The following are samples of time-management charts.

Direct teaching of time management principles is a wise instructional decision. Time management is the ability to understand the interdependent relationship between time and daily activities and the ability to utilize this awareness in planning.

Skills in time management include:

* Telling time
* Prioritizing activities and tasks
* Manipulation of time in scheduling simultaneous activities
* Use of leisure time

Teachers should adapt these charts in helping children plan daily or weekly assignments. Allow students to see visually and graphically exactly how they use their time.

Using their charts, ask students how they might make better choices and how they  
might use their time to accomplish goals or explore new interests. Ask how activities and responsibilities might be grouped and/or prioritized to save time.

**To Do Lists**

**When the teacher might use this activity:**

To teach the concept of daily reminders and to introduce prioritization of needs; requirements vs. wants

**Materials needed for this activity:**

* Tasks I Do at Home worksheet
* How Much T.V. Time worksheet
* My Daily Time Graph worksheet
* A Weekly Time Log worksheet
* Today worksheet
* To Do List worksheet

**Information/directions:**

The teacher might begin the explanation of a "to-do" list by relating it to his/her own experience as an adult (e.g., how easy it is to forget responsibilities, how easy it is to do what we like to do first). Ask students to generate their own “to-do” list and discuss at the appropriate age-related level.

**Tasks I Do at Home**

Write down how much time you spend each day doing the following activities:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chore** | **Monday**    **MONDAY** | **Tuesday**    **TUESDAY** | **Wednesday**  **WEDNESDAY** | **Thursday**    **THURSDAY** | **Friday**    **FRIDAY** |
| Take out the trash |  |  |  |  |  |
| Feed pet |  |  |  |  |  |
| Put away clothes or toys |  |  |  |  |  |
| Make bed |  |  |  |  |  |
| Help with dishes |  |  |  |  |  |
| Other chores |  |  |  |  |  |

**How Much T.V. Time?**

Use the shading tool on your computer (looks like a paint bucket) to paint a block for every ½-hour of television you watch on a school day/night.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ½ hour | 1 hour | 1 ½ hours | 2 hours | 2 ½ hours | 3 hours | 3 ½ hours | 4 hours | 4 ½ hours | 5 hours |
|  |  |  |  |  |  |  |  |  |  |

Use the shading tool to paint a block for every ½-hour of television you watch on Saturday (weekend).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ½ hour | 1 hour | 1 ½ hours | 2 hours | 2 ½ hours | 3 hours | 3 ½ hours | 4 hours | 4 ½ hours | 5 hours |
|  |  |  |  |  |  |  |  |  |  |
| 5½ hours | 6 hours | 6½ hours | 7 hours | 7 ½ hours | 8 hours | 8 ½ hours | 9 hours | 9 ½ hours | 10 hours |
|  |  |  |  |  |  |  |  |  |  |
| 10 ½ hours | 11 hours | 11 ½ hours | 12 hours | 12 ½ hours | 13 hours | 13 ½ hours | 14 hours | 14 ½ hours | 15 hours |
|  |  |  |  |  |  |  |  |  |  |

Use the shading tool to paint a block for every ½-hour of television you watch on Sunday (weekend).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ½ hour | 1 hour | 1 ½ hours | 2 hours | 2 ½ hours | 3 hours | 3 ½ hours | 4 hours | 4 ½ hours | 5 hours |
|  |  |  |  |  |  |  |  |  |  |
| 5½ hours | 6 hours | 6½ hours | 7 hours | 7 ½ hours | 8 hours | 8 ½ hours | 9 hours | 9 ½ hours | 10 hours |
|  |  |  |  |  |  |  |  |  |  |
| 10 ½ hours | 11 hours | 11 ½ hours | 12 hours | 12 ½ hours | 13 hours | 13 ½ hours | 14 hours | 14 ½ hours | 15 hours |
|  |  |  |  |  |  |  |  |  |  |

What kinds of things might you do instead of watching television?

**My Daily Time Graph**

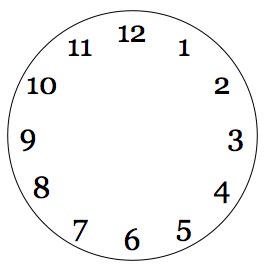
**Developing a Schedule**

Determine how you spend a typical 24-hour day:

Enter the number of hours you spend on each activity.

If the time entered is less than one hour, use “0” in the space.

Then, print this page to color in the “clock’s hours,” and watch as your time slips away.



     School      Work      Transportation

     Homework      Family      Relaxing

     Sleeping      Personal care      Friends/Entertainment

     Exercise/Sports      Meals      Other

**A Weekly Time Log**

Fill out your present weekly schedule. Be sure to include sleeping time, eating time, class time, job time, social time (friends or recreation), time with family, time alone, and study time.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| **6 a.m.** |  |  |  |  |  |  |  |
| **7 a.m.** |  |  |  |  |  |  |  |
| **8 a.m.** |  |  |  |  |  |  |  |
| **9 a.m.** |  |  |  |  |  |  |  |
| **10 a.m.** |  |  |  |  |  |  |  |
| **11 a.m.** |  |  |  |  |  |  |  |
| **12 p.m.** |  |  |  |  |  |  |  |
| **1 p.m.** |  |  |  |  |  |  |  |
| **2 p.m.** |  |  |  |  |  |  |  |
| **3 p.m.** |  |  |  |  |  |  |  |
| **4 p.m.** |  |  |  |  |  |  |  |
| **5 p.m.** |  |  |  |  |  |  |  |
| **6 p.m.** |  |  |  |  |  |  |  |
| **7 p.m.** |  |  |  |  |  |  |  |
| **8 p.m.** |  |  |  |  |  |  |  |
| **9 p.m.** |  |  |  |  |  |  |  |
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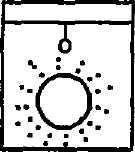
 **TODAY**

Write out a schedule for the day. Now, put an asterisk (\*) next to those items you MUST do. At the end of the day, ask yourself, “Were my goals completed?” If not, what interfered with the completion of your goals? If your goals were accomplished, reward yourself!

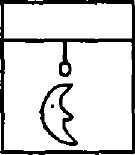
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|  |

**To Do List**

Things to do this morning



Things to do tonight

**B. Where Am I Going?** **How Will I Get There?**

Dreaming big and preparing for a successful future are the corner stones of knowing where we are going and how we will get there. Setting goals is the first and most important step. We just can't get there without them.  Committing to reach the goals is the second very important step. And, of course, following through is the third step in reaching our goals.

**Instructional Goals:**

A) to assist students in developing task-analysis skills

B) to assist students in becoming independent, self-motivated, self-regulated, responsible problem-solvers

**Idaho Core Standards: See Appendix**

**Activities:**

* Setting My Own Goals
* Contracts are Cool

**Setting My Own Goals**

**When the teacher might use this** **activity:**

To advance students' introspective abilities, to allow them to evaluate choices in terms of consequences and determine appropriate steps to attain their reward

**Materials needed for this activity:**

* Setting My Own Goals #1 worksheet
* Setting My Own Goals #2 worksheet
* Setting My Own Goals #3 worksheet

**Information/directions:**

This activity is presented through three worksheets. The first two are to be used in planning and the last as an evaluation tool. Teachers might bring into discussion recent events that further illustrate concepts such as “consequences” and “responsibilities.” Individual work should be shared with the large group on a voluntary basis only.

A second example deals with a goal around grades. Let's say your goal is to get a “B” or better in math this grading period. But, you don't really feel like doing the homework you need to. Pretty soon you discover you really don't know what's going on in class. What are the consequences of not reaching your goal? What will happen now? What will happen six months from now?

**Setting My Own Goals #1**

Let's talk about the “consequences” of not following through on personal responsibilities and personal goals.

Whose problem will it be?

Let's use planning for a class field trip as one example. The consequence of forgetting your field trip permission form will only affect *you.* You won't be able to participate in a neat experience.

Let's list five daily responsibilities at home or school on the chart below. Then, list the consequences of not following through, and identify *who* will be affected by your irresponsibility.

**Setting My Own Goals #2**

Let’s list five daily responsibilities at home or school on the chart below. Then, list the consequences of not following through, and identify *who* will be affected if you do not follow through with your responsibilities.

|  |  |  |
| --- | --- | --- |
| **Responsibility** | **Consequence** | **Who is Affected** |
| 1.    2.  3.  4.    5. |  |  |

**Setting My Own Goals #3**

Name:

Date:

My short range goal is:

I plan to accomplish this by doing the following things:

My long range goal is:

I plan to accomplish this by doing the following things:

**Contracts are Cool**

**When the teacher might use this activity:**

To help students set personal goals—academically, vocationally, socially or behaviorally; to provide positive reinforcement for mastered skills and achievement; to foster projective thinking and a greater sense of responsibility

**Materials needed for this activity:**

* Contracts are Cool worksheet
* An Unbeatable Team worksheet
* Batter Up—Home Run worksheet
* Beat Your Own Record worksheet
* Touchdown worksheet
* I’m Not Stuck worksheet

**Information/directions:**

The teacher will need to model the type of thinking underlying a contract. Design a simple contract for a pair of students or team of students around attainment of a short-term goal. The handouts which follow should be used to support direct instruction.

1. Determine what the goal should be.

2. Make a plan.

3. Write the plan on the contract.

4. Set the review dates and deadline dates.

5. Establish rewards/awards.

6. Teacher and target students sign the contract.

7. Implementation begins.

8. Re-evaluate contract periodically before completion dates.

9. Evaluate on deadline date to determine if goals were achieved or new contract is necessary.

Contracts are personal and should be highly motivating. The interest level of the contract should appeal to the age of the student.

First contract: Teacher develops.

Second contract: Teacher and students develop together.

Third contract: Students write their own contract for goal setting.

The following contract samples were selected because they (1) require team work for accomplishment, and (2) present alternative and sequential steps for contract completion.

Both of these aspects will assist students in learning problem-solving skills.

Contract samples adapted from Innovative Educational Systems, Joyce Kofeldt

**Contracts are Cool**

*Before* writing your own contract and *after* thinking about what your contract plan can do for you, answer these three questions:

**1**. **Is your goal really yours?**

Do you feel you *should have* it? Do you *really* want it? Or, is it a goal that a parent, friend, teacher, etc. feels would be best for you?

**2. Are you really willing to do whatever needs to be done to get it?**

Or, do you want the end result or condition to exist in the easiest possible way? Remember that faith without action is meaningless.

**3. Is your goal realistic?**

It does no good to desire to be a nuclear physicist if you hate math and science; or to be a professional football player if you can't remember formulas or plays and are undisciplined about practicing; or to be a famous rock star if you don't understand the science of music. Miracles are sometimes hard to come by.



**Reach for the stars, but keep**

**your feet on the ground.**

**An Unbeatable Team**

      and       want to get over these humps. They have agreed to help one

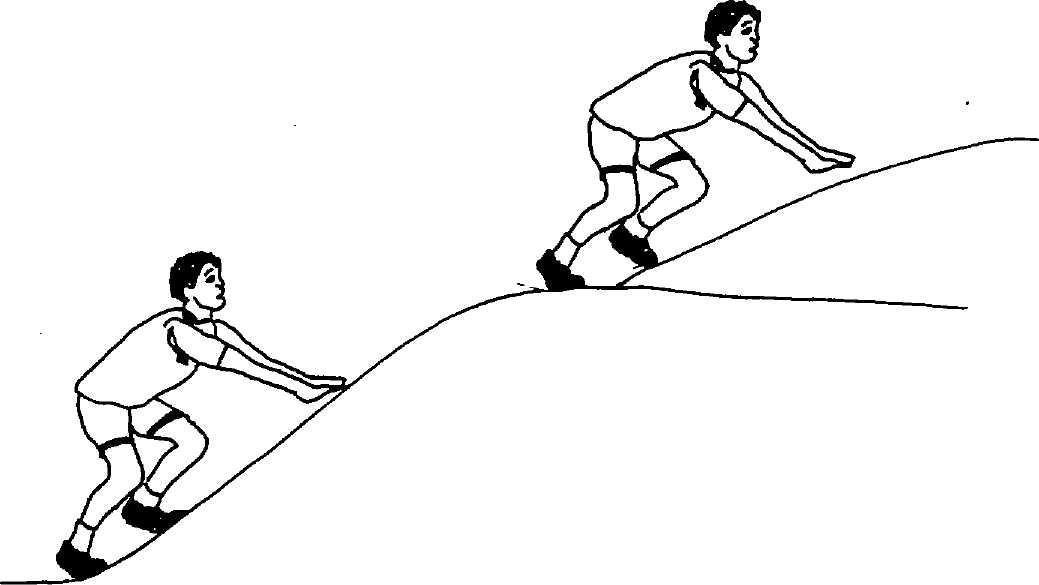
another.       will help       by      .       will help      . And,

      will help      by      . When they reach their goals, they will

be able to      .

Student Signature Date Student Signature Date



**Batter Up—Home Run**



My Goal is to:      .

When I touch 1st base:      .

When I touch 2nd base:      .

When I touch 3rd base:      .

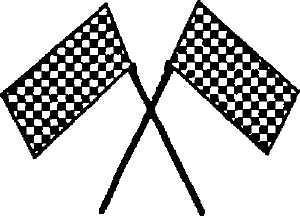
When I touch home plate:      .

I will hit a home run. Then, I will be able to:

Student Signature Date Coach’s Signature Date

Adapted from Innovative Educational Systems

**Beat Your Own Record**



By      ,       agrees to      .

      will help       by      .

When they win, they can celebrate by      .

DATE OF RACE:

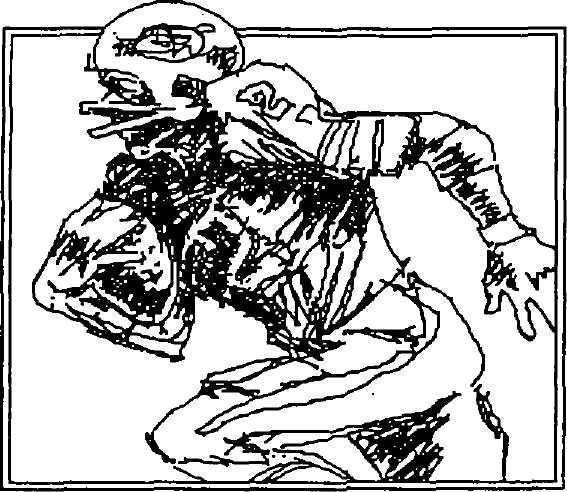
1st Driver’s Signature Date

2nd Driver’s Signature Date

3rd Driver’s Signature Date

Adapted from Innovative Educational Systems

**Touchdown!**

Here's my goal:

I will reach my goal and score by completing the following tasks:

50 yard line:

40 yard line:

30 yard line:

20 yard line:

10 yard line:

Goal line:

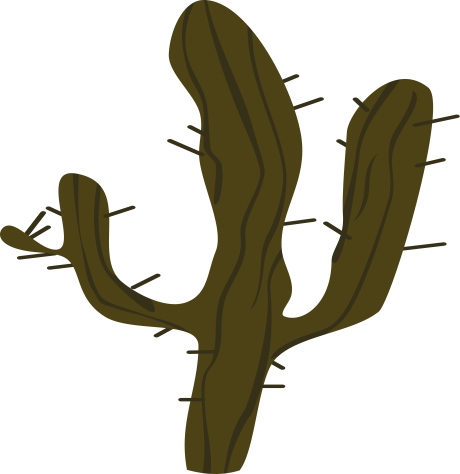
During halftime, I would like to:      .

As a victory celebration I will be able to:      .

Quarterback’s Signature Date Coach’s Signature Date

Adapted from Innovative Educational Systems



**I’m not** **Stuck**

I can      .

I will have it finished by       if       will help by      .

I’d like to celebrate when I finish by      .

Signature of Unstuck Student Date

Signature of Teacher

Signature of Teacher

**Here's How It's Done**

**Unit II**

**Here's How It's Done**

Many of the major goals and objectives of a transition curriculum for elementary students are in Unit II. The activities and worksheets present the majority of essential elements which underlie the concepts of "transition" and “career awareness.”

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**I. Career Awareness**

This chapter is designed to introduce students to the values and ethics which are fundamental in our world of work.

**Instructional Goals:**

A) increase student awareness of the role of work in our society

B) broaden student knowledge of the range of occupations available

**Idaho Core Standards: See Appendix**

**Why Do We Work?**

* Work Awareness List
* Volunteerism
* There’s a Reason Why
* For More than the Money

**Exploring Career Options**

* Who is this Person?
* Picture Card Games
* The Unusual is Really Quite Usual
* What's My Line?
* Job Clusters
* Job Clusters List
* Which Cluster Includes this Person’s Job?
* Career Packets
* Career Collage
* Career Association Game
* Job Dictionary
* The Who’s Who Interview
* The Who’s Who Interview: Job and School Skills
* Career Satellite
* Self-Portrait
* Career Awareness Jeopardy

**A. Why Do We Work?**

Work provides for wants and needs, provides opportunities for socialization, provides a means of contributing to the welfare of others, and allows adults to establish and maintain themselves independently.

**Instructional Goals:**

A) to increase student awareness of work options (i.e., paid versus volunteer)

B) to increase student sensitivity to the “work ethic,” the value of work in this society

**Activities:**

* Work Awareness List
* Volunteerism
* There's a Reason Why
* For More than the Money

**Work Awareness List**

**When the teacher might use this activity:**

As an introductory discussion and to assess student understanding that there are many different occupations.

**Materials needed for this activity:**

* Short video clip from the Internet about why people work
* Work Awareness List worksheet

**Information/directions:**

Given a time limit, student teams list in writing as many occupations as they can on the worksheet.

**How the activity can be varied:**

Do this as an individual activity or ask students to contribute orally. The teacher writes the list and students copy, or younger students are asked to draw pictures.

Ask students to initially work alone. Then, pair students to expand the list, and move students into small groups. Ask student groups to compile one long list on butcher block paper with markers. Compare lists.

**Work Awareness List**

How many occupations can you name in 5 minutes?

|  |  |  |  |
| --- | --- | --- | --- |
| 1 |  | 20 |  |
| 2 |  | 21 |  |
| 3 |  | 22 |  |
| 4 |  | 23 |  |
| 5 |  | 24 |  |
| 6 |  | 25 |  |
| 7 |  | 26 |  |
| 8 |  | 27 |  |
| 9 |  | 28 |  |
| 10 |  | 29 |  |
| 11 |  | 30 |  |
| 12 |  | 31 |  |
| 13 |  | 32 |  |
| 14 |  | 33 |  |
| 15 |  | 34 |  |
| 16 |  | 35 |  |
| 17 |  | 36 |  |
| 18 |  | 37 |  |
| 19 |  | 38 |  |

**Volunteerism**

**When the teacher might use this activity:**

During discussion of why we work, integrate the concept of volunteer work as an option. Check your school district policy to ascertain the role of volunteerism at secondary levels.

**Additional Support:**

* A school-community volunteer

**Information/directions:**

Introduce the concept of volunteerism. Ask a school/community volunteer to talk about why he/she volunteers, what is involved, degree of commitment, and what nonmonetary reward is received.

Ask students to tell, write, or draw a way in which they might volunteer now, individually, or as a class. Help students make the necessary arrangements to implement their ideas.

Teachers may need to enlist the help of others in order to complete student volunteer activities within a respectable time frame, (e.g., two months, one semester, etc.). Ask students to evaluate their feelings and ideas at the end of the semester about volunteering.

**There's a Reason Why**

**When the teacher might use this activity:**

The teacher should initiate a discussion of work ethics.

**Information/directions:**

Introduce the idea that people work for a wide variety of reasons. Divide the class into teams of three-to-five students and ask students to generate a list of reasons why people work. Ask groups to decide on the three best reasons from their list.

Ask a spokesperson from each group to share their group ideas. The teacher/paraeducator writes the ideas on the board so that similarities/differences among group ideas can be seen.

The teacher should lead a discussion comparing reasons among groups, validating all plausible suggestions, asking for clarification around less reasonable responses.

**How the activity can be varied:**

Ask students to fold a piece of paper vertically. One side can be for “Needs,” the other side for “Wishes.” Ask students to individually list their needs and wishes. Lead group discussion toward the realization that we need to work to obtain what we want and need.

**For More than the Money**

**When the teacher might use this activity:**

As part of the lesson on work ethics, this two-day activity can broaden students’ awareness of alternative methods of exchange.

**Materials needed for this activity:**

* Extra auction items for students unable to provide their own
* Chips/tokens/coupons for auction
* Gavel/wooden meat tenderizer/mallet for auctioneer

**Information/directions:**

1. The teacher needs to discuss past and current means of exchange. Discussion  
should include an historical overview, since bartering for goods and services  
began before the Colonial period.

The discussion should progress to how we use money today, including credit cards. Compare conventional forms of exchange with “giving;” distinguish between trading and giving.

Define “auction.” Introduce students to the operation of an auction, the manner in which goods are exchanged. Ask students to bring something from home they would be willing to auction the next day/session.

2. The next day/session, collect auction items. All students should participate by contributing items; be prepared to offer items for students who could not/did not bring objects from home. Allow items to be viewed before the auction occurs.

3. Distribute chips/tokens/coupons to each student to be used for exchange. Encourage students to “barter” or “trade” goods and/or services with other students as the items are auctioned. Reinforce students who find innovative ways to reach their goals.

**B. Exploring Career Options**

**Instructional Goals:**

A) to assist students in grouping/categorizing a broad range of occupational titles.

B) to assist student in developing insight as to the skills, requirements and expectations within given occupations.

**Activities:**

* Who is This Person?
* Picture Card Games
* The Unusual is Really Quite Usual
* What's My Line?
* Job Clusters
* Career Packets
* Career Collage
* Career Association Game
* Job Dictionary
* The Who’s Who Interview
* Career Satellite
* Self-Portrait
* Career Awareness Jeopardy

**Who is this Person?**

**When the teacher might use this activity:**

To heighten student's awareness of those who work in their immediate environment

**Materials needed for this activity:**

* Who is This Person? question cards

**Information/directions:**

Teachers “set the stage,” briefly discussing local grocery store job options. Read the following questions to students, asking for oral responses. Then, ask student pairs to generate three new “Who is this Person?” questions as well as the correct responses. The questions should be about jobs/work outside grocery-related professions. Each pair then chooses the best question of the three to ask the class.

**Teacher's Questions for *Who is This Person?***

1. When you are done shopping, who takes your money and runs the cash register? (cashier)

2. Who puts your groceries in bags and sometimes helps you carry them? (packer)

3. Who is in charge of the whole store and makes sure everything runs smoothly? (manager)

4. Who often wears a white apron, cuts meat and helps you find meat? (butcher)

5. Who helps dean the store so it is neat and safe? (custodian)

6. Who helps bake the bread and cookies and stays by the pies and cakes? (baker)

7. Who helps us find bologna, potato salad and turkey? (deli operator)

8. Who sometimes brings groceries to our house when we call and order? (delivery person)

9. Who works for the government and makes sure everything is safe and clean? (inspector)

10. Who goes to the grocery store and brings food for the family? (we do)

**Who is This Person?**

**Question Cards**

|  |  |
| --- | --- |
| When you are done shopping, who takes your money and runs the cash register? (cashier) | Who puts your groceries in bags and sometimes helps you carry them? (grocery packer) |
| 3. Who is in charge of the whole store and makes sure everything runs smoothly? (manager) | Who often wears a white apron, cuts meat and helps you find meat? (butcher) |
| 5. Who helps clean the store so it is neat and safe? (custodian) | Who helps bake the bread and cookies and stays by the pies and cakes? ( baker) |
| Who helps us find bologna, potato salad and turkey? (deli operator) | Who sometimes brings groceries to our house when we call and order? (delivery person) |
| Who works for the government and makes everything is safe and clean? (inspector) | Who goes to the grocery store and brings food for the family? (we do) |

**Picture Card Games**

**When the teacher might use this activity:**

This grouping of games and activities for individuals and teams of primary and intermediate students is useful at any stage in this unit.

**Materials needed for this activity:**

* Appropriate number of teacher-made picture cards (i.e., two-to-three times the number of students in the class; cards can be drawn, or use pictures cut from magazines)

**Information/directions:**

Draw Your Own: “Draw yourself doing the job” you think you would like in the future. Then, print the name of the job across the top. Share your drawing with others, and tell them why you'd like this job based upon what you know about it now.

Games to play with teacher-made picture cards of workers on the job, tools of the trade, and/or of community helpers:

1. Divide students into teams. Give each team the same number of picture cards of workers on the job, and ask teams to come up with three skills that are important to each job.

2. Divide class into teams. The teacher shows a picture card of a working person on the job. The team plans and role-plays the occupation (without talking), and the other teams try to guess the job, or one at a time, a person selects a picture and “acts” it out for the others to guess.

3. Place all of the picture cards for tools and workers in a pile, and ask students to divide jobs and tools into job clusters.

4. Clothes Pin Classification: ask students to divide the picture cards into different classifications (education, interests, salary, uniforms, work hours, skills, training, etc.), and then clip them with clothes pins, and explain their rationale.

5. Characteristic Classifications: ask students to group occupations by characteristics—those who wear uniforms, those who work outside, inside, those who give help to others, and those who need special tools.

The Big Challenge: *What do the workers in each classification have in common?*

**The Unusual is Really Quite Usual**

**When the teacher might use this activity:**

Many people have “unconventional” jobs (e.g., freelance writers, artists, circus people, theater people, athletes, etc.). It is important for children to understand while they will be expected, as adults, to work and provide for their own needs and wants, it is *not* necessary for everyone to work at an “8-5 job.” Students should become aware of options in both the way they work as well as the kinds of work they may choose to do.

**Materials needed for this activity:**

* Old magazines representing a variety of occupations
* Newspapers
* Scissors
* Glue
* 9” x 12” construction paper

**Information/directions:**

Ask students to name some unusual occupations. List these on the board. Discuss where and when these people work. Give a few examples: grocery store stockers, newspaper printers, hospital workers, shift workers (explain), consultants for many industries (geologists, appraisers, etc.). Ask students if they personally know anyone who has an unusual occupation. Help students understand many people support themselves and their families by working at unconventional jobs or by doing something that does not require them to be on the job from 8:00 in the morning until 5:00 in the afternoon. Discuss the advantages and disadvantages of working this way.

**Advantages Disadvantages**

Sometimes, you can be your own boss No regular paycheck

Work where and when you want to Must assume all responsibility

Different challenges every day Can be unpredictable

Often work more because there's less reason/opportunity to goof-off. Divide students into pairs, or allow them to choose partners. Give each pair a piece of construction paper, scissors, and glue. Make old magazines available. Ask students to make collages of unusual occupations. Be sure pictures are big enough to show the actual job. Allow children to talk about jobs as they cut pictures. Encourage them to discuss where the people doing the jobs might work, the hours they work, the seasons they work, or any other unusual aspects of each job. Use newspaper headlines to form names of unusual jobs. Mount collages on a bulletin board so they appear as one very large collage.

**How the activity can be varied:**

Students could draw pictures or take pictures if magazine pictures can’t be found. Contact a guest speaker who could represent a minority group (gender, ethnicity, disability) in an unusual occupation. Be sure to tell speakers what it is you want them to emphasize (e.g., prejudices, difficulties, rewards, etc.). You can video the presentation for future use.

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**“What's My Line?”**

**When the teacher might use this activity:**

Use anytime to facilitate further career awareness.

**Information/directions:**

Students guess the make-believe occupation of a student "mystery guest" and learn the skills necessary to perform his/her occupation.

**Teacher Preparation:**

Arrange classroom with a special chair and microphone for the mystery guest. Arrange table with four-to-six chairs for the panel. Prepare 10 or more folded slips of paper with a different occupation written on each. Choose the complexity of the occupations to suit the age and ability level of the students. Give local flavor to the occupations.

**Teaching Procedure:**

Name the game, and explain it to the students, telling them that it was a popular quiz show on TV for 20 years. Has anyone ever heard of it? Has anyone seen reruns of it?

1. Teacher appoints guest and panel for each mystery.

2. Each “mystery guest” student selects a slip of paper stating an occupation.

3. Students take turns sitting in the mystery chair and answering questions of the panel composed of four to six students. The mystery about the guest is: what is his/her occupation? The aim of the game is to discover his/her occupation.

a. To get started, the mystery guest should tell the panel the types of skills most important in the work (e.g., academic, artistic, physical, etc.).

b. Stress to the panel they should ask questions regarding job skills.

c. Students may need to be taught how to formulate and ask appropriate questions for this activity.

d. Panelists cannot ask the question, “What do you do?” but must arrive at the answer by asking questions about skills, or when, where, and why the mystery guest works. For example, “Does your work involve groups of people?” The questions do not have to be answered with just a simple yes or no.

e. Allow the panel to ask only 20 questions. If it cannot guess the occupation, the mystery guest is declared the winner and announces his/her occupation.

f. Class members who are not participating form the audience. They may applaud at a good question and when the mystery is discovered. Each student should have a turn on the panel or as the guest.

**“What’s My Line?”**

g. Summarize by pointing out what has been learned by playing the game. “What's My Line” demonstrates there are a wide variety of interesting things to do in the world of work and that many different skills and many kinds of knowledge are needed.

**How the activity can be varied:**

Ask a real “mystery guest” to provide a presentation about his/her career. Prior to the presentation, students develop 20 questions to ask about the presenter’s skills.

**Job Clusters**

**When the teacher might use this activity:**

In initiating activities related to broadening awareness of career options, students benefit from learning this type of categorization system.

**Materials needed for this activity**:

* Job Clusters List
* Which Cluster Includes This Person’s Job? worksheet

**Information/directions:**

The teacher presents the activity information on job clusters by listing cluster names on the board, explaining general categories, and eliciting possible cluster members from the class. Or, the teacher might choose to divide the information into two separate instructional sessions, and present the students with handouts to describe cluster members.

**Job Clusters List**

1. Natural Resources/Science

2. Business/Marketing

3. Communication

4. Construction

5. Manufacturing

6. Fine Arts

7. Health/Medical

8. Recreation/Hospitality

9. Public Service

10. Transportation

**Natural Resources/Sciences**Farmer/Rancher  
Forester  
Geologist/Miner

**Business/Marketing**  
Accountant  
Banker  
Receptionist  
Secretary

Florist Stock Clerk

**Communication**  
Advertising Person  
Photographer  
Sign Writer/Printer  
Graphic Artist

**Manufacturing**

Assembler

Dressmaker

Machinist  
Welder

Bottler

Packer

Inspector

**Job Clusters List**

**Construction**

All Construction Trades (e.g., Heavy Equipment Operator, Auto Mechanic, etc.)

**Fine Arts**

Artist

Dancer

Writer/Author

Stage/Theater Manager

Musician

Designer

**Health and Medical**

Dentist

Nurse

Therapist

Pharmacist  
Lab Technician

Physician

Dietitian

Optometrist

Veterinarian

**Recreation/Hospitality**

Restaurant/Hotel Manager

Athlete

Parks/Recreation

Tour Guide

Chef

Travel Agent

Fitness Center Employee

Soccer Coach

Amusement Park Employee

**Public Service**  
Community Worker  
City Employee  
Teacher  
Lawyer

**Job Clusters List**

**Military Service Employee**

Social Worker

Mayor

Governor

Senator's Aide

**Transportation**  
Pilot

**Which Cluster Includes This Person's Job?**

Marine Biologist

Tree Surgeon

Horticulturist/Landscaper

Salesperson

Cashier

Computer Programmer

Buyer

Jeweler

Editor

Radio/TV Announcer

Telephone Operator

Drafting/Architect

Auto Body Repair Specialist

Taxi Driver

Air Traffic Controller

Truck Driver

Railroad Worker

Bus Driver

**Career Packets**

**When the teacher might use this activity:**

In order to expand student awareness of potential occupations, individual in-depth study of a particular occupation can be beneficial toward development of realistic goals.

**Materials needed for this activity:**

* Big envelopes or closed file folders so the teacher and students can add information throughout the year

**Information/directions:**

As the Career Awareness Program develops, career packets are very helpful. While career packets can be purchased commercially (i.e., American Guidance Services), the students have fun making and building their own resource center. A Career Packet should include:

1. Name of occupation

2. A description of the occupation

3. Questions for discussion/investigation

4. Pictures and brochures of the specific occupation

Each student or pair of students gathers information. Envelopes need to be kept in a secure, yet accessible location. Activities can be created to allow students to share information periodically, thereby, exposing more students to in-depth information.

**How the activity can be varied:**

Students research a career, and 1) turn in a written report, and 2) make a brief oral report about the career to the class.

Research should include: 1) necessary skills, education, and training, 2) essential aptitudes and abilities, 3) work environment, 4) personal interests needed, and 5) salary range.

Students should be asked to identify the job cluster under which this occupation falls. Students who independently choose the same career may be grouped together and allowed planning time before presenting to the class as a panel.

**Career Collage**

**When the teacher might use this activity:**

As students are becoming increasingly familiar with job clusters

**Materials needed for this activity:**

* Appropriate career-related magazines/pictures/etc.
* Scissors
* Glue or paste
* Paper
* Crayons

**Information/directions:**

Students divide into teams, and over a week's time, create a collage representing a   
specific job cluster for presentation and display. Pictures may be drawn, cut from  
newspapers and magazines or may be photographs taken by students of workers in  
the community. Each team should be asked to explain the specific jobs represented on the collage.

**Career Association Game**

**When the teacher might use this activity:**

To increase student mastery of job clusters, play this game.

**Information/directions:**

Ask students to form a circle. The teacher will state a career category, followed by asking students to name a career within that category. For example, for the category, Health, responses could be “doctor” or “X-ray technician.” Give each child a chance to respond to a category. Go around the circle at least twice. If students have difficulty, give hints to help them, so each student contributes and is, thus, practicing skills in divergent thinking.

**How the activity can be varied:**

Names of careers could be put on cards with students individually placing them under a cluster title such as Medical/Animal (veterinarian, pet shop worker/owner, animal groomer, pet caretaker, etc.).

**Job Dictionary**

**When the teacher might use this activity:**

When reinforcement of job clusters is required

**Materials needed for this activity:**

* Phone directory applications on the computer (optional)

**Information/directions:**

Students make up a “job dictionary” showing a variety of job titles from A to Z. Ask students to include the name of the appropriate job cluster for each entry.

**How the activity can be varied:**

Ask students to search the Internet for classified ads. Working in pairs, ask students to locate two ads for each job duster category. Ads can be pasted or taped under the appropriate letter in the job dictionary or mounted on a 3x5 card for later use.

**The Who's Who Interview**

**When the teacher might use this activity:**

After the introduction of “clustering,” allow students to discover into which “cluster” a parents' job is included.

**Materials needed for this activity:**

* The Who’s Who Interview worksheet
* The Who's Who Interview: Jobs and School Skills worksheet

**Information/directions:**

Students interview a family member. After students have completed the interview form and shared their interview findings with classmates, the teacher helps students decide the “cluster” in which an occupation is included. Students then discuss the skills from school that are helpful in their parents' jobs. To reinforce school skills, which later become job skills, ask students to complete the *Jobs and School Skills* worksheet.

**How this activity can be varied:**

With younger students, the teacher may lead a discussion about job-school relationships. Students draw pictures, and list school subjects they think are necessary for their parents’ work.

**The Who’s Who Interview Form**

Choose one working member of your family to interview. Ask that individual to help you answer the following questions.

1. Relationship to you:

2. Name of occupation:

3. Needed skills, education, and training (how many years of each)

4. Important aptitudes, abilities and skills

5. Work environment (in an office, outside, crowded, alone, noisy, quiet, etc.)

6. Personal interests that are needed

7. Salary range $

8. What skills that were learned in early school years are now necessary for success on this job?

**The Who's Who Interview:**

**Jobs and School Skills**

Directions: Place the number of the job title next to the matching school skill.

**Job Titles School Activities**

1. Artist     Working with numbers

2. Custodian     Showing boys and girls how to learn

3. Teacher     Studying space

4. Gardener     Checking out books

5. Actor     Cleaning the classroom

6. Librarian     Taking part in a class play

7. Mathematician     Caring for class pets

8. Secretary     Painting a picture

9. Astronaut     Planting a class garden

10. Veterinarian     Taking notes during a class meeting

**Career Satellite**

**When the teacher might use this activity:**

Following career reports by students; to help students understand the realistic association between what they *want* to do and what they are *capable* of doing.

**Materials needed for this activity:**

* Career Satellites worksheet

**What might need to be done:**

The activity worksheet can be printed for each student. Ask the students to fill in the large circle with the job they have researched,  
would like to do, or the name of the person they would like to become.

On the satellite spikes, ask students to write in the skills necessary to meet the  
center career goal. Fill in the smaller circles with associated or related jobs.

Ask students to think about whether they now have the skills to do the job or whether they are willing to work or go to school to get the skills for the job they want. How much is involved in preparing for this occupation? Would they be interested in a related job? Lead a discussion targeting students’ discoveries, true and false assumptions, and alternatives.

**How this activity can be varied:**

1. Oral discussion following students drawing of related jobs

2. Students and/or teacher read stories of related jobs followed by a discussion of skills and level of education involved.

**Career Satellite**

Think of a career that would seem just right for you. Write it in the middle circle. Then, research at least four details about that career, and write those in the smaller circles. Details could include education requirements, pay, some of the tasks you would be expected to do, etc.

**Self-Portrait**

**When teacher might use this activity:**

As a concluding activity for primary students following the Career Awareness Unit

**Materials needed for this activity:**

* Self-Portrait worksheet
* Crayons
* Colored pencils
* Erasers

**Information/directions:**

The teacher can print a hard copy of the activity page for each student. Students draw a self-portrait of them working, and briefly describe their drawings.

**How this activity can be varied:**

Older students draw a picture also, but include symbols of the education, experiences, and tools necessary to get the particular job chosen for their representation of work.

**Self-Portrait**

Please print this page. Draw a picture of yourself at work. (This does *not* have to be an artistic masterpiece.)

In a short sentence, tell about your picture.

**Career Awareness Jeopardy**

**When the teacher might use this activity:**

For a review of introductory material or (by changing the questions) any time review is indicated

**Materials needed for this activity:**

* Game cards of a short video clip of a Jeopardy T.V. show (may be useful as a model for students)

**Information/directions:**

Using categories and questions, teams choose a monetary amount and a category. As jeopardy is played, teams accumulate “money” by answering questions correctly. On the board in large letters, categories and monetary amounts should be written as shown in the example below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Make the Connection: More Jobs** | **All Workers Need…** | **Jobs, Jobs, and More Jobs** | **What do**  **You Think?** | **Pot Luck** |
| 100 | 100 | 100 | 100 | 100 |
| 200 | 200 | 200 | 200 | 200 |
| 300 | 300 | 300 | 300 | 300 |
| 400 | 400 | 400 | 400 | 400 |

Three or more people can play (one person should be the emcee). Large groups should divide into teams of 3-4 students. Each team should contribute in determining appropriate questions for the *Pot Luck* column. Teams will need 50 $100 bills in play money.

Each team takes turns choosing a category and a monetary amount. The emcee reads the appropriate questions aloud. Teams must agree on an answer before responding. If correct, they win the appropriate amount of money, and their turn is over. If incorrect, their turn is over, the question may be answered by the next team, or the team may choose a different question. Erase each dollar amount from the board as questions are answered correctly.

The game should end when each team has had an equal number of turns. For example, if there are only three questions left and play is on the last of four teams in a round, the game is over.

**How this activity can be varied:**

* Questions and categories can be changed to match correct material being studied.
* Vary difficulty of questions and categories to level, age, and needs of students.
* Students can create their own categories and questions.
* Older students can host a game for younger students.

**Career Awareness Jeopardy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Make the Connection: More Jobs** | **All Workers Need…** | **Jobs, Jobs, and More Jobs** | **What do**  **You Think?** | **Pot Luck** |
| Name two things you have learned at home and use at school.  $200.00 | Name four characteristics that all workers need.  $200.00 | Name four jobs under the occupational area of recreation.  $200.00 | Do you think most people stay with the one career they established during their 20s (age)?  $200.00 | $200.00 |
| Name two things you have learned at school and use at home.  $300.00 | Name six characteristics all workers need.  $300.00 | Name five jobs under the occupational area of medical care.  $300.00 | What do you think you can do now to learn more about careers?  $300.00 | $300.00 |
| Name three things you have learned at school and use at home.  $400.00 | Name eight characteristics all workers need.  $400.00 | Name six jobs under the occupational area of natural resources or science.  $400.00 | Do you think it’s smart to find out about lots of careers before you decide what you’ll be? Why or why not?  $400.00 | $400.00 |

**II. Communication and Social Skills**

The skills in social interactions we develop as children are the foundation for adequate and successful socialization as adults. Educators should not assume that all children will learn good verbal and nonverbal communication skills without direct instruction. Thus, this chapter is designed to:

A) increase student awareness and knowledge of appropriate/inappropriate social behavior

B) increase students’ appreciation for cultural and personal diversity

C) increase students’ skills in interpreting the verbal and nonverbal behavior of others

**Idaho Core Standards: See Appendix**

**Simple Interaction Skills**

* Teacher Preface
* Role-Play Situations
* Back-to-Back
* Write a Compliment
* Act/Scene
* My Personal Habits
* I'm Sorry
* How Would You Respond?
* Etiquette on the Job

**Verbal and Nonverbal Behavior: Ourselves and Others**

* What's in a Walk?
* Talking with my Body
* What Should I Say?
* Let’s Talk
* Interviewing Strategies
* Gathering Facts
* The Public “You”
* Polling Questions and Opinions
* Employment Questions
* The School-Work Connection

**Equal Opportunity**

* The Most Likely
* False or True
* Music with a Message
* Considerations
* Search and Research
* Tagged Out
* The Hooked Ones

**II. Communication and Social Skills (continued)**

**Equal Opportunity (continued)**

* Working with Diversity

**Problem Solving and Conflict Mediation**

* What to do?
* Facing Choices
* Smart Selections
* Walk in another Pair of Shoes
* What about Being Left Out?
* Teacher Preface to Conflict Resolution
* I - Messages
* Putting it to the Test
* The Problem-Solving Team

**A. Simple Interaction Skills**

**Instructional Goals:**

A) To increase students' skills in verbal and non-verbal communication related to giving and accepting both positive and negative feedback.

B) To broaden students' repertoire of appropriate responses to a variety of job-related situations.

**Idaho Core Standards: See Appendix**

**Activities:**

* Teacher Preface
* My Personal Habits
* I'm Sorry
* How Would You Respond?
* Etiquette on the Job

**Teacher Preface**

Throughout this unit, direct instruction on similarities and differences in social customs needs to occur. Teachers should be mindful of cultural differences which may impact on a youngster's receptivity to the following activities.

**1**. **When teaching students how to follow instructions, we suggest direct instruction relative to the following:**

a. Maintain eye contact.

b. Listening carefully to form the appropriate responses (e.g., “OK,” “Got it,” “Yes”).

c. Paraphrase strategies to replace, “What?” For example, “Let me be sure I understand you. You've asked me to ...”

d. Students should start task immediately.

e. Follow the steps as given.

**2. When teaching students how to give and accept feedback and/or disagree, instruct students to:**

a. Look at the person.

b. Avoid arguing, raised voices, put-downs or rude behavior.

c. Teach phrases like, “You could ...” instead of, “You should ...”

“What's your opinion?” or “Do you have some other thoughts on…?”

“I disagree because…”

d. Teach appropriate responses such as, “OK,” “Got it,” and “Thank you.”

**3. When teaching students how to get someone's attention appropriately, instruct students to:**

a. Look at the person.

b. Consider the context. In school, raise your hand (but, not while the teacher is instructing). At home, or even in a department store, wait for the person to look at you, or wait until there is a pause in the conversation (like a break or a commercial). Be patient.

c. Wait for acknowledgment, then talk in a quiet voice; don’t talk too long.

d. Say, “Thank you.”

**4. When teaching students how to make a request, instruct them to:**

a. Look at the person.

b. State exactly what they want in a pleasant voice.

c. Say, “Please,” and when the request is granted, say, “Thank you.” If the request is refused, accept that decision appropriately.

**5. In teaching students how to give and receive a compliment, suggest:**

a. Compliments must be completely positive.

b. Look at the person.

c. Call the person by name.

d. Be specific with the compliment (i.e., “I like the way you used descriptive words in your story.”).

e. The receiver should say, “Thank you.”

**Role-Play Situations**

**When the teacher might use these activities:**

When directly teaching appropriate communication skills and to enhance existing skills

**Information/directions:**

Engage students in a discussion of particular manners, which should be used in certain jobs. Are there some situations which babysitters must be sure to respond to with tact and courtesy? What about paper carriers, yard workers, etc.? As students suggest different etiquette for different employment situations, help them broaden their awareness of both verbal and nonverbal behavior with employers and coworkers.

Prepare teacher-made role-play cards to reinforce proper etiquette on the job. Ten to fifteen 3x5 cards will do; 5 x 8 cards will allow you to provide more information for student actors. Divide class into pairs. Give each pair a role-play card, and allow them time to plan their presentation of the situation.

Ask student pairs to present their role-plays. After each presentation, ask other members of the class to critique the play. Did the responding student handle the situation with good manners and courtesy? Can you think of an alternative solution, or something else to say that might be an equal alternative or an even better alternative?

If time permits, allow student pairs to exchange cards, so other options may be presented. Students who did not participate in the first role should be allowed to do so.

**Summary:**

Emphasize it is always easier to say the right thing after you have had time to think about it, or discuss what should have been said or done.

**Back-to-Back**

**When the teacher might use these activities:**

When teaching the concept of sharing compliments, encouraging them to think about the feelings of others

**Materials needed for this activity:**

* Colored paper
* Scotch tape

**Information/directions:**

Engage students in a discussion about giving compliments. Ask them if they know what it is called when someone says something nice about a person. Explain that this is a compliment. Discuss how it feels to receive a compliment. Stress that a compliment given to another person should be true. Remind students to say, “Thank you,” after they have received a compliment. Discuss how important it is to be a part of the classroom community. We need to care about and take care of each other. Giving compliments is an example of caring and taking care. This activity and the ones that follow will be helpful in reinforcing the concept of sharing compliments.

Pass out colored paper (8-1/2 x 11). Scotch tape a sheet of colored paper on everyone's back. Students write a positive compliment on the back of each person. When everyone is finished, students may share their own compliments, if they choose. Students read and keep the papers to look at throughout the year, or the compliments may be collected and displayed on the bulletin board. One month later, teacher reads compliments, and students “guess” whose is whose.

**Write a Compliment; Give a Compliment**

Allow students to practice writing and giving positive statements as compliments. Each student draws the name of a student from a hat bowl and writes a specific compliment about that person. Ask students to read their written compliment to the person aloud, following the rules for giving compliments. Then, give the written compliment to the receiver as a “tangible” take-away.

**Act/Scene**

Ask student groups to write out a scene where people are giving or receiving feedback. Be sure they know and properly use quotation marks and other punctuation. Video their performance with a telescopic lens for direct instruction on eye contact, tone of voice, facial expression, etc.

**My Personal Habits**

**When the teacher might use this activity:**

To allow students to personalize their learning through self-evaluation

**Materials needed for this activity:**

* My Personal Habits worksheet

**Information/directions:**

Ask students to complete this simple evaluation individually. The class then discusses their responses as a group.

**My Personal Habits**

Directions: Write yes, no, or sometimes in the blanks in the right column. You will be creating your own rules for appropriate behavior and hygiene.

|  |  |  |
| --- | --- | --- |
| 1 | I appear in public with my hair clean and brushed. |  |
| 2 | I dress appropriately for the place and the activity. |  |
| 3 | I chew with my mouth open. |  |
| 4 | I smile when I greet people. |  |
| 5 | I treat others as though they were people, too. |  |
| 6 | I say “hello,” “goodbye,” and “thank you.” |  |
| 7 | I snap or pop my gum as I'm waiting. |  |
| 8 | I brush my teeth and wash my face every morning. |  |
| 9 | I look people in the eye when I'm talking to them. |  |
| 10 | I introduce friends who come to my home to my parents. |  |
| 11 | I offer help in situations where there is something I can do. |  |
| 12 | I thank people who go out of their way to do something nice for me. |  |
| 13 | I thank my friend and his/her parents after eating a meal or spending the night at his/her house. |  |

**I’m Sorry**

**When the teacher might use this activity:**

To build student skills and publicly taking ownership for choices; to allow students to practice skills in a non-threatening, face-saving environment

broad range of emotionally-charged conversational situations. The apology is just one social

**Materials needed for this activity:**

* Teacher-made situation cards

**Information/directions:**

After the teacher has given direct instruction on “conversation etiquette,” students can role-play a skill on which we all need to work. Students need to learn to say, “I'm sorry,” when they have violated the rights and/or property of others.

Prepare several cards for this role-playing activity. On each card, write an incident involving two people. In each incident, one person's rights have been violated or property damaged, and the other person must offer an apology.

Choose two students at a time to participate. Read the incident on one of the cards. One student acts out apologizing, and the other student acts out accepting the apology. Repeat this activity, with students reversing roles.

**Examples:**

1. (Roles: two friends) –You borrowed your friend's bicycle, rode over some glass, and now his bike has a flat tire.

2. (Roles: two sisters) –Your sister loaned you her best necklace to wear to the Spring Dance, but you lost it.

3. (Roles: student and librarian) –You dropped a library book in a huge mud puddle.

4. (Roles: student and adult neighbor) –You hit a baseball through the neighbor's window.

5. (Roles: teenage babysitter and adult) –While babysitting, you broke a dish.

6. (Roles: child and mother) –You've been arguing with your mother and said some things you really didn't mean. Now, you feel badly; you know you hurt her.

**How this activity can be varied:**

For some students, it might be helpful if they write out a conversation between two people first, and then the role-playing could be videotaped. Students could also make up “I'm sorry” cards, allowing other students to model alternative ways of apologizing. Students can generate situation cards from their own experiences.

**How Would You Respond?**

**When the teacher might use this activity:**

To expand student skills in responding to adverse situations, this activity can be built upon in a variety of ways.

**Materials needed for this activity:**

* “Deck” of situation cards, teacher-made to reflect realistic situations in context

**Information/directions:**

Prepare a variety of hypothetical stories in which students will be required to respond in an appropriate manner. Ask older students to help create situation cards that represent difficult situations in which they were placed. Write the scenarios or comments on cards, and ask students to choose one card from the “deck.” Referring to earlier direct instruction, coach each student to role-play or write the appropriate response.

Examples: Tell your response if someone said to you,…

* “You look nice today.”
* “You did a nice job on this paper.”
* “You forgot to comb your hair this morning.”
* “I like your new shirt.”
* “I'm not happy with your behavior today.”
* “I appreciate the way you played with Chris at recess.”
* “I don't appreciate the way you pushed me in line.”
* “Ha! Ha! I did it better than you!”

**Other situations:**

1. You have a newspaper route, and you are collecting for the month. This is the third time you have gone to the Smith's house. Twice, Mrs. Smith has asked you to come back the next day. Again she says, “I'm just too busy. Come back tomorrow.” What do you say?

2. You are answering an ad in your community newspaper. It says, “Wanted: Boy or girl, aged 12-14, to take care of household pets while family goes on two-week vacation. Please call 674-6242.” You really want the job, so you dial the number. A man's voice says, “Hello.” What do you say?

3. The daily newspaper has an ad for a carrier in your neighborhood. You make an appointment with the circulation manager at your home right after school. But, you miss the school bus and are twenty minutes late getting home. From halfway down the block, you can see the circulation manager coming down your front walk toward the car parked at the curb. What do you do and say?

4. You are working at a neighbor's house helping to wash the outside windows. You know you are being paid by the hour. About half-way through the job, you are called to the phone. It is your best friend who wants to talk to someone about a problem she has, and there is no one at home with whom she can talk. The problem does seem rather urgent. What do you say?

**How Would You Respond?**

**Situation Cards**

|  |  |
| --- | --- |
| You look nice today. | You did a nice job on this paper. |
| You forgot to comb your hair this morning. | I like your new shirt. |
| I’m not happy with your behavior today. | I appreciate the way you played with Chris at recess. |
| I don’t appreciate the way you pushed me in line. | Ha! Ha! I did it better than you. |

**Etiquette on the Job**

**When the teacher might use this activity**:

For older students, to increase their awareness of how behavior and appearance influences other's judgments

**Information/directions:**

As an introduction, ask experienced job-applicants (in the same class or older) what advice they would give to new job-seekers concerning good manners when applying for a job. List the suggestions on the board. Let students add their ideas. Make any of the following suggestions, which are not offered by students.

* Look clean and neat, and wear appropriate clothing.
* Call the person from whom you are requesting a job, Mr. or Mrs. or Ms., instead of George or Mabel, even if he/she is one of your parents’ best friends.
* Sit down only if you are invited to do so.
* Look directly at your prospective employer, and speak distinctly.
* Tell the person exactly why you are there as well as the kinds of work you want to do.
* Tell the prospective employer what you expect to be paid.
* Be proud of the job you can do, and tell why you would be a good person to employ; however, avoid bragging.
* Say thank you, whether the person employs you, or not.
* If you are not chosen for employment, you can ask, “Do you know anyone who can use my services?”
* If you are employed, be sure you know when you are to start work, what you are to do, and be on time.
* Write a short note to the employer thanking him/her for their time in considering you for the job.

**B. Verbal and Nonverbal Behavior: Ourselves and Others**

We know the importance of good communication skills. What is often forgotten is the fact, not a great deal of what is said, isn’t said through words, but, instead, nonverbally. Sometimes, 80-100% of a conversation can happen nonverbally. If we want to learn how to talk to others, we should take every opportunity to improve both verbal and nonverbal communication skills.

**Instructional Goal:**

A) to increase student skills in verbalizing objectively feelings and  
 emotions

B) to increase student skill in perceiving and interpreting non-verbal  
 communication

**Idaho Core Standards: See Appendix**

**Activities:**

* What's in a Walk?
* Talking with my Body
* What Should I Say?
* Let's Talk
* Interviewing Strategies
* Gathering Facts
* The Public “You”
* Polling Opinions
* Employment Questions
* The School-Work Connection

**What's in a Walk**

**When the teacher might use this** **activity:**

Use in order to introduce students to the many ways humans communicate nonverbally.

**Materials needed for this activity:**

* What’s in a Walk? cards

**Information/directions:**

Nonverbal communication sometimes involves the whole body. A person's mood or feelings are often expressed in the way in which they walk. A list of gaits and possible accompanying emotions is found below. Write a description of each type of gait on a 3x5 card, and distribute them to the students. Ask students to walk according to the word on the card. Other students guess the correct mood or emotion and, if possible, the type of the gait.

Stomp—angry; mad

Shuffle—depressed; sad

March—determined

Bolt—hurried

Jaunt—superior

Skip—happy, glad

Scurry—hurry

Stride—confident

Stroll—carefree

Slouch--lazy

Sensitize students to the different ways in which the head and shoulders are held and the ways arms are swung. As an additional explanation for younger children, acquire a copy of the video Jungle Book or Fantasia, and stop to examine the nonverbal behavior of cartoon characters, or begin with a discussion of the ways pets communicate nonverbally.

**What’s in a Walk? Cards**

|  |  |
| --- | --- |
| Stomp | Shuffle |
| March | Stroll |
| Jaunt | Skip |
| Scurry | Bolt |
| Stride | Slouch |

|  |  |
| --- | --- |
| Angry; Mad | Happy; Glad |
| Depressed; Sad | Hurry |
| Determined | Hurried |
| Carefree | Confident |
| Superior | Lazy |

**Talking with My Body**

**When the teacher might use this activity:**

To further develop skills in interpreting body language.

**Information/directions:**

Arrange the students, so that they can see each other. Tell them to act out the answer to each question with their whole bodies, not just their faces. No talking is allowed. Then read the questions below, leaving time between questions for reactions.

How would you look if...

* you were told the cookie you just ate was dog food?
* the principal walked into the room?
* someone told you the $100 bill you found is fake?
* you were waiting to get a tooth pulled?
* someone was talking to you in a language you didn't understand?
* someone was giving you important directions?
* you were listening to someone read the phone book?
* a dog sat on your lunch?
* your best friend was in a very bad accident?
* the President of the U.S. asked you to sing “The Star Spangled Banner?”
* someone threw a pie in your face?

**How this activity can be varied:**

Students make up questions from their own experiences and use in a competitive game format.

**What Should I Say?**

**When the teacher might use this activity:**

This activity begins to sensitize students to a variety of social situations in which appropriate responses are necessary.

**Materials needed for this activity:**

* Role-Play Situations worksheet

**Information/directions:**

Teachers can expand upon the list provided as needed to target specific circumstances. Discuss role-playing with students; the concept of assuming or pretending to be another person in a specific situation in order to “test” responses and behavior. Pairs of students are asked to play the parts assigned.

Student selection can be random or purposeful. The first role-play may provide an appropriate response; this should be praised. If the first role-play is inappropriate, or less-than-appropriate, student pairs should be coached and asked to repeat the role-play again.

**Roles**

* Someone who has just lost their pet
* The friend of someone who has lost their pet
* Someone who has to move
* The best friend of someone who has to move
* Someone who just won a prize in a contest
* The friend of someone who has just won a prize
* Someone who's going to the Bahamas for vacation
* Someone whose family doesn’t have extra money
* Someone whose brother just died in a car accident
* A classmate of someone whose brother just died in a car accident
* Someone who has just cheated on a test
* A friend of someone who has just cheated on a test

**Role-Play Situations**

Someone who has just lost their pet

The friend of someone who has lost their pet

Someone who has to move

The best friend of someone who has to move

Someone who just won a prize in a contest

The friend of someone who has just won a prize

Someone who’s going to the Bahamas for vacation

Someone whose family doesn’t have extra money

Someone whose brother just died in a car accident

A classmate of someone whose brother just died in a car accident

Someone who has just cheated on a test

A friend of someone who has just cheated on a test

**Let's Talk**

**When the teacher might use this activity:**

Direct instruction on aspects of correct conversation and purposeful behavior may be required by students.

For example, students may need to be advised to:

* Always look at and listen to the speaker.
* Avoid interrupting or attention-getting devices; when needed, say “Excuse me.”
* Be mindful of appropriate social distance; stand within arm's length during conversation.
* Always include relevant remarks, and ask questions relevant to the conversation.
* Teachers must be mindful of social, ethnic, and religious beliefs which may impact a student's willingness to engage in customary social behavior and/or receptivity to customary social behavior from others.

**Materials needed for this activity:**

* Teacher-made 3x5 cards

**Information/directions:**

The teacher writes topics of conversation on 3x5 cards and places them in a box or basket.

Examples:

* School
* Pets
* Weather
* Circus
* Sports
* Places to eat
* Holidays and/or favorite season
* Playground problem
* Classroom problem

Students choose a partner and are given a two-minute time limit to prepare. Pairs engage in a conversation using good eye contact, speaking one at a time, in well-modulated voices, privately or before the large group.

Students then do the above activity with three to four others. Providing extra planning time may be necessary. Other students formally or informally evaluate the observed conversation skills and offer positive reinforcement for appropriate behavior. Students should be guided to watch for presenters staying on topic, maintaining eye contact, taking turns speaking, and being kind to others.

**Let’s Talk**

**How this activity can be varied:**

Teacher first asks students to create a rating scale or checklist to use during a more formal critique. Then, pair students to perform a mock conversation on videotape. The remainder of the class critiques the conversation using the rating scale or checklist.

Show a clip of conversation and have student’s critique. Stop the tape to examine/highlight both appropriate and inappropriate behaviors.

**Interviewing Strategies**

**When the teacher might use this activity:**

Use this activity to teach students about a formal step-by-step procedure for interview.

**Information/directions:**

The teacher should present the steps in interviewing to the entire class perhaps on the overhead projector. A sample situation with sample questions should be created to elaborate further.

**How this activity can be varied:**

Students choose a job about which they think they could answer questions. Students pair up to conduct a mock interview for practice.

**Gathering Facts**

**When you, the teacher, might use this activity:**

Use as a homework activity to reinforce skills in interviewing in a non-threatening situation.

**Materials needed for this activity:**

* Gathering Facts worksheet

**Information/directions:**

The child interviews a family member using the family interview guide sheet or the gathering-facts-grid.

**How this activity can be varied:**

Students might make up a small scrapbook on their family member, or do a little historical booklet of the family to be shown to the class.

Ask students to complete either or both worksheets themselves. Then, ask students to interview their parents, and compare the information they already knew or assumed with what they learned.

**Gathering Facts**

If you need help, ask your parents for assistance in completing the chart.

|  |  |  |
| --- | --- | --- |
|  | **Mother** | **Father** |
| First and middle name |  |  |
| Date of birth |  |  |
| Present Age |  |  |
| Number of brothers and sisters |  |  |
| Present type of employment |  |  |
| Favorite color |  |  |
| Favorite food |  |  |
| Greatest achievement to date |  |  |
| Most important possession |  |  |
| Unfulfilled dream |  |  |
| What in life is most valued |  |  |

**The Public “You”**

Students often ask, “When can we go on a field trip or job visitation?” The answer is, “When you are ready.” Before inviting guest consultants, going on community field trips or participating in visits to community businesses, teachers should directly instruct students on appropriate social skills. To prepare students for public activities, instructors should *model* the skill, have students *practice* the skill, *apply* the skill, and, then *assess* the skill.

It is appropriate to provide direct instruction in the following:

* Behavioral expectations traveling to and from the business
* Appropriate greeting to the host including introductions, handshake, eye contact, and smile
* Attentiveness, including good body language and giving, “I'm interested”  
  messages

Having good questions based on information about your interest in this occupation:

* Using common sense (e.g., respecting patients’ privacy when touring a hospital
* Personally thanking the host/hostess
* Thanking the driver
* Writing a thank you note to the business and addressing an envelope

**Polling Questions and Opinions**

**When the teacher might use this activity:**

After students have gained some understanding of interviewing, they will be willing to branch out and interview other students and teachers.

**Materials needed for this activity:**

* Student Polling Questions worksheet
* Student Polling Opinions worksheet

**Information/directions:**

The worksheet and plans for conducting an opinion poll should be discussed in class as part of the introduction to the activity. Include information about national and local issues where opinion polls are used.

Students will need more than one day to complete both sets of questions. Teachers can make this an assignment during class, or it could be a homework assignment. Students compile the answers received from students’ interviews. Teacher responses are then compiled. Students should be paired to interview and be interviewed by their partners about what was compiled, impressions gathered, and future topics for interviewing.

**How this activity can be varied:**

Make a bulletin board for the entryway of the school with quotations from interviewers. One student could be designated as the photographer, and another could place the quotations under the person’s picture.

Help students develop questions necessary for gathering data to use in a biography. Assign students to interview staff members within the school. Compile a staff biography to be published in the school newsletter. The principal, PTA members, or even students could also be interviewed to use in a biography. Use a tape recorder for assistance when interviewing.

**Student Polling Questions**

What do you like most about our school?

Name of student #1:       Age:

Response:

Name of student #2:       Age:

Response:

Name of student #3:       Age:

Response:

Add this information to the “Student Survey Chart” in your classroom. Study the answers of several students to determine what people like about your school.

**Student Polling Opinions**

Interview two students whom you don't know very well. Ask the following questions and record their answers in the space below.

|  |  |  |
| --- | --- | --- |
| Student Name | Age | What do you like most about our school? |
|  |  |  |
|  |  |  |

Add this information to the “Student Survey Chart” in your classroom. Study the answers of several students to determine what people like about your school.

Now interview two teachers. Ask the following questions and record their answers in the space below.

|  |  |
| --- | --- |
| Teacher Name | What do you like most about our school? |
|  |  |
|  |  |
| Teacher Name | What do you like best about your job? |
|  |  |

Determine one thing teachers and students like best about the school. Complete this sentence:

**Many people like this school because:**

**Employment Questions**

**When the teacher might use this activity:**

As students expand their social and communication skills, asking questions of people in business or industry will serve to expand their knowledge of career options.

**Materials needed for this** **activity:**

* Employment Questions worksheet

**Information/directions:**

Teacher distributes handouts or creates an overhead to show examples of questions that could be asked during a business interview. Students then develop their own questions based upon the person or profession they choose. Students are to find a volunteer to interview using the questionnaire. Completion of the questionnaire may take two to three days. Students then may be asked to present their findings to the large group.

**Employment Questions**

1. What is your name?

2. What is your occupation?

3. Who do you work for?

4. When did you choose this career?

5. How did you happen to choose your career?

6. What are the main skills needed?

7. What training do you have?

8. What tools or equipment do you use?

9. Do you work indoors, outdoors, or both?

10. What are your working hours?

11. What do you like about your work?

12. What would you change about your work?

13. What are the main benefits of this career?

**Employment Questions**

14. Student Question

15. Student Question

16. What did you learn in elementary school that you use in your work now?

**The School-Work Connection**

**When the teacher might use this activity:**

To teach students the difference between the consequences of following directions at school and the consequences of following directions at work

**Information/directions:**

Discuss ways in which school rules relate to rules at work. Discuss authority figures who must be obeyed at school (e.g., teacher or principal) and at work (e.g., boss or supervisor).

* List Being on time
* Completing assignments
* Getting along with others

Write on the board ways in which school and work are similar:

* Attendance
* Respect for authority
* Trying to do a good job
* Asking for help

For each item, elicit responses (oral or written) from the students as to how these rules are different at school and at work. Stress the consequences of rules not being followed.

For example:

* Attendance: If we miss school too often, our grades suffer, and we may get into trouble with teachers, parents, and the principal. If we miss work too often, we may get fired or not make as much money.
* Completing assignments: In school, our grades suffer if we don't work, and  
  the teacher may keep us after school, but we won't get suspended. If we don't do our work on the job, we may get fired.
* Asking for help: The teacher is usually present to answer questions. At work, we must listen carefully to instructions the first time and not keep “bugging” the boss. (But, don't be afraid to ask if you don't understand.)
* Stress the importance of practicing appropriate behaviors in school so they become habits before the students begin working on a job.

**How this activity can be varied:**

Keep discussion short and specific for very young students. Use written responses for upper grade students.

**C. Equal Opportunity**

**Equal Opportunity Instructional Goals:**

A) to assist students in recognizing the similarities among groups of  
people

B) to assist students in appreciating the diversity among groups of  
people

Children often come from an environment of “unequal opportunity.” Thus, it is important that the classroom model both verbal and nonverbal behavior providing “equal opportunity” for each student.

Some of the activities in this section are designed to expand students’ personal horizons so they learn to make responsible choices while others are designed to dispel the myths that can distort reality. This unit addresses gender, ethnic, racial, and disability equality. After exploring these issues, it is hoped students will learn that brotherhood and sisterhood are based upon cooperation and friendship, mutual respect, and personal dignity.

**Idaho Core Standards: See Appendix**

Activities:

* The Most Likely
* True or False
* Music with a Message
* Considerations
* Search and Research
* Tagged Out
* The Hooked Ones
* Working with Diversity

**The Most Likely**

**When the teacher might use this activity:**

This questionnaire can be used to explore gender differences and gender expectations.

**Information/directions:**

The teacher might start by asking students who performs various jobs at home, recording student answers on butcher paper to be taped to the wall. Then, distribute this activity sheet and, either as a group, or individually, but with large group sharing, discuss student responses. Note differences between various family structures and norms, teaching students to recognize and appreciate a broad range of differences.

**How this activity can be varied:**

Read through the worksheet for those with reading difficulties.

Adapted with permission from Looking Ahead, DOK Publications, Buffalo, NY

**True or False**

**When the teacher might use this activity:**

To informally survey class ideas and beliefs so that further instruction can be planned.

**Materials needed for this activity:**

* True or False worksheet

**Information/direction:**

The teacher should ask students to complete the form with very little introduction (too much introduction could skew results). With the sharing of student responses, the teacher should discuss the appropriateness and/or inappropriateness of some students’ assumptions. Teachers should make students aware of “old” versus “new” cultural norms and familial expectations.

**How this activity can be varied:**

Again, statements might have to be read for some students.

Adapted with permission from Looking Ahead, DOK Publications, Buffalo, NY 14224

**True or False**

Put a **T** in front of *true* statementsand **F** in front of *false* statements**.**

|  |  |  |
| --- | --- | --- |
| **#** | **T or F** | **Statement** |
| **1** |  | All baby girls wear pink booties. |
| **2** |  | Boys and girls are both people. |
| **3** |  | Boys aren't supposed to cry. A boy who cries is a sissy. |
| **4** |  | Girls are the weaker sex. |
| **5** |  | Girls are made out of sugar and spice and everything nice. |
| **6** |  | Boys are made out of snips and snails and puppy dog tails. |
| **7** |  | Half the people in the world are males and half are females. |
| **8** |  | Girls aren't supposed to fight, but it is okay for boys to fight. |
| **9** |  | Girls are softer-hearted and kinder than boys. |
| **10** |  | Boys hit and punch when they fight. |
| **11** |  | Girls scratch and pull hair when they fight. |
| **12** |  | Girls talk more than boys. |
| **13** |  | Boys are more active than girls. |

**Music with a Message**

**When the teacher might use this activity:**

When helping children understand and accept “handicaps,” “impairments,” “disabilities,” and “inconveniences”

Materials needed for this activity:

* Mama Cass Quote

**Information/directions:**

Play the tape, or read the lyrics of the Mama Cass recording, “Make Your Own Kind of Music,” and ask students what they think the special message might be. Then distribute and read aloud the quote from Mama Cass discussing its specific meaning. This can also be projected onto a screen or wall.

**How this activity can be varied:**

Continue with the musical theme by listening to Whitney Houston's song, “One Moment in Time” (1988 Summer Olympics, ARISTA productions). Discuss its message, relating it to persons who have disabilities, those who don’t have disabilities, and all ethnic groups.

“A disability is an impairment of structure or function. It becomes a handicap when the individual perceives it as a barrier to his potential for work or play. If you are born with a disability and you allow it to hinder your functioning, then I’d call it a handicap, but if you do things another way in spite of the disability, then it’s simply a matter of inconvenience.”

Mama Cass, Mamas and the Papas

**Considerations**

**When the teacher might use this activity:**

To help students understand appropriate behavior around people with disabilities

**Materials needed for this activity:**

* Considerations When You Meet a Person with a Disability worksheet

**Information/directions:**

Research your local library, school media center, and/or local nonprofit organizations for elementary-level videos on disability awareness. Ask students to view an appropriate film. Be sure to emphasize all disabilities are not visible (e.g., cancer, epilepsy, traumatic brain injury [TBI], etc.). Read through these considerations with students. Thoroughly discuss each point.

**How this activity can be varied:**

Write each “consideration” on 15 cards. Divide the group into pairs, and ask each pair to role-play their consideration, demonstrating the right way and the wrong way.

**Considerations When You**

**Meet a Person with a Disability**

1. Above all, remember the person with a disability is a person and is like anyone else, except for the special limitations of the handicap.

2. A disability need not be ignored or denied between friends. But, until your relationship has grown to be a friendship, be sure to treat that person with respect.

3. Be yourself when you meet. Look the person in the eye and smile the way you normally would. If you normally shake hands when you meet someone, extend your hand now, too.

4. Talk about the same things as you would talk about with anyone else.

5. Offer help only when it is requested. When a person with a disability falls, he may wish to get up by himself just as many other people prefer to get along without assistance. So, offer help, but wait for a request before giving it.

6. Be patient. Let the person with a disability set his own pace in walking or talking.

7. Don't be afraid to laugh with the person, to share stories, to share secrets.

8. Don’t stop and stare when you see someone you do not know with a disability. They deserve the same courtesy anyone should receive.

9. Don’t be over-protective or over-solicitous. Don’t shower the person with kindness.

10. Don’t ask embarrassing questions in public. If you have a question you'd like to ask that you think is important, ask it in private when you are alone with the person with a disability. Then, neither of you will be embarrassed.

11. Don’t offer pity or charity. The person with a disability wants to be treated as an equal. She wants a chance to prove herself.

12. Don’t try to separate the person from his wheelchair or crutches unless you are asked to do so. They may want them within reach.

**Considerations When You Meet a Person with a Disability**

13. When dining with a person who has a disability, don’t offer help in cutting food. You, or the waiter, will be asked if help is needed.

14. Don’t make up your mind ahead of time about the person with a disability. You may be surprised at how wrong you are in judging his/her interests and abilities.

15. Enjoy your friendship with the person who has a disability. His philosophy and good humor will give you inspiration.

**Search and Research**

**When the teacher might use this activity:**

As an introductory activity to cultural and ethnic awareness, students assess the role of cultural and ethnic practices within their own family.

**Materials needed for this activity:**

* Search and Research worksheet

**Information/directions:**

Understanding our own heritage complements and reinforces our understanding of the importance of culture and tradition in others' lives.

Distribute the handout “Search and Research” to the students. The teacher may need to read and expand upon questions with students as a group. Set a deadline for completing the questions. Ask students to share their family “Search and Research” with the class using pictures, stories, recipes, and events.

Follow up questions for students:

* Is ethnicity important to you? Why?
* Do you think it's important to others? Why?
* How has ethnicity influenced you?

**How this activity can be varied:**

Students cook ethnic foods, play ethnic games, learn about another culture's art, drama, music, etc. Students read stories of other cultures, or compare and contrast their parents’ cultural values to what that country seems to value today. Class has a “theme day” with local minority businessmen and women who are invited to discuss their partnerships in the school and community. Or, students in the school might have a “multicultural” fair for a day or consider planning and sponsoring a “multicultural” week within the school.

**Search and Research**

Please “research” the following questions. You will need to ask older family members to help answer these questions. Use additional paper, if necessary.

1. What is the origin of your last name? What is its meaning? What, if any, changes did your family surname undergo when/if your ancestors came from another country to the United States?

2. What have been passed on to you about your parents? Grandparents? Ancestors? What do you know about your parents’ or other ancestors’ childhood, religion, politics, schooling, leisure activities, attitudes about death, etc.?

3. What languages have been important in your family’s past and present? Are there any ties to a “homeland?”

4. How did your parents, grandparents, great-grandparents, etc. come to meet and marry? Are there family stories about these relationships (e.g., jilted brides, brief courtships, elopements, etc.)?

5. What historical events affected your family most?

6. Is there a famous or notorious person in your family’s past? What can you tell about him/her?

7. What traditional names have been used in your family? Nicknames? Are there any naming traditions?

8. What traditions have been handed down to you from your family? What traditions seem to be dominant in your family’s history?

**Search and Research**

9. Are there any special family recipes that have been preserved and handed down from generation to generation in your family? Are they still in use today?

10. Are there reunions held among members of your family? How often? When and where? Who organizes the reunions? Who is invited? Who comes? Are there traditional foods and activities? Are stories and photographs exchanged? Are records of the reunions kept? Are there relatives you are happy to see during these reunions? Are there relatives you’re not so happy to see?

**Preconceived Ideas**

Let's suppose it's the week before Christmas, and you're given the task of buying a present for each of the following people:

1. Harry Skinner, a cab driver

2. Marsha Truelove, a Red Cross volunteer

3. Freddy Faster, a sixth-grade “A” student

4. Abigail Watson, a senior citizen

Which of the following gifts would you choose for each? Write the name of the person next to the gift you chose.

* A desk dictionary
* A rocking chair
* Two tickets to the opera
* A pair of skis
* A leather jacket
* A makeup kit
* A Michael Jackson CD
* A first-aid kit

**Did you choose:**

* The leather jacket for Harry because “it's the kind of clothing a cab  
  driver wears?”
* The first-aid kit for Marsha since “it may come in handy the next time  
  she helps out in an emergency?”
* The desk dictionary for Freddy who “can always use a dictionary to  
  help him with his studies?”
* The rocker for Abigail who “probably doesn't get around too much and  
  who spends most of her time staring out the window?”

No doubt these are the “usual” choices. But, the people on our list happen to be “unusual.” They don't fit into such neat categories.

*Harry* is a voice student who drives a cab in his spare time. He has nothing against leather jackets, but he'd prefer the opera tickets. He hopes to become an opera singer one of these days.

**Preconceived Ideas**

At 16, *Marsha* thinks Michael Jackson is “super.” She listens to his CDs while doing volunteer work in the Red Cross CPR class every week. She doesn’t need a first-aid kit to clean the mannequins used to teach breathing.

*Freddy* is working on a clown routine for the school talent show right now. A make-up kit would help his act a lot more than a dictionary would.

Born in Idaho, *Abigail* still enjoys skiing down a powdery slope on a brisk winter's day. She would put those new skis to good use, and has no need of a rocking chair just yet.

Did the labels on these people mislead you into making the “usual” choices? But, your assumptions can be wrong! To know a person well you need a great deal of information, more than you'll find on a label. With nothing but a word or two to build from, your mind produced a stereotyped picture rather than the true one.

*In printing, a “stereotype” is a metal plate, which reproduces the same picture over and over. In thinking, a stereotype is a mental picture. It has all people in a particular group looking and acting the same way. Stereotypes can cloud our judgment because they ignore the fact that no two human beings are identical. People, each and every one, are different.*

Take the cab driver, for example. In your mind, did you picture him as a middle-aged, rugged, boisterous, gabby family man? That is one stereotype of a “cabbie” like the one you usually see on TV, or in movies. But, real cab drivers can be young or old, sensitive, educated, soft-spoken, shy, unmarried, and either male or female. Be careful that you don't think in stereotypes!

Here are some other examples of stereotypes. Do you recognize them?

1. She wears her hair tied in a bun. She wears horn-rimmed glasses. She's unmarried. She's always saying “shh” to people. She spends her days surrounded by books.

She is a      .

**Preconceived Ideas**

2. He's fast talking and fast moving. His secretary will do any task he asks.

He's fearless and can take a beating as well as give one. He's really clever and usually outwits the police. His clients often include beautiful women.

He is a      .

3. She's a big, meddlesome lady with a loud voice. She pays surprise visits to her children. She's fond of saying, “my poor baby.” She has been known to wreck some marriages. She likes to spoil her grandchildren.

She is a      .

How true-to-life are these stereotypes? Usually, a stereotype has some truth to it. There probably are some librarians who wear their hair in a bun and mothers-in-law who are pests. But, there are many more who do not fit these descriptions. The danger in the stereotype is that it distorts our understanding of people by ignoring their differences.

Some adults have a way of stereotyping young people. Perhaps, you have heard their argument. It goes something like this:

“You kids are all alike. You show no respect for your elders, you have poor manners, and your speech is as sloppy as your dress. You don't realize how good you have it. Now, in my day…”

The harm there is that the person who believes in this stereotype may act on this belief. In the case just mentioned, you, as a young person, would be the victim. Maybe you've already had the experience. Have you ever met a merchant who doesn't trust kids in his store? A bus driver who hates all kids who go to that school on the hill? A teacher who is suspicious of a boy with long hair?

Stereotypes are often used by the mass media—by TV, advertising, the movies, magazines, comics, etc. Sometimes, these stereotypes are amusing and entertaining. The hen-pecked husband, the absent-minded professor, and the bearded hippie all make us laugh because they are such exaggerations of the real thing.

**Preconceived Ideas**

The mass media rely on the fact that all of us have certain stereotypes in our heads. For example, the column at the left lists a number of different types of people. Can you match the person to the quality in the right-hand column with which he or she is usually associated? Place the number of the person (left column) in front of the perceived characteristic (right column).

1. Blondes    lack of respect for adults

2. Fat people    aren’t scholars

3. Redheads    smoke cigars

4. Athletes    have more fun

5. Professors    are glamorous

6. Politicians    are hot-tempered

7. Teenagers    are always jolly

8. Actresses    are absent-minded

Stereotypes distort the truth. They suggest that all people in a particular group behave in the same way. They also suggest that only these people behave that way. Neither is true.

When people begin to stereotype others on the basis of their race, religion, or nationality, the result is “prejudice.” Archie Bunker, the fatherly bigot of TV's “All in the Family,” is guilty of this. Archie, like most bigots, sees only what he wants to see. Instead of judging people on their merits and abilities, he identifies them with a race or religion or nationality and then, either praises or blasts them.

It is important to remember that no one group in our society has a monopoly on brawling, laziness, ignorance, foreign accents, drinking, crime, greed, pushiness, etc. Nor does any one group have a monopoly on beauty, brains, glamour, strength, humor, talent, etc. Every group has its share of all of these human qualities.

**Preconceived Ideas**

To be sure, a certain amount of stereotyping is bound to occur. We all do it, usually without thinking about it. But, it's a good idea to remember that no two people in the world are identical. Thus, no label can be pasted on an individual or group that truly describes that person or group.

*After all, labels belong on products, not people.*

**Tagged-Out**

**When the teacher might use this activity:**

To further expand on concepts related to equal rights and discrimination

**Information/directions:**

This activity should be started at the beginning of the day. Inform your students the class is going to try a little experiment in discrimination (make sure they know what this word means). Explain that even though this is an experiment, they are to treat it as real. It will begin when the teacher states the experiment is now begun, and shall continue throughout the day. (Be sure to inform school personnel of your plans.)

Randomly pick one-fifth of your students to be pinned with a yellow tag. These tags must be worn openly by the students, so they can be easily seen.

All students will go about their normal school day with these rules:

* Yellow-tagged students may not associate with non-tagged students in any  
  manner. They must not communicate with each other in any way. They cannot do school work with each other, nor play with each other.
* Yellow-tagged students must sit in the back of the classroom. Every time the class lines up for any reason, the yellow-tagged students must be at the end of the line.
* Yellow-tagged students may drink from designated water fountains only. They must only use designated bathrooms. A yellow tag should be posted beside the lavatory and drinking fountain these students are allowed to use.
* At lunch time, yellow-tagged students will eat their lunches at their own table. They may not eat with the class.

At the end of the day, ask the class to discuss or write about their feelings.

* How did it feel to be a yellow-tagged student?
  + …when getting in line?
  + …when eating lunch?
  + …when using marked facilities?
* How did it feel to be a regular student watching what was happening to yellow-tagged students?

Relate their experiences with those of minority or ethnic groups in our country.

**The Hooked Ones**

**When the teacher might use this activity:**

To facilitate student understanding of what it feels like to be different

**Materials needed for this activity:**

* Karl A. Menninger passage

**Information/directions:**

Distribute copies of the passage, or use as a transparency as students or teacher read aloud. Discuss the following issues, or ask students to write responses to the following questions.

What is the meaning behind…

* The trout gets hooked?
* The trout is unable to swim freely?
* The trout fights to be free?
* The situation is too tough for the trout?
* He struggles with his environment?
* He struggles with the hooks that catch him?
* He masters his difficulties?

1. Why does the world only see the struggles of life?

2. Do you believe this is true? Why?

3. Why is it hard for a person who is “free” to understand a person who is “hooked?”

4. What does it really mean to be “hooked” in life?

5. Are you a free trout or a hooked trout? Explain your answer.

**How this activity can be varied:**

Write each of the questions on a separate card, and give one to each student. Ask  
each child to write down his or her interpretation of the phrase on their card. Then, ask each student to write a short paragraph answering question #3.

When a trout rising to a fly gets hooked on a line and finds himself unable to swim about freely, he begins with a fight, which results in struggles and splashes and sometimes an escape. Often, of course, the situation is too tough for him.

In the same way, the human struggles with his environment and with the hooks that catch him. Sometimes, he masters his difficulties; sometimes, they are too much for him. His struggles are all that the world sees, and it naturally misunderstands them.

It is hard for a free fish to understand what is happening to a hooked one.

Karl A. Menninger

**Working with Diversity**

**When the teacher might use this activity:**

Students may need help in making the connection between cultural, religious, and disability diversity in school or at home and the diversity to be found in the workplace.

**Materials needed for this activity:**

* Newspapers and magazines showing various occupations
* Glue
* Scissors
* Markers

**Information/directions:**

Ask students to think about a career they would like to pursue. When they have selected a career, each student is asked to make a collage of 10-12 different types of people they may meet or with whom they might work in the chosen career (e.g., Native American, person with blindness, person wearing a crucifix).

Each of the different types of people the student chose must be given a job title, which should be written below the picture. One point will be given for each type of diversity represented. The student with scores of 80% or above (8/10, 9/10, 10/10) can be given an award for creating “The Most Diverse Workplace.”

**D. Problem Solving and Conflict Mediation**

In each developmental stage, children gradually expand their capacity to balance their personal rights, needs, and wants with those of others. As children learn to do that, they develop constructive social skills as well as their own character. Key to teaching children to handle conflict is helping them identify their emotions. They must also learn to control how they express and act on their emotions. To become socially responsible, it’s critical that children exercise choice and decision-making power over their behavior.

There’s another challenge in conflict resolution. Children must learn to interpret others’ emotions. That requires recognizing that everyone has feelings and desires. Being sensitive to others and juggling differing perspectives and points of view is very challenging for young children. It takes time and practice. Helping kids develop conflict resolution skills isn’t mysterious or complex, but it does take patience and a consistent approach (Karen Stephens, Parenting Exchange).

**Instructional Goal:**

A) To increase students’ skills in identifying a problem and generating alternatives for successful solution

B) To provide students with tools to develop skills in handling conflict

**Idaho Core Standards: See Appendix**

**Activities:**

* What to Do?
* Facing Choices
* Smart Selections
* Walk in Another Pair of Shoes
* What About Being Left Out?
* Teacher Preface to Conflict Resoulution
* I-Messages
* Putting it to the Test
* The Problem-Solving Team

**What to Do?**

**When the teacher might use this activity:**

When introducing skills in problem-solving, students need guidance and a framework to sort out the actual problem from their emotional response to the problem.

**Materials needed for this activity:**

* What to Do? worksheet

**Information/directions:**

Young students are often “stumped” when they are put into difficult situations. These students may jump at the first solution that comes to mind, or they may make no decision at all. To help, direct instruction should be provided on the steps to be followed in effective decision-making:

1. Identify the problem

2. Gather information

3. Determine alternative solutions

4. Identify the anticipated consequences for each choice

5. Make a decision

6. Plan how to carry out the decision

Use the following worksheets to help students learn and internalize the process.

**What to Do?**

What should you do when you have a problem? Here are some steps to help you make good decisions.

1. Identify the problem. What is wrong? Focus your ideas so you can put your finger on exactly what’s going on.

2. Do you need further information? More facts? More Feedback?

3. List the possible solutions. What are the three things you can do?

a.

b.

c.

4. Identify the consequences of each choice you could make. What if…?

a.

b.

c.

5. Look over the choices and consequences. Which is your best option? What’s your decision?

**Facing Choices**

**When the teacher might use this activity:**

As a method to explore prioritization when problem-solving

**Information/directions:**

The teacher should lead a discussion of the ways we determine the significance of a situation or problem. For example, comparison of “costs” and comparison of “benefits” prioritization are based on “needs,” etc. Student responses should be shared with the class, emphasizing and reinforcing good reasoning skills.

**How this activity can be varied:**

Students make up their own situations to be prioritized.

**Smart Selections**

**When the teacher might use this activity:**

After students have had direct instruction in a good step-by-step problem-solving procedure, the following activities could be used to apply and model appropriate strategies.

**Materials needed for this activity:**

* Teacher-made Smart Selections cards

**Information/directions:**

A number of activities can be planned around *Smart Selections* cards. The teacher can adapt *Smart Selections* scenarios and/or create similar scenarios (pictorial or verbal), placing the information on 5x8 cards. The teacher may want to laminate the cards.

Using teacher-made cards, these discussion starters may be helpful:

1. Scan the front side of each card. What would you do in each situation? Turn  
the card over, and find out if your answer is the best one.

2. When have you had to make choices? Write your own answers to the problem  
on the card. When you are finished, challenge a friend to make smart choices  
using your card. Do you both agree? If you disagree, why?

3. Work as a team to arrive at a solution. Stack the cards picture-side up. Hold  
each card, and ask what is happening? How do the people feel? Tell about  
when you were in a similar situation. What behavior did you choose? Would  
you do the same thing again?

4. Divide into teams. Each team selects a card and finds a space in the classroom  
to plan and prepare a skit showing the activity on the card. Each team will role-play their situation, including three possible answers. The rest of the class  
chooses the correct answer by putting their thumbs up for smart choices and thumbs down for the others.

**How this activity can be varied:**

Use the *Smart Selections* worksheet as an individual exercise for older students. Discuss choices.

Adapted with permission from Smart Choices, Argus Communications

**Smart Selections**

Place an “X” in front of the letter that best describes your response to each scenario and question.

1. When you get home from school, you open the front door, and your dog runs out. He runs past your house and the next house and far out of sight. You are  
worried he will get lost. What would you do?

a. Run after him.

b. Call the fire department.

c. Call a neighbor immediately.

d. Call one of your parents, and ask what to do.

2. Let's say you have a younger brother who puts a toy boat in the toilet and  
flushes it down. Now, the toilet is overflowing. What would you do?

a. Call the phone operator for help.

b. Call one of your parents.

c. Run to a neighbor's house immediately.

d. Reach behind the toilet to the valve supplying water, and turn the handle  
 to close it. Then, mop up the water.

3. You are watching TV in the living room. You smell smoke coming from the kitchen. You see the curtains are on fire. What would you do?

a. Try to put the fire out.

b. Call the fire department.

c. Call one of your parents.

d. Run immediately to a neighbor you know is home. Then, call both the fire department and one of your parents.

4. When you get home from school or day camp, you notice that a window is  
broken. It wasn’t that way in the morning. You go in and see that the living  
room furniture has been pushed around, and drawers have been dumped on  
the floor. The same thing is true in the kitchen. What would you do?

a. Straighten up the mess before your parents come home.

b. Call the police.

c. Call one of your parents.

d. Run to a neighbor's house immediately. Then, call the police.

**Smart Selections**

5. The burglar system starts to ring. You are inside reading a book. What would  
you do?

a. Run to a room with a lock on the door, lock it, and call the police.

b. Run to a neighbor's immediately.

c. Hide under your bed.

d. Try to turn off the alarm.

6. Here are four rules to follow when walking home from school. One does not  
belong. Which is it?

a. Wear a tall hat, so you seem bigger than you are.

b. Cross the street only at the corner.

c. Obey traffic signs and signals.

d. Walk, facing the traffic, if you have to go down a road with no sidewalk.

7. A teenage boy comes to your door. You have never seen him before. He wants  
to come in, and show you some magazines you could buy. What would you do?

a. Tell him you are not interested. Do NOT unlock the door.

b. Invite him in.

c. Tell him to come back later when your parents are home.

d. Call the police.

8. You get a small cut on your arm. Here is a list of things to do to make it better. One does not belong. Which is it?

a. Put a gauze pad or clean cloth or tissue on the cut with just enough pressure for the blood to stop.

b. Wash the cut.

c. Ignore the cut.

d. Cover it with a bandage to keep it clean.

9. After dinner, you are watching TV. All of a sudden, the lights go off, and the TV and every other electrical appliance stops working. It is dark out. You want to see. What would you do?

a. Get a flashlight. Then, call one of your parents, and ask whether or not you should stay in, or run to a neighbor's house.

b. Try to find the fuse box to fix the problem.

c. Run to a neighbor's house immediately.

d. Light some candles, so you can see what you are doing.

**Smart Selections**

10. You burn your finger. Here is a list of things to do. One does not belong. Which is it?

a. Place it in cold water for a few minutes.

b. Dry it gently with a clean towel.

c. Cover with thick slices of butter.

d. Cover loosely with a bandage.

11. Let's say you have a two-year-old sister who gets into a kitchen cabinet that  
 should have been locked. She swallows some cleaning product. What would  
 you do?

a. Turn her upside-down immediately.

b. Call the operator immediately.

c. Call the poison-control center number by your phone immediately.

d. Call one of your parents immediately.

12. You try to call one of your friends, but the phone is dead. Here is a list of things to do. One does not belong. Which is it?

a. Check to see if one of the extensions has fallen off the hook.

b. Go to a neighbor's house, and call one of your parents, so he or she will  
 know.

c. Go to a neighbor's house, and call the phone company to report the  
 problem.

d. Shake the phone a couple of times.

13. Here are four kitchen rules for you. One does not belong on this list. Which is it?

a. Do not use sharp knives.

b. Do not turn on the oven or stove.

c. Do not leave any spill on a counter or on the floor.

d. Do not eat while you are at home.

14. You are walking home from school or camp. A dog you have never seen before runs up to you. What would you do?

a. Feed it your leftover lunch.

b. Run away as fast as you can.

c. Continue walking at your regular pace.

d. Stop and pet the dog, and find its owner.

**Smart Selections**

15. You've lost your house key. What would you do?

a. Wait outside until one of your parents gets home.

b. Go back to school or camp, and try to find the key.

c. Use the key in the backyard hidden for just such an emergency.

d. Go to the home of the neighbor who has a spare key to your house.

16. You break a glass filled with milk. What would you do?

a. Glue it back together.

b. Pick up the pieces, and throw them away. Mop up the milk.

c. Sweep the pieces to a corner or the wall. Mop up the milk.

d. Leave the room, but first, post a “Do Not Enter” sign at each kitchen door, so your brothers and sisters won’t go in and get hurt.

17. You are walking home from school or camp. A man you have never seen  
before pulls up in his car, rolls down the window, and asks for your help in finding a nearby ice cream store. What would you do?

a. Get in the car, and show him where it is.

b. Give him instructions, but do not get in or near the car.

c. Tell the man you don't know where it is, and keep on walking.

d. Pretend you are hard of hearing. Keep on walking. Do not get involved in a conversation with a stranger.

18. In every neighborhood, there are some places parents consider unsafe and, therefore, off limits for you to go alone. Which of these four choices would your parents consider unsafe?

a. An unattended swimming pool

b. The woods

c. A construction site

d. The town dump

19. A woman calls. You don't know who she is. She asks to talk with your mom  
 and says it is very important. What would you do?

a. Hang up on her.

b. Tell her your mom isn't home; she should call back later.

c. Tell her your mom is in the bathtub and can’t be disturbed; she should  
 call back later.

d. Tell her your mom can't come to the phone at the moment. Take down  
 her name, number, and a short message. Tell her your mom will call  
 back. Then, call your mom, and give her this information.

**Walking in Another Pair of Shoes**

**When the teacher might use** **this activity:**

To enhance students’ abilities in taking another’s perspective as well as strengthening problem-solving skills

**Materials needed for this activity:**

* 5x8” cards

**Information/directions:**

Scenarios can be placed on 5x8” cards, laminated. Students are to read the problem, working through problem-solving strategies to arrive at a solution from the parents' point of view. Each student needs a turn at being the “parent” in this decision-making process.

1. Mark had trouble for one semester in math. His parents agreed to reward him  
with something he “really wants” if his grades improve. Last semester, Mark got an A+ in math and showed his parents an ad for a scooter. It's on sale, and he's wanted one for more than a year. The problem is that Dad has been out of work for six months, and money is very low.

2. Uncle George arrives with a lovely white kitten—a gift for the entire family. The family has just moved from an apartment to a house, so for the first time, the children can have a pet. But, soon there is a big argument. Who will keep the kitten’s litter box clean? Who will wash the dirty dish? Who will see that food and water are put out night and morning? What shall the kitten be called?

3. While doing son, John's, laundry, Mom empties out his pockets and finds $5.00. The same amount disappeared from her purse two days ago. She speaks with Dad, saying, “Should we even ask him if he took it, or does that mean we don't trust him?”

4. The twins, Terry and Jerry, have gotten into quite an argument over who is going to mow the lawn. No blows have been struck, but the atmosphere is *very* tense and noisy when Father comes upon the scene. Terry has accepted an invitation from his friend to spend the afternoon swimming. Jerry says, “But, you know I have baseball practice this afternoon, and you promised to do it this week.” Dad says the grass is already much too long and cannot be put off another day.

5. Mom and Dad rent a cabin in the mountains for three weeks as a surprise for the family. (The whole family had discussed the idea earlier, and the kids thought it sounded great.) Mom and Dad told the kids at dinner tonight. Unfortunately, their reactions weren't positive:

Tom: I have two swim meets during that first week; I gotta’ be here.

Susie: Oh, Dad, Sally's slumber party is the second week. I can't go.

Tim: I just got a paper route. I want to stay at home. You go without me.

Dad: This was going to be a family vacation.

**Walking in Another Pair of Shoes**

6. Ted has to stay after school today for his class spelling bee. He has made it all the way to the finals. But, that means he will miss the bus and will have to be picked up. Julie has her piano lesson at 3:30. As Mother is trying to figure out how she can be in two places at one time, Dad phones to say he is bringing an old friend, who is in town just for today, to dinner this evening. Mother hangs up the phone and turns to the children for help in solving the problem.

**How this activity can be varied:**

Ask students to role-play good and bad solutions for each scenario.

**What About Being Left Out?**

**When the teacher might use this activity:**

Situations often arise when students are purposefully or inadvertently left out. This activity deals with this common problem experienced by everyone.

**Materials needed for this activity:**

* What about Being Left Out? worksheet

**Information/directions:**

Explain that everyone goes through feelings related to exclusion at one time or another. Work through the activity as a group, and reinforce these problem-solving strategies as the problem arises in real life.

**How this activity can be varied:**

Ask students to think of a situation where they might have been left out. Ask each student to role-play how they could deal with being left out in the situation they describe.

**What About Being Left Out?**

In order to effectively deal with being left behind, you will want to find a solution that either lets you become involved in the activity or gets you out and moving with another activity.

Ask yourself some questions:

1. Am I really being left out?

2. Why might I be left out?

3. What can I do (e.g., waiting, leaving, telling others how I feel, finding another activity in which to engage, or asking to be included)?

4. Develop a plan.

5. Act on your plan.

Here's a situation that needs a solution:

While standing around with some of the guys in his last period class, Jim was listening to a conversation about an upcoming basketball game. As the conversation progressed, the boys decided who would be going and when they would be picked up. When they got all done planning, Jim had been left out. He wanted to go to the game with the guys, but the others never included him in their plans. Jim felt very bad about being left out.

How should Jim deal with being left out of the plans to attend the ball game?

Can you think of a situation where you have been left out?

How did you feel about it?

How did you solve it?

What did you do?

**Teacher Preface to Conflict Resolution**

Direct instruction will be required to introduce students to the steps to be followed when working with conflict. The teacher will need to explain each point and appropriately elaborate, given students’ ages and maturity levels.

1. Separate the person from the problem.

2. Define the conflict.

3. *Listen* to each other's point of view; no put-downs or name calling.

4. Discuss what each person needs.

5. Brainstorm solutions together.

6. Decide on a solution together.

7. Carry out that solution.

**I-Messages**

**When the teacher might use this activity:**

Oftentimes, a person gets into an argument with another person because he or she states his side of the situation by using accusations. For instance, someone might say, “You are always making fun of me” or, “You never pay attention to what I say.” By using I-messages, a person removes the accusations and replaces them with how it feels. For example, instead of using the statements above, one might say instead, “I feel angry when you make fun of me because it makes me feel unimportant” or, “I get frustrated when you don't pay attention to me because I can’t get my point across.”

**Materials needed for this activity:**

* I-Messages #1 worksheet
* I-Messages #2 worksheet

**Information/directions:**

I-Messages #1

In order to help students investigate their feelings during conflict, ask students to individually complete the first worksheet. Review findings by asking for volunteers to share their responses.

I-Messages #2

The teacher should explain the point of I-messages. Ask students to individually complete the second worksheet, and then ask three to five students to share their responses to each item with the class.

**How this activity can be varied:**

Ask students to create their own I-message, evenly representing both positive (I feel happy that you ...) and negative (I felt sad when you ...) emotions. The next day, students might report back to the class how they used an I-message to help stop an argument.

**I-Messages #1**

Answer each question as honestly as you can. The purpose of this exercise is to see how you handle conflict situations.

|  |  |  |
| --- | --- | --- |
| Problem-solving situation | What I usually do | How I feel |
| 1. When someone calls me a name... |  |  |
| 2. When someone blames me for something I didn’t do... |  |  |
| 3. When someone pushes or hits me for no reason... |  |  |
| 4. When someone steals things or money from me... |  |  |
| 5. When someone “puts me down” or makes fun of me... |  |  |
| 6. When someone tells me to do something I don't want to do... |  |  |
| 7. When someone talks behind my back and tells lies... |  |  |

When I get angry…

Highlight your response below:

I (am, am not) satisfied with the way I now solve conflicts.

I (would, would not) like to learn ways to solve conflicts more effectively.

**I-Messages #2**

Design an I-message for each of the following.

1. You are talking to a person who has interrupted you several times.

I feel       when you       because      .

2. Your mom says, “Stop bugging me. Can’t you see I'm busy.”

I feel       when you       because      .

3. You're complaining because, “You always make me do the dishes.”

I feel       when you       because      .

4. Your friend just called you a name you hate.

I feel       when you       because      .

5. Your brother just switched days for washing the dishes with you so you could watch a TV program you like.

I feel       when you       because      .

**Putting It to the Test**

**When the teacher might use this activity:**

It is important to learn to get along with teachers and fellow students in school, so students can learn skills to get along with a new boss and fellow workers. Teachers may need to inform students, so they can prepare for this interrelationship.

**Information/directions:**

* Ask students to role-play or describe how they would feel in each of these situations.
* A teacher has just chosen you to give an oral report tomorrow. You’ve got plans for tonight.
* A teacher in a particular class lectures all the time and then expects you to do the work independently. You need more help.
* Working in a group, you find other students do not share the same ideas  
  and opinions as you.
* A teacher constantly calls on you in class.
* A fellow-student has just lied about you to get himself out of a difficult situation; you heard him.

Develop skills in creating I-messages and/or elaborate to develop skills in conflict resolution.

**The Problem-Solving Team**

**When the teacher might use this activity:**

In order to apply new skills and reduce dependence upon teacher mediation, this self-monitoring structure may be useful.

**Information/directions:**

Only after students have been through instruction and practice with problem-solving and conflict mediation activities should a team be organized. The P-S Team can work to resolve minor difficulties on the playground, in the cafeteria, in the halls, or within the classroom. Select the team carefully, and plan to train on a regular basis.

**III. Exploring Community Partnerships**

Connections between school activities and work in the community are important. These activities are designed to help students become more aware of the many opportunities available in their neighborhood as well as the social skills and work ethic valued by their community.

**Building Community Service**

* Family and Community Service
* Mini-Community Activities
* Gift of Service Coupon
* Making It Real
* Classroom Jobs
* My Jobs at Home or How I Can Help

**Let's Ask a Guest**

* Teacher Preface
* Sample Letter to Parents
* Sample Invitation Notice
* Sample Speaker Response Form
* Sample Guest Speaker Confirmation Letter
* Sample Tips for Classroom Speakers
* Sample Thank You Letter
* Sample Thank You Certificate
* Behavior Counts!
* Connections around Behavior
* Interviewing Options
* Tools of the Trade
* Student Evaluation of Guest Speakers

**Field Trips**

* Teacher Preface
* Possible Employment: Locations, Careers, and Field Trip Sites
* Sample Confirmation Letter to Hotel Representative Prior to Field Trip
* Sample Letter to Parents Prior to Hotel Field Trip
* Field Trip Inventory
* Keep Your Eyes Open!
* Field Trip Check Up
* All Kinds of Cards
* Making Greeting Cards

**III. Exploring Community Partnerships (continued)**

**Career Awareness**

* Teacher Preface
  + Sample Introductory/Parent Permission Letter #1
  + Sample Introductory/Parent Permission Letter #2
  + Sample Letter Notifying Student of His/Her Business Responsibilities
  + My Career Contract
  + My Career Agreement
  + Career Awareness Experience Evaluation Form
  + Sample Teacher-to-Employer “Thank You”
  + Sample Employer Evaluation of Job Shadowing Experience
* Career Awareness Report
* A Special Project

**A. Building Community Service**

We know from recent studies that children who feel a sense of identity within a group are the most well-adjusted and successful in school.  As children progress developmentally, their group interaction skills become more finely tuned as well. Children's "world view" expands to add a greater understanding of the relationship between self and other. Studies also tell us that some of the most important skills children need for school readiness and success are the "people skills" of social interaction, communication, collaboration, and problem solving.

Students can learn to build community and community service through identity, familiarity, and warmth and beauty of their surroundings, trust, predictability, and family involvement.

**Instructional Goals:**

A) to increase student understanding that giving to others without receiving a tangible reward (e.g., money, gifts) is of value in our society

B) to expand student awareness of ways in which giving is appropriate

**Idaho Core Standards: See Appendix**

**Activities:**

* Family and Community Service
* Mini-Community Activities
* Gift of Service Coupon
* Making It Real

**Family and Community Service**

**When the teacher might use this activity:**

As an introductory activity to community service, to reinforce “community and family” values, and to develop the concepts of “doing” for and “giving” to others

**Materials needed for this activity:**

* Paper for drawing

**Information/directions:**

Throughout this activity the teacher has the responsibility to create linkages between the concept of interdependence among community members and the concept of interdependence among family members.

Ask students to help create a group definition of “community.”

A. In order to show that the family is a small interdependent community, ask students to brainstorm job ideas for *helping family members*:

* Yard Maintenance
* Pet Care
* Laundry
* Garage Cleanup
* Housecleaning
* Cooking

School is another interdependent community; ask student to brainstorm job ideas for *helping at school*:

* Classroom Helpers
* Student Tutoring
* Lunchroom Helper
* Playground Helpers
* Library Assistants
* Traffic Crossing Guards
* Teacher’s Aide
* Student Council

The larger community (city, town, or neighborhood) could use job ideas for *helping in the community*:

* Make decorations, tray mats, or favors for children in hospital or adults in nursing home
* Pick up trash around school or street
* Create a play and/or present a performance at a hospital or nursing home
* Collect food for homeless
* Make colorful cards for someone to make them feel special

**Family and Community Service**

* Play a game with a younger child
* Participate in environmental activities
* Be a pen-pal to a student from another school or community
* Collect cans
* Offer to read to someone who cannot read or to an elderly person
* Collect clothes for needy children

B. Students draw three pictures:

1. family members helping family members,

2. students helping each other at school, and

3. people helping people in the community

**How this activity can be varied:**

“Good deeds for the day” are developed by the teacher and kept in a decorated box. Examples: “Help Jack with his math today.” “Study spelling with Sally.” “Clean up the paper on the floor after art.” Students draw one deed each day for a week. At the end of the week, the “good deed” students talk about how doing something for someone else made them feel.

**Mini-Community Activities**

**When the teacher might use this activity:**

To encourage students to think of family and school as mini-interdependent communities where their contribution may be significant

**Materials needed for this activity:**

* Gift of Service Coupon page
* Classroom Jobs worksheet
* My Jobs at home or How I Can Help worksheet

**How this activity can be varied:**

Older students can take on responsibilities for helping in the cafeteria, school office, computer room, or library. They could also help the custodian, art teacher, music teacher, P.E. teacher, etc. Some negotiation with other faculty may be required.

Students are given blank cards and asked to list on the card that with which they need help on the card. Cards are signed, gathered, and drawn from a box. Students work together to accomplish a goal.

**Gift of Service Coupon**

**When the teacher might use this activity:**

To further strengthen student understanding of volunteerism

**Materials needed for this activity:**

* Copies of ornate gift certificates

**Information/directions:**

Each student is asked to do one volunteer job for a person of their choice during that day or week, and follow through with this personal responsibility. Gift certificates function as an informal contract between parties.

**Sample:**



**Classroom Jobs**

Here are my classroom jobs for       (date/dates)

**Classroom Job:**

**Responsibility:**

**My Jobs at Home or How I Can Help**

Print this page, and sketch a picture of yourself doing one of your jobs at home.

**Making It Real**

**When the teacher might use this activity:**

Anytime during the year after students become aware of community service

**Information/directions:**

Good Bears of the World is an international organization, which provides teddy bears to needy children at wholesale cost.

1. Students work to earn the money to buy the bears. A good deal of practice with  
math skills is inherent; calculation of the cost of bears, cost of packaging  
and/or delivery, amount of money necessary, amount of earnings per child, etc.

2. Students divide into teams and decide where they would like to take their bears.  
Suggestions include hospitals, homeless shelters, community agencies, schools,  
day care centers, foster homes, and the police department.

3. Teams contact centers and decide when they may come to visit. Teams get a  
list of children who will receive bears, and then experience giving them to the recipients.

**How this activity can be varied:**

As students earn money to buy the toy bears, they may select a committee to go with the teacher to purchase the bears at a discount store.

Students keep the bears, dress the bears, etc., but know on a certain date they will be given away.

Contact between the class and the agency receiving the bears is encouraged and maintained throughout the year.

Developed through the cooperation of Good Bears of the World International, Toledo, Ohio

**B. Let’s Ask a Guest**

Home-school-community partnerships can be fostered in a variety of ways. For a creative teacher the community can be a rich source of expertise, financial support, and volunteer services.P artnerships can be developed with community organizations, individual families, and local businesses or corporations. The resulting partnerships can serve the school with support and services, and the school can serve the community by providing an educated population of students who are mathematically and scientifically literate.

**Instructional Goals:**

A) to introduce students to community helpers and local business people by using guest consultants

B) to increase student skill in initiating and maintaining verbal communication

**Idaho Core Standards: See Appendix**

**Activities:**

* Teacher Preface
* Behavior Counts!
* Connections of Behavior
* Interviewing Options
* Tools of the Trade
* Student Evaluation of Guest Speaker

**Teacher Preface**

Advance preparation is required when planning guest presentations. Consultants may be obtained through a variety of resources, including a speakers’ bureau, the Chamber of Commerce, community organizations, and/or businesses.

**A. The invitation can come from individual students.**

* Each student invites a speaker.
* Each student introduces his/her special speaker.
* Each student writes a thank you note to that speaker.
* The teacher/aide writes a thank you note to the speaker's employer.

Or, a“team” of three or four students can be given responsibility for a guest consultant:

* Greeter
* A person to introduce the speaker
* The thank you note writer
* A person who pins speaker ribbon on guest
* A person who presents certificate of participation to guest

Or, the invitation to speak can be extended to parents by the teacher.

**B. To prepare for a speaker, the teacher should secure the following:**

* a display table
* chart paper, stand, markers
* additional AV equipment that may be requested

**C.** **The teacher should also establish and maintain cooperative relationships with local resources. The following are suggested:**

After introducing the lesson and explaining the assignment to students, develop a letter for parents, friends, or people in the business community each child may invite as a speaker. After extending an invitation by phone, children may hand-deliver or mail the letter. The child returns the bottom half of the page to the teacher, so the speaker may be appropriately scheduled. Once names of speakers have been gathered, scheduling becomes a priority. Confirm the date and time of his/her presentation, and provide guidelines for addressing young audiences.

Following a speaker's presentation, the teacher should take the time to reinforce the school-community bond. The teacher can send a letter to the speaker's immediate supervisor or employer, thanking him or her for allowing the speaker to come to school so students can learn more about the guest’s job or company.

Award certificates may also be presented to each speaker following the presentation. A notice in a local newspaper listing the company name and describing its support of the career awareness program is good way to reinforce cooperative agreements. Ask the school board to send thank you letters to each company, or print company names on a brochure to give to other companies.

**Teacher Preface**

**Materials needed for this activity:**

* Sample Letter to Parent
* Sample Invitation Notice
* Sample Speaker Response Form
* Sample Guest Speaker Confirmation Letter
* Sample Tips for Classroom Speakers
* Sample Thank You Letter
* Thank You Certificate

**Sample Letter to Parent**

Dear Parent of       (Student),

Our class is becoming aware of the worth and dignity of all work. Can you help us with our career awareness unit? We want to make a chart of different kinds of workers, duties, and tools. We also hope some parents can come to school to tell about their work or hobby.

1. What is your job? Where do you work?

Mother:

Father:

2. What are some of your duties?

Mother:

Father:

3. Is there anything about your work which students would enjoy seeing e.g., uniforms, tools, products, raw materials, pictures, demonstrations)?

Mother:

Father:

4. Would you be able to come to school to tell our class about your work or hobby?

Mother:

Father:

5. Do you know of another person who might be able to tell the students about  
 his/her work or hobby? How might we contact him/her?

Mother:

Father:

**Sample Letter to Parent**

6. If you can come, please sign here, and tell us the specific days of the week and  
 times of day most convenient for you to come to school. We will contact you.

Mother:       (Days and Times)       (Phone)

Father:       (Days and Times)       (Phone)

Sincerely,

Teacher

**Sample Invitation Notice**

**The Vita! Link between School and the World of Work**

A selected group of students is studying career awareness. One of the requirements of this course is that each student invites a guest speaker to come to school and tell the class about his/her job or career. The student must introduce his/her speaker and write a follow up thank you note.

The objective of these lessons is not to get students to make career choices, but rather to help acquaint students with the wide variety of occupations that exist. We hope this will make their present schooling more relevant to their futures.

We look forward to meeting you and hearing about your job. Thank you for your willingness to participate in our program. Without your cooperation, this phase of our program could not exist.

Sincerely,

Teacher

School

**Sample Speaker Response Form**

Name:

Occupation:

Workplace address:

Contact Phone Number:

Do you need any special equipment for your visit?

Dates you would be available to be our guest speaker:

Times you would be available:

**Sample Guest Speaker Confirmation Letter**

Dear      ,

Thank you very much for your willingness to be a guest speaker. Without your cooperation, this phase of our program could not exist.

The objective of our guest speaker program is not to get students to make career choices. Rather, the goal is to help students realize everyone works, and that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist and to make their present schooling more relevant to their futures.

Your company or business may have some pamphlets or materials it would provide for you to bring along. We would appreciate appropriate handouts. Please bring sample tools and equipment with which you use for children to view. If you wear a uniform or special clothing of any kind for your work (e.g., welding hood, nursing clothes, etc.), bring or wear the uniform/clothing if you can. Here are some suggestions about the kinds of things we would like to know:

What is your job title and job description?

What aptitudes or skills are important for your job?

What are working conditions like?

What are your fellow employees like?

Do you have to deal with the public? If so, would you care to comment on this?

If you are separated from people most of the time or working with things, how do you feel about that?

What do you consider the best points of your job? The worst?

Is your job personally rewarding or fulfilling? Do you recommend it as one of  
the alternatives students should consider?

You may want to touch upon the financial aspect. Do you consider the pay to  
be adequate, very good, or unsatisfactory?

**Sample Guest Speaker Confirmation Letter**

What is the outlook? Will this type of employment exist when these students  
enter the world of work?

What changes in equipment, automation, personnel, and training requirements have you experienced in the time you have been in this field?

What training is required (high school, college, apprenticeship, trade  
school)?

Is the field difficult to enter (union membership, professional school entrance  
quotas, etc.)?

We will be expecting you at       (time) on       (date). You will be speaking

to     -graders for       (amount of time) in Room       at       (location).

We look forward to your upcoming visit.

Sincerely,

Teacher

**Sample Tips for Classroom Speakers**

* Bring lots of props. Children learn best from real objects, models or stories. They have trouble paying attention to descriptions or explanations of things they have never seen, touched, tasted, or experienced. Parts of the real thing, such as artifacts of a place, souvenirs of an event, or pictures really help them learn. Mockups, demonstrations and models, particularly working ones, are big hits.
* Kids aren’t used to lectures, detailed definitions, and principles. Try to create a story, ideally involving a child the same age, demonstrating the information you want to share. Children learn and remember information better when it's presented in this indirect way.
* Keep your talk simple and clear. Children have limited experience and vocabulary, and they lack broad background knowledge. To make sure they understand what you are saying, ask them for feedback with questions like these: “Have you ever been to…?” “Who has seen…?” Provide plenty of description and examples.
* Turn what you want children to do or learn into a game or a “play-like” activity. Kids don’t distinguish between work and play, but when they are active and involved, they will “play” very hard at what you consider work. Toys and subject-related craft materials, such as cutouts, tracing and coloring papers, or dramas and games can be effective ways to involve them in what they are learning.
* Plan to entertain them with surprises, variety, and tricks to keep their attention. Don’t be too detailed. Use only a few examples to make your points. Understand that youngsters see the world from their perspective, not yours. Their concerns are different. Don’t be surprised if some ask personal questions, or others seeming to be off the subject.
* Don’t be offended it these youngsters become loud, spontaneous, and excited. Involved kids are enthusiastic kids. Spontaneous comments, questions, and general lack of decorum show their interest.
* Be sure to allow time for students to formulate and ask questions of their own.

**Sample Tips for Classroom Speakers**

* Sometimes, speakers need help focusing their presentations for students. Often, students need help listening for key information. It may be helpful to teach students specific questions to ask consultants or guest speakers, so limited time can be utilized most effectively.

The following questions may be helpful in developing and expanding the benefits of this activity. Suggested questions for guest consultant/speaker:

1. How has your particular job changed over the past 10 or 20 years?

2. What other training or experiences have you had that were helpful to you?

3. Do you use any special equipment on your job?

4. What are the main problems or frustrations you encounter in your work?

5. Was this your first job choice?

6. Can you tell us something funny or unusual that happened to you on this job?

7. Is there anything we should ask you?

8. What fields have you worked in over the years?

9. Why is this job important to you?

10. What do you dislike most about your present position?

11. How does this job support your way of living in terms of income, knowledge,  
working hours, and leisure time?

12. Do you think that your past mistakes help you to make better decisions? Can  
you give an example of this?

13. What activities other than your job are you involved with that are a source of  
satisfaction to you?

14. Will you describe an average day's activities?

**Sample Tips for Classroom Speakers**

15. Do you know any specific characteristics a person should possess to be  
successful in your field of work?

16. What advice do you have for someone considering your field today?

17. What school subjects would you recommend for someone to take in school that would help in your line of work?

18. Are your personal hobbies very different from your job, or are they similar?

19. Do you wear any special clothing on the job?

20. What employee benefits does your job offer?

21. How will your job change in the next 10 years?

22. What other occupations did you consider before deciding on this one?

23. Are there related fields you would suggest for us to explore?

24. How did your interests help you decide on the job you wanted?

25. Who evaluates your job performance, and how is this performance evaluated?

26. What type of formal training have you had?

**Sample Thank You Letter**

April 18, 2015

Mr. David Martin

Marietta Astronautics Group

P.O. Box 179

Boise, ID 83706

Dear Mr. Martin:

Thank you so much for allowing Mr. Barns to speak to our career awareness class at Westgate about his work at Marietta Astronautics Group. His excellent communication skills and sincere interest in his career helped our students realize some of the possible opportunities available in their futures. Mr. Barns’ presentation was both enjoyable and informative.

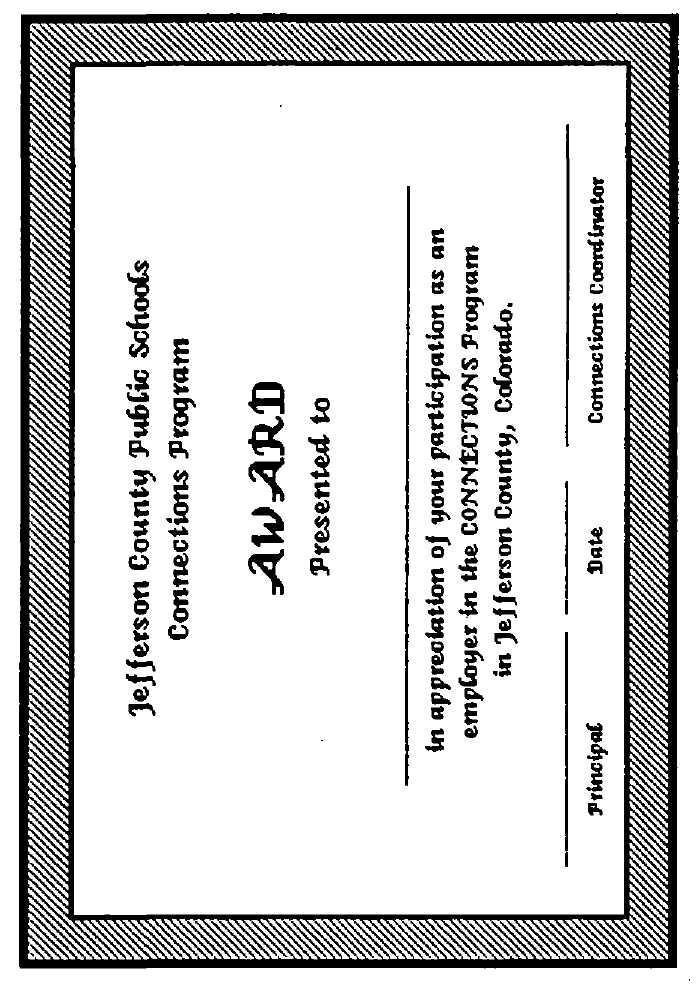
Much of our career awareness program would not be possible without many wonderful and supportive people like Mr. Barns. We hope we can count on your continued support of our program. Please extend our appreciation to Mr. Barns.

Sincerely,

Teacher

**Thank You Certificate**

This type of certificate can be given to each guest speaker by the inviting student and teacher.



**Behavior Counts!**

**When the teacher might use this activity:**

Before the first guest speaker ever comes, students need to become aware of appropriate behavior during presentations.

**Materials needed for this activity:**

* Behavior Counts! worksheet

**Information/directions:**

The teacher may need to allow students to practice using good audience behavior  
while a student or another teacher acts as a guest speaker.

**Behavior Counts!**

Guidelines for students during presentations by guest consultants:

1. Get your drinks and use the restroom before consultant speaks.

2. Greet the guest with a smile.

3. Call the guest by name.

4. Ask intelligent questions.

5. Raise your hand before you make a comment or ask a question.

6. Be polite by being a good listener.

7. Never talk during a presentation of a consultant/guest speaker.

8. Have your desk cleared, and sit quietly.

9. It is not polite to yawn when we have a guest speaker.

10. Always thank the consultant for coming to school.

**Connections of Behavior**

**When the teacher might use this activity:**

To develop the linkage between school behaviors and job performance, this activity can be used to focus students' attention on specific aspects.

**Materials needed for this activity:**

* Butcher block paper or white board space
* Colored markers or white board markers

**Information/directions:**

On separate paper, groups of three to four students are asked to brainstorm all the characteristics common to good workers, regardless of their current type of job. The teacher should define characteristics, reviewing two or three examples to get students started with the activity. Brainstorming can be done with a “scribe” writing ideas on butcher block paper with colored markers. After the groups have finished, each one should report to the class, so a class summary can be compiled using the board or butcher block paper.

**Examples:**

* On time
* Safe
* Checks own work
* Accepts criticism
* Listens; follows directions
* Helps others
* Responsible
* Attends everyday
* Accurate
* Good behavior
* Well-groomed
* Respects authority
* Honest
* Uses time wisely
* Corrects errors
* Follows rules
* Proud of work
* Gets along
* Good attitude
* Completes work
* Dependable
* Shows initiative
* Flexible
* Cleans up area

**Interviewing Options**

**When the teacher might use these activities:**

To build skills in initiating communication with members of the community/work force, students may begin with interviewing exercises involving parents and gradually moving to interviewing others outside the immediate family.

**Materials needed for this activity:**

* Interview worksheet

**Information/directions:**

Allow students enough time to gather the information on the interview form. Once information has been gathered and shared, discussion can focus on a broad range of topics from new information learned to the verbal and nonverbal reactions/reinforcement students perceived as they asked questions.

**Interview Form**

Name of Interviewee:

Name of Interviewer:

Date of Interview:

1. What is your name?

2. What is your occupation?

3. Where do you work?

4. What tools or equipment do you use?

5. Do you work indoors, outdoors, or both?

6. When did you decide to choose this career?

7. How did you happen to choose it?

9. What training do you have?

10. What are the main skills needed?

11. What did you learn in elementary school that you use in your work now?

12. What are your working hours?

13. How many vacation days do you have each year?

14. What are the main benefits of this career?

15. What do you like about your work?

16. What would you change about your work?

**20 Questions**

The following form can be used in interviewing guest speakers, workers you see on field, and neighbors or people in your town.

Remember, not everyone may wish to answer each question. Take as much information as they wish to share with you. Be sure to thank each person.

Name of Interviewee:

Name of Interviewer:

Date of Interview:

1. What is your job title?

2. Is your job in agriculture, industry, or is it a service?

3. What does your job involve?

4. What special training or experience did you need for your job?

5. How did you find your job?

6. Are there many people who have the same kind of job?

7. Do you need to wear any special clothing?

8. What special equipment do you need?

9. What are the dangerous parts of your job?

10. What do you like about your job?

11. What do you dislike about it?

12. Why did you take this job?

**20 Questions**

13. Can you find this kind of job in any part of the country?       Why or why not?

14. Can both men and women do this kind of work?       Why or why not?

15. Does your physical size matter in your work?

16. Does your age matter?

17. Do you think your salary is high enough for the job you do?       Why or why not?

18. What other benefits do you get besides salary?

19. Do you belong to a union?       Why or why not?

20. What other kinds of jobs could you have with your experience and training?

**Tools of the Trade**

**When the teacher might use this activity:**

To place additional emphasis on work tools and technology

**Information/directions:**

Explain to students that tools are used by every worker, whether the tool is a simple one like a pencil, or is a more complicated tool like a computer. Explain that tools often help make one’s work easier.

Arrange to have a local law enforcement officer visit your classroom. Ask him/her to bring a broad range of tools such as handcuffs, whistle, walkie-talkie, flashlight, watch, city map, report form, badge, gun, etc. Explain that community workers, like this officer, use special tools to help them do their jobs. Let students generate a list of tools they think the officer might use. Include the idea that transportation vehicles like cars, motorcycles, horses, patrol boats, etc., might also be considered “tools.” (If an officer is not available, a local auto mechanic can also provide good support for this lesson.)

Before the visitor comes, ask students to think of questions they would like to ask him/her. List the questions on the chalkboard. Introduce the visitor. As he/she talks with students, be sure the tools are visible to the class. Ask him/her to demonstrate them. If possible, when the speaker is finished, let children handle the objects.

After the visitor has left, discuss the following kinds of questions with the class:

1. Which of the tools did you like best? Tell why.

2. Which tool(s) would you consider most important to a police officer? Give your reasons.

3. What are some tools you use which are important to you? (Ask students to look  
around the classroom, and also think about “tools” they use outside school).

**How this activity can be varied:**

Arrange for a field trip to awork setting where computers are used extensively, where telephones are a predominant tool, etc. Ask students to compare differences, likes, and dislikes.

*Note: It is extremely useful to keep a file of speakers and their resource material for later reference and career exploration.*

**Student Evaluation of Guest Speaker**

**When the teacher might use this activity:**

To increase student awareness of the presentation skills necessary for themselves

**Materials needed for this activity:**

* Student Evaluation of Guest Speaker worksheet

**Information/directions:**

After the speaker has left, ask students to complete an evaluation and hold a follow-up discussion. Using this format, students can begin to evaluate each other when they give oral reports, etc. to the class.

**Student Evaluation of Guest Speaker**

Check your answer.  
 **YES NO**

1. The speaker was interesting.

2. The speaker did a good job of describing    
his/her job and the tasks and responsibilities

involved.

3. The speaker showed the connection

between school studies and his/her career.

4. The speaker gave information about the    
 education and experience needed for a

career in his/her field.

5. The speaker brought in his/her “tools-of-the-

“trade”

6. The speaker talked in a way that I could

understand him/her easily.

7. The speaker allowed time for me to ask

questions of my own.

8. The speaker did a good job in answering

students' questions.

9. The speaker made me interested in his/her    
 career and made me want to find out more

about it.

10. I would like to hear this speaker again.

11. I would give this speaker a grade of \_\_\_\_\_.

**C. Study Tips**

Field trips and other community explorations offer a crucial advantage by bringing balance to the curriculum. Museums, zoos, outdoor venues, and performances, etc. have a natural fit with science, history, and the arts. For students to visit places within the community that promote transition related concepts (e.g., job exploration, visits to adult agencies and post-secondary education and training sites, etc.) is beneficial for all students.

**Instructional Goals:**

A) To allow students the opportunity to observe workers on the job

B) To increase student awareness of socially appropriate public behavior

**Idaho Core Standards: See Appendix**

**Activities:**

* Teacher Preface
* All Kinds of Cards
* Making Greeting Cards

**Teacher Preface**

The following suggestions are offered to assist instructors in organizing and maximizing a field trip experience. All students, regardless of ability level, benefit from these “real world” experiences.

Teachers should first select an appropriate field trip site.

* See the list of possible field trip sites.
* Site should include businesses with representation of semi-skilled/skilled jobs to professional positions.
* Site should represent a cross-section of people of gender, ethnicity, and disabilities.
* In setting up trips for a semester or year, try to plan as much variety in sites as possible, (i.e., an indoor facility one time and an outdoor site the next time).

Try to include sites with traditional and nontraditional jobs. Use the Field Trip Inventory prior to setting a date and time for a trip. Call the company or site, or visit the site in person, to gather complete information.

* Contact businesses by phone and set up time and date.
* Get parent permission. (See sample forms).
* Notify teachers and cafeteria of field trip schedule.

The following pages provide samples of letters used in organizing a field trip. Teachers will need to adapt these to their particular circumstances and/or school policies and procedures.

Complete your preparations. Take care of all of those details such as administrative approval, transportation arrangements, chaperones, notifying other teacher, lunch plans, restroom stops, etc...

**Before Field Trip:**

* Tell students the purpose of this trip and its relation to their education.
* Ask students what they expect they might see and learn during their visit.
* Generate a list of 10-15 questions students might ask on this field trip.  
  These can be *Keep Your Eyes Open* questions. Have each student select a  
  question from the list to ask during the trip (student takes this question with him).
* Discuss behavior rules and etiquette.
* One student can be assigned (or selected) to be trip photographer.
* Select student(s) to take notes for a field trip newsletter.

**Teacher Preface**

**During Field Trip:**

Each student might have a *Keep Your Eyes Open* question on a clipboard. Be sure each student is given an opportunity to ask his/her question.

* Selected student takes pictures.
* Selected student(s) take notes for newsletter.
* Have a plan to address behavioral issues/crises that may arise.

**Follow-up:**

* Compare students’ list of expectations to what was actually seen and learned.
* Develop an application activity to reinforce the relationship between school and job site (e.g., students visit an architect, and then, design their dream room).
* Students complete a field trip evaluation form.
* Keep file of field trips.
* Write thank you notes.
* Help students to write and submit their visitation article to the school and/or local paper.

A particular field visit or guest speaker can spark activity in numerous directions. Depending on your goal, any resource lends itself to multiple explorations. For example, a field trip visit to a supermarket or department store could evolve into instruction related to:

* Comparison of products
* Weights and measures
* Transportation of materials
* Budgeting
* Product display
  + Picture-making
  + Collages, mobiles, murals
  + Food or clothing design and packaging
* Store design
  + Architecture
  + Floor layout
* Store location
* Selection of products
* Pricing
* Jobs available
* Departments
  + Product
  + Money
  + Advertising
  + Management

Feel free to maximize the experience!

**Teacher Preface**

**Materials needed for this activity:**

* Possible Employment Locations, Careers, and Field Trip Sites
* Sample Confirmation Letter to Hotel Representative Prior to Field Trip
* Sample Leter to Parent Prior to Hotel Field Trip
* Keep Your Eyes Open!
* Field Trip Check-Up

**Possible Employment**

**Locations, Careers, and Field Trip Sites**

**Go to the airport to visit…**

Pilot Flight Attendant Reservations Clerk

Baggage Handler Airport Security Worker

**Go to the law offices to visit…**

Attorney Paralegal Law Clerk

Clerical (Secretary) Clerical (Bookkeeper) Clerical (Reception) Clerical (Mail)

**Go to the bank to visit…**

Teller Loan Officer Bookkeeper Financial Consultant Manager Trust Officer Clerical (Secretary) Clerical (Reception)

**Go to a mine to visit…**

Miner Electrician Safety Specialist Clerical (Secretary) Clerical (Bookkeeper) Clerical (Reception) Clerical (Mail)

**Go to an auto repair shop to visit…**

Auto Body Repair person Auto Engine Repair person Clerical (Secretary) Clerical (Bookkeeper) Clerical (Reception)

**Go to a manufacturing plant to visit…**

Machine Operator Assembly Person Inspector

Industrial Nurse Managers Clerical (Secretary) Clerical (Bookkeeper) Clerical (Reception) Clerical (Mail) Office Manager Accountant

**Possible Employment Locations, Careers, and Field Trip Sites**

**To a brokerage firm to visit…**

Account Executive Sales Assistant Administrator Administrative Assistant Bookkeeper Cashier

Wire Operator Customer Service Rep Clerical (Secretary)

Clerical (Reception) Clerical (Mail)

**To a theater or performing arts center to visit…**

Actor Artist Musician

Dancer Stage Manager Properties Manager Costume Manager Set Builder Lighting Technician Education Coordinator Ticket Seller Manager

Clerical (Secretary) Clerical (Bookkeeper) Clerical (Reception) Makeup Artist Director

**To a TV or radio station to visit…**

On-air Personality Reporter Camera Operator

Audio Technician Set Designer Makeup Artist

Advertising Salesperson Manager Clerical (Secretary)

Clerical (Bookkeeper) Clerical (Reception)

**To a medical facility to visit…**

Reception Clerk Appointment Clerk Insurance Specialist

Licensed Practical Nurse Registered Nurse Radiation Technician Pharmacist's Assistant Pharmacist

Orderly Medical Assistant (Clerical) Optometrist

Physician Osteopath Surgeon

Physical Therapist Counselor

**Sample Confirmation Letter to**

**Hotel Representative Prior to Field Trip**

April 18, 2015

Cathy Smith

Director of Sales and Marketing

Holiday Inn

7390 W. Vista

Boise, ID 83702

Dear Ms. Smith:

This letter is to confirm the Westgate Elementary *CONNECTIONS Program* field trip scheduled for Friday, February 16th, at 10:00 am.

This class of sixth-graders is especially interested in identifying the wide variety of jobs available in the hotel industry. Information about the educational requirements for these jobs, the responsibilities and the hours, as well as the salary and benefits would be most helpful.

It is important for these students to hear from employers about the benefits of cooperating with others as a valuable tool in doing their best at their jobs. It would be worthwhile to these students if they could see and hear first-hand from those in their job setting about responsibilities, what they like and dislike about their work, advancement possibilities, and what subjects in school have helped them the most. It would also be valuable to hear what an employer looks for in hiring an employee, the importance of filling out a job application, and why the job interview is so important.

I hope these ideas will help you in helping us. Without your cooperation, this valuable phase of integrating education with the world of employment would not be as effective in encouraging our students to stay in school. We thank you for sharing our enthusiasm for the *CONNECTIONS Program*, and we are anxiously looking forward to our visit.

If you have any questions, feel free to contact me at school, XXX-XXXX.

Sincerely,

Name

Title

**Sample Letter to Parents Prior to Hotel Field Trip (Note that students *earn* the money to pay for the bus)**

Date

Dear Parents,

On Friday, February 16th, the *CONNECTIONS* students will be going on a field trip to the Holiday Inn in Boise to learn, first-hand, about the variety of jobs available in the hotel industry from employees and management there. The purpose of this trip is to emphasize the necessary educational skills required at different levels in the hotel industry. This will be a valuable experience for our students in *CONNECTIONS.*

The required $1.50 per student will cover the cost of the school bus, and a signed permission form is required for each student. One of the important objectives in *CONNECTIONS* is that students take responsibility for earning their own money for field trips and special class projects. If you can find a small job for your child to do at home to earn this money, he/she will learn a valuable lesson in accepting responsibility. Your child will have contributed to his/her education by earning the right to go on our field trips. We appreciate your support of this special *CONNECTIONS* objective.

We extend an invitation to any parent who would like to accompany us. Please call Mrs. Robinson, the *CONNECTIONS* sponsor, at Westgate at XXX-XXXX. Thank you for your support.

Sincerely,

Teacher

**Field Trip Inventory**

Location:       Date:

Contact Person:       Title:

Address:       Telephone:

1. What can be seen or observed during a field trip to this business/industry?

2. How many students can tour at one time?

3. How much advance notice does the company prefer?

4. How many field trips per year would the company be willing to allow?

5. Are any safety devices required, such as safety glasses or hard hats?

If yes, does the company supply these?

6. Are printed materials available, which describe the business or industry that  
could prepare students in advance of the field trip?

How do we get those?

7. How much time is required for a typical field trip?

Comments:

**Keep Your Eyes Open!**

1. Did you see anyone working?

2. What were some of the people doing?

3. What are these workers called?

4. Were they working indoors or outdoors?

Alone, or with other people?

5. What kinds of machines or tools did you see?

      What were they used for?

6. Which person would you like to help for a day?

Why?

7. Which job do you think requires the most training or experience?

8. What are the advantages of the jobs you saw?

What are the disadvantages?

9. Could both men and women do these jobs?

10. What would happen if these jobs were eliminated?

11. How do you think these jobs will change 100 years from now?

**Field Trip Check-Up**

Name:

Grade:

Directions: Please answer each question with your honest response.

|  |  |  |  |
| --- | --- | --- | --- |
| **Study Trip Check-Up Questions** | **Yes** | **No** | **Sometimes** |
| Did I return permission slip and required money promptly? |  |  |  |
| Was I dressed appropriately? |  |  |  |
| Did I bring toys/unnecessary items on this field trip? |  |  |  |
| Did I bring any gum, food, or drink on the bus? |  |  |  |
| I thanked the bus driver. |  |  |  |
| I looked at the speaker while listening. |  |  |  |
| I looked at the speaker while listening. |  |  |  |
| Did I use appropriate language? |  |  |  |
| I thanked the tour guide. |  |  |  |
| Did I face front on the bus? |  |  |  |
| Did I keep my feet out of the bus aisles? |  |  |  |
| I asked intelligent questions. |  |  |  |
| Did I ask questions that were on topic? |  |  |  |
| Did I touch property belonging to the place of business? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Study Trip Check-Up Questions** | **Yes** | **No** | **Sometimes** |
| Did I stand unless given permission to sit by the speaker? |  |  |  |
| Did I keep my hands to myself? |  |  |  |
| Did I talk too loudly to get someone’s  attention? |  |  |  |
| Was I polite to everyone? |  |  |  |
| Did I talk with friends while the  Speaker was talking? |  |  |  |
| Did I follow all directions given by the adults in charge? |  |  |  |

**All Kinds of Cards**

**When the teacher might use this activity:**

This is an activity following a visit to a card shop, especially good for primary students.

**Information/directions:**

Arrange a study trip to a local greeting card shop, or to the greeting card department of a nearby department store. Be sure your community contact is comfortable allowing children to handle their card supply.

A. Ask the children to think of all the greeting cards they receive. Ask if there was a special reason why they were given the cards. Let the students explain the events that prompted receiving these cards (having a birthday, being sick, celebrating Christmas, etc.). Try to elicit from the students the idea that cards are a form of communication intended to express feelings for special occasions.

B. Tell the children that you will be visiting a shop where greeting cards are sold. Ask the students to notice the many different kinds of cards for sale. Explain that some cards will be humorous, and some will be serious. Tell the students to find cards for as many special occasions as they can. Ask them to look for signs that will help them to locate these cards easily. Enjoy your trip!

C. When you return, let the students discuss their visit to the greeting card shop. Ask them to recall how the cards were displayed. Ask how many discovered a quick way to find a card for a particular special occasion. Let the students tell the words used to describe cards for special occasions, listing these phrases on the chalkboard (e.g., birthday, get well, anniversary, holiday, etc.). Help them to realize one method of classifying these cards is to separate them according to the occasion for which they are intended, so customers can more quickly find the cards they want.

**How this activity can be varied:**

Children can make cards for a hospital, nursing home, another class, a special person, or a speaker or guest who has visited their class. Students can sell their cards at a “career fair;” older students love to do this. Or, students could simply browse through the collection of greeting cards you have on hand.

**Making Greeting Cards**

**When the teacher might use this activity:**

It is valuable to actively engage students in applying new learning from study trip experiences. This is just one example of how this can be done.

**Materials needed for this activity:**

* Newsprint, 8 ½” x 11” (1 ream)
* Colored construction paper, 9” x 12,” – 2/child (for greeting cards)
* Tag board, 6” x 9,” – 1/child
* White construction paper, 12” x 18,” – 2/child (for envelopes)
* Pencils; fine-line marking pens
* Rulers
* Scissors
* Several 9” x 12” pieces of heavy cardboard, covered with contact paper
* Masking tape
* Large sponges
* Tempera paint (variety of colors)
* Paste
* Assortment of old greeting cards

**Teacher Preparation**

Make a sample greeting card to show students as a model. Use the steps they will follow. Arrange a display of old greeting cards. (Students can bring old greeting cards from home to ensure a variety of cards.)

**Teaching Procedure**

A. Allow students some time to browse through old greeting cards. Encourage  
them to study the pictures, read the messages, and see how they go together.  
Ask them to classify the cards (i.e., put the birthday cards all together, the  
Christmas cards together, etc.). Allow them to choose favorites.

B. Introduce the idea of making a greeting card. Special occasion cards may be made if this activity falls near a holiday; otherwise, encourage the making of birthday or anniversary cards to be saved for family occasions, or thank you cards for guest consultants, gifts, etc. Show students the card you have prepared, and start them thinking about the kind of card they would like to make.

C. Talk about planning and the necessity of proper sequencing for success.

Ask students to develop a plan for making their greeting cards. List steps on the board as they are suggested.

Step 1: Draw the design.

Step 2: Cut a stencil.

Step 3: Sponge paint design onto folded construction paper (card).

Step 4: Let dry.

Step 5: Develop an appropriate message.

**Making Greeting Cards**

Step 6: Write the message inside card.

Step 7: Make envelope.

D. Distribute newsprint. Let the students begin creating their own designs. Encourage simplicity, since designs must be cut out of tag board to make a stencil. Students can be thinking about the occasion for which their card is being created, so an appropriate message can be developed.

E. Allow enough time for each student to create a design satisfying to him/her  
 even though several starts may be necessary.

NOTE: *It might be possible to allow students to paint their design during free time as it occurs throughout the day. If only a few students paint at a time, it will be easier to keep the mess at a minimum.*

When most students have finished their design, demonstrate cutting the stencil in the tag board followed by letting the students try. Offer to help them, as necessary. When several stencils are finished and students are ready to paint, demonstrate sponge painting. Tape the top of the stencil to heavy cardboard, which has been covered with contact paper. Open out folded construction paper, and slip the right hand half under the stencil, centering the design. Dip sponge in paint and carefully shake out excess. Dab sponge lightly over stenciled design creating an interesting effect. Lift stencil and remove card, being careful not to smear paint. If any paint has gotten onto the contact paper, wipe it away, so the surface will be clean for the next painter. Allow students to begin painting when they are ready. It probably will not be possible for everyone to be painting at the same time, so if some reach that step ahead of others, everyone will be busy.

F. When paint is dry, ask students to print or write their message inside their cards. Some students may want to try a rhyme, while others may create simple statements. Encourage originality. Help with spelling and punctuation, when necessary. Some students may want to make more than one card; each student should make at least one. Time and available supplies may limit this activity.

G. When most cards are finished, make envelopes for them. Using a 12” x 18” piece of construction paper, demonstrate how to measure, cut and fold the paper and where to place the paste.

**Summary**

Share the students’ enthusiasm over their accomplishments. Help them to understand the successful completion of the project was made possible by following the steps they developed before they began. If cards were made for a special occasion, allow children to take them home; otherwise, store them so they can be taken home at the appropriate time.

**How this activity can be varied:**

Children might have a class meeting to evaluate the project, telling what went well and what they would do differently or advise next year's class to do. Greeting cards could be made over time and integrated with the entrepreneurship portion of this chapter.

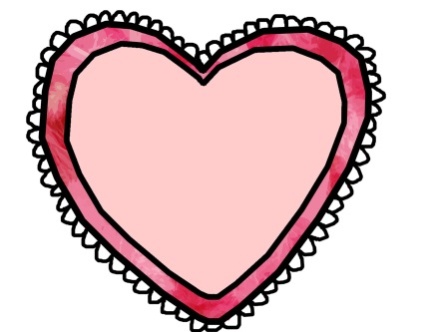
**Making Greeting Cards**

Ask students to create a greeting card with graphics. Some ideas for graphics are as follows:

j0305493







**D. Career Awareness**

Children may do better in school if they can see how education is connected to a successful future. We can help them discover a variety of jobs and connect what the students are learning in school to real-world situations. They can begin by viewing themselves in an occupation and developing work-readiness skills, such as working in teams, making decisions, solving problems, and being a leader.

**Instructional Goals:**

A) to observe and experience, first-hand, community workers at their job sites

B) to make and fulfill a career awareness contract, complete the contract, and then evaluate the experience.

**Idaho Core Standards: See Appendix**

A**ctivities:**

* Teacher Preface
* Career Awareness Report
* A Special Project

**Teacher Preface**

Steps in preparation for job shadowing include:

A) Teacher preparation

B) Student preparation

C) Follow-up

**Teacher Preparation:**

1. Teacher/aide compiles a list of job-site opportunities. School personnel, parents, and employers in the community may be available for job shadowing. Try to include a wide variety of employers with as much diversity as possible.

2. Students choose from the list their first and second choices, based on job cluster study.

3. The time involved in job shadowing for elementary students may be from thirty minutes to three hours, depending on the age and grade level of the student and the amount of time available by the community employer.

4. The teacher contacts parent for permission for the shadowing experience and writes a formal letter confirming participation to the student. Sample letters provide a framework to be adapted to the unique needs of each job-shadowing situation.

5. Teacher/aide contacts a community business to set a date and time for a visit, and provide the first name of a student.

**Student Preparation:**

Students are asked to develop a personal occupational portfolio which contains:

* A career contract stating what he/she will do
* A brief report about the career he/she chose
* A Job Shadowing Evaluation Form
* Any materials gathered while shadowing the job
* The student's presentation of the experience to the class
* A brief report of the experience for the school newsletter

**Follow-up:**

* The teacher writes a letter to the community partner thanking them for their time in providing this experience for the student and including a short form for the employer to evaluate the student.

**Teacher Preface**

* The student writes a thank you letter to his/her community partner for the shadow experience.
* The student completes a career satellite form of this occupation.

**Sample Introductory/Parent Permission Letter #1**

After a job shadow experience has been confirmed with an employer, this letter serves as an explanation and a permission slip.

Dear Parents:

We are working on a program in beginning career awareness and vocational skills designed for 6th-graders. As part of our program, students will participate in one community business or service for one day in a “shadow experience.” Students explore their attributes and skills and see how these skills can be used in the world of work. “First impressions” will be discussed as we touch on cleanliness, dressing appropriately for work, social poise, and the importance of punctuality, meeting deadlines, and responsibilities “on the job.”

Social skills and the ability to communicate with others will be modeled, discussed and practiced. Every effort will be made to show students how the things they are learning in school are directly applicable to the skill employers are seeking in today's job market.

If you have any questions or need additional information, please call me at XXX-XXXX.

Sincerely,

Teacher

**Sample Introductory/Parent Permission Letter #2**

Dear Parents,

During the past two years, your child has had the opportunity of participating in the *CONNECTIONS* program at Westgate. This last quarter of school, he/she will be given an opportunity to experience a “job shadow.” This privilege is given to those sixth-grade students who show a particular interest in a specific occupation, and who make a commitment to a career contract. This special group of students will observe and participate at a job site for a period of one to three hours. In this way, the students will receive a more individualized, in-depth knowledge about the career of their interest.

The job shadow students will be transported by private car and accompanied by our school-community aide, Ms. \_\_\_\_\_\_\_\_. If you would like for your child to have this opportunity, please sign below to provide your written permission.

Sincerely,

Teacher

I give permission for my child to participate in the job shadow experience.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Date

**Sample Letter Notifying Student of**

**His/Her Business Responsibilities**

To: Student (name)

From: Teacher (name)

Re: Job Shadowing at Saint Lukes

8383 W. Broadway Boise ID, 83702

Chris \_\_\_\_\_\_\_\_, RN (Contact Person)

I have confirmed your job shadowing at SDaint Lukes for Tuesday, April 10th at 10:00 a.m. We will be leaving Westgate at 9:30 a.m. You will need a signed parent permission form. I will personally take you by car to the facility as well as provide supervision. I know you will dress appropriately for the professional atmosphere at Saint Lukes.

Be prepared to take notes on information you find important since you will want to not only share your experience with your class, but also write an article for the newspaper. Your “thank you” note should be mailed to Saint Lukes within three days after your visit.

I am looking forward to sharing this experience with you. Plan to meet with me after Spring Break on Monday, April 2nd at 3:00 p.m. in Room 7 at the Resource Center.

**My Career Contract**

I,      , will find out about the following career and participate in a career awareness experience. I will make an oral report to my class, which will be due following my career awareness experience. This report will tell about the career, place of work, skills needed, tools used, and how the career is helpful or important.

Career choice:

1. Before arriving at my job site, I will write ten questions to ask my community partner.

2. During my career awareness experience, I will observe and interview my community partner at work.

3. I agree to allow my community partner to evaluate my performance and behavior.

4. I will write a thank you note to my community partner within three days of my observation.

Student Signature Date

**My Career Agreement**

I,       will find out about the following career:      .

I will make a report/notebook/project (highlight your choice), which is due on      .

It will tell about the career, place of work, skills needed, tools used, and how the career is helpful or important. I will also choose two of the following

activities, and put them in a notebook:

(Highlight two choices)

1. Draw or find three pictures of services or products related to this career.

2. List five skills needed for this career. Write a paragraph telling which of these skills I am beginning to learn in school or at home.

3. Cut out and paste three newspaper want ads for this career into my notebook, *or* copy three advertisements from the telephone book’s yellow pages, which advertise people and services related to this career.

4. Interview a person with this career, and write up an interview sheet about the person.

Student Signature Date

Teacher Signature Date

**Career Awareness Experience**

**Evaluation Form**

Name:

The career I was interested in was:

The worker I interviewed was:

Write a brief description of the job you observed:

The things I would like about this job are:

The things I would not like about this job are:

If you had the opportunity to make a job choice again, would you do the same job, or would you try something different? Explain your answer below:

**Sample Teacher-to-Employer “Thank You”**

Chris, R.N.

Saint Lukes

8383 W. Broadway

Boise, ID 83702

Dear Ms.

Thank you so much for allowing our students, Kim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_from Westgate, and Jack \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Theresa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and Dawn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from Pennington, to job shadow recently in the Pediatric Department. This was an important phase of our program in career awareness, which would have been impossible without your support.

Seeing and hearing, first hand, from professionals like you and your staff certainly impressed these students. They not only learned a great deal from their visit, but also value their education more in that they can measure its importance to their future. They are sharing their experience with other students at their schools as well as with their parents.

Enclosed are evaluation forms for this experience as well as a stamped, addressed envelope. We would appreciate your taking a moment to give us feedback on each student who visited with you. Our plan is to share your feedback with our students in order to reinforce appropriate job-related behaviors.

We hope we can count on your continued support of this special program. Please pass on our sincere thanks to your wonderful staff.

Sincerely,

(Students' and Teacher's signatures)

**Sample Employer Evaluation of**

**Job Shadowing Experience**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

In order to evaluate the success of the Job Shadowing Program as well as that of \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_'s potential job performance, would you please answer yes or no to the following questions about the student’s visit?

1. Did the student arrive on time?

2. Was the student well groomed? (Clean and neatly dressed)

3. Did the student introduce himself?

4. Was the student an interested observer?

5. If invited to do something, did student participate?

6. Did the student ask questions and/or make appropriate comments?

7. When it was time to leave, did the student thank you?

8. Have you received a personal thank you note from this student?

9. Would you be willing to have a Job Shadowing student from our school again?

Please add any suggestions or comments you may have in the space below. Thank you for taking time to answer these questions.

Very truly yours,

Teacher

**Career Awareness Report**

**When the teacher might use this activity:**

To enhance student's written expression skills; an opportunity to introduce who, what, when, where, why, and how required in formal writing

**Materials needed for this activity:**

* Sample Job Shadowing Report for School Newspaper

**Information/directions:**

As an individual or group activity, students generate an article for “publication” in the school newsletter. The sample newsletter article can be used as a model in conjunction with newspaper articles from local papers.

**Sample Job Shadowing Report for the**

**School Newsletter**

The P.E.P. Club has been working with a group of students at Molholm Elementary. Molholm students picked a career they might be interested in doing later in life and went on a job observation. This group has been learning everything they need to know about appearance, expectations, interviewing, and how to succeed in the world or work.

The P.E.P. Club would like all of the students and faculty at Molholm Elementary to recognize the commitment these students have made. Lonnie Blake did his job observation at Carousel Child Care. Lonnie learned how much special time and care these young children need. Lonnie says, “Pretty Neat,” about his experience.

Celia Aragon and Mike Cordova went with Agent Ritchie from the Idaho Falls Police Department for a day. Celia and Mike got arrested and fingerprinted. They said, “It was exciting, and we might like to pursue it as a career.”

Ronnie Burdi went to the Cat Care Society. Ronnie cleaned the cat cages and also got to see a cat surgery. Ronnie said, “It was truly awesome,” about his experience. The Cat Care Society offered Ronnie a summer job.

Benny Royba has not gone on his job observation yet, but he has decided to go to a recording studio. Jeremiah Sterner also has not gone on his job observation, but has chosen to go to an astronomer facility. P.E.P. Club will be waiting to hear about their experiences.

**A Special Project**

**When the teacher might use this activity:**

Culminating activity after job site visitations and job shadow experience

**Information/directions:**

Ask students to choose an occupational area in which they are interested and about which they would like to learn more. Brainstorm with students regarding resources available in gathering information about their chosen occupation: trade journals, business magazines, books, self-help manuals, TV, videos, etc. Allow students at least a week’s time to do their research and reading. Using the Special Project Guide, they are to record their research findings.

**How this activity can be varied:**

Ask students to write a summary of research findings and/or demonstrate knowledge in a special project (e.g., an oral report, mock newscast, pictures, drawings, etc.).

**Let’s Get Literate!**

**Unit III Contents**

**Let’s Get Literate!**

This unit is designed to provide transition activities from the basic academic skills (reading, writing, mathematics) to the world of work. Each chapter presents techniques to assist teachers in creating a relevant, practical curriculum. Within each chapter, sections may be used individually or sequenced and supplemented to follow the appropriate scope and sequence.

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**I. Life Skills Reading**

Some things you read because you want to. Other things you read because you need to. Those things you need to read are *life skills reading* tasks. Whether reading for leisure, pouring over a newspaper, or noticing a sign, reading skills allow you to interpret and engage in the world around you. According to the National Institute of Child Health and Human Development, “Reading is the single most important skill necessary for a happy, productive, and successful life.”

This chapter is designed to:

A) increase student awareness of reading in everyday activities

B) increase student's abilities to identify important information on labels and ads

C) increase student awareness and independent use of reference materials

D) increase students' skills in following a sequence of directions

**A. Everyday Reading**

Reading is a vital skill in finding a good job. Many well**-**paying jobs require reading as part of job performance. There are reports and memos to which are important to respond. Poor reading skills increases the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skills.

**Instructional Goal:**

A) to increase and broaden student awareness of the need for reading in everyday life

B) to increase student awareness of the need for reading in the world of work

**Idaho Core Standards: See Appendix**

**Activities:**

* Reading-on-the-Go
* Restaurant Vocabulary
* Eating Out Can be Educational
* On-the-Job Reading
* Getting Your Foot in the Door

**Reading-on-the-Go**

**When the teacher might use this activity:**

A good, quick and easy homework assignment to reinforce the need for reading skills

**Materials needed for this activity:**

* Reading-on-the-Go worksheet

**Information/directions:**

The teacher can make this an overnight or over-the-weekend homework assignment. Provide clear examples of reading-on-the-go as models.

**How the activity can be varied:**

Review the examples in class discussion. Give a reward to the student who can come up with the most examples.

**Reading-on-the-Go**

“Reading-on-the-Go” is the reading you do every day while you are on the go. Examples may include when you check the calendar, read a street sign, or use the door marked, “Exit.” Find 10 examples of “Reading-on-the-Go” while you are going through the day, and list them below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**Restaurant Vocabulary**

**When the teacher might use this activity:**

To introduce reading required in restaurants and cafeterias

**Materials needed for this activity:**

* Restaurant Vocabulary worksheet

**Information/directions:**

This vocabulary list can be used in a variety of ways—grouping of words by type of food, by function, and/or by parts-of-speech, or alphabetizing and defining each vocabulary word. Teachers will need to create activities which reflect the particular needs of their students. Students should be encouraged to visualize word meanings as well as imagine taste and texture.

**How this activity can be varied:**

Have students create their own menu for a make-believe restaurant using words from the list.

**Restaurant Vocabulary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dot | Diced | Scald | Ground | Reduced |
| Course | Dessert | Entrée | Beat | Fold |
| Stewed | Tossed | Blended | Braised | Ala Carte |
| Appetizer | Beverage | Baked | Baste | Cubed |
| Breaded | Broiled | Browned | Dried | Fried |
| Mixed | Pared | Puree | Chilled | Chopped |
| Combine | Creamed | Crushed | Drained | Grilled |
| Frozen | Glazed | Grated | Kneaded | Measure |
| Preheated | Prepared | Poached | Sautéed | Halved |
| Mashed | Minced | Melted | Steamed | Toasted |
| Roasted | Whipped | Buttered | Flavored | Seasoned |
| Shredded | Extra | Spread | Spiced | Smoked |
| Sliced | Sifted | Simmered | Barbequed | Preserved |
| Quartered | Scalloped | Scrambled | Marinated | Tip/Gratuity |
| Helping | Included | Sandwich | Service | Side dish |
| Takeout |  |  |  |  |

Can you think of any others?

**Eating out Can be Educational**

**When the teacher might use this activity:**

As a fun activity to show how everyday reading even impacts what we eat

**Materials needed for this activity:**

* Menus from local restaurants and/or Menu worksheet
* Eating Out can be Educational worksheet

**Information/directions:**

The teacher might explain one way a person learns to be independent is to be able to function as a “social” person. The teacher distributes old menus or copies of a menu. Students examine the menus and discuss the different vocabulary and sections.

**How the activity can be varied:**

Older students might be asked to add up the bill, figuring both tax and tip. This type of format can be applied to programs from sports events, concerts, plays, the circus, etc.

**Eating out Can be Educational**

You will need a menu to complete this worksheet.

1. The name of this restaurant is      .

2. Using your menu, order an entire meal. Choose:

An appetizer –

A main dish –

A beverage –

A dessert –

3. What is the most expensive item on this menu? Write the item and its cost.

Item:

Cost:

4. Menus use descriptive words to tell about their food. Find five descriptive words, such as “fresh,” “tasty,” or “delicious” in your menu:



5. What could you buy nine friends and yourself at this restaurant if you had only $10?

**Eating out Can be Educational**

6. Let's pretend you've just opened your own restaurant. Write you own menu  
 item. Include the name, a description, and the price.

Name:

Description:

Price:

7. What would you buy for nine friends and yourself if you had only $10?

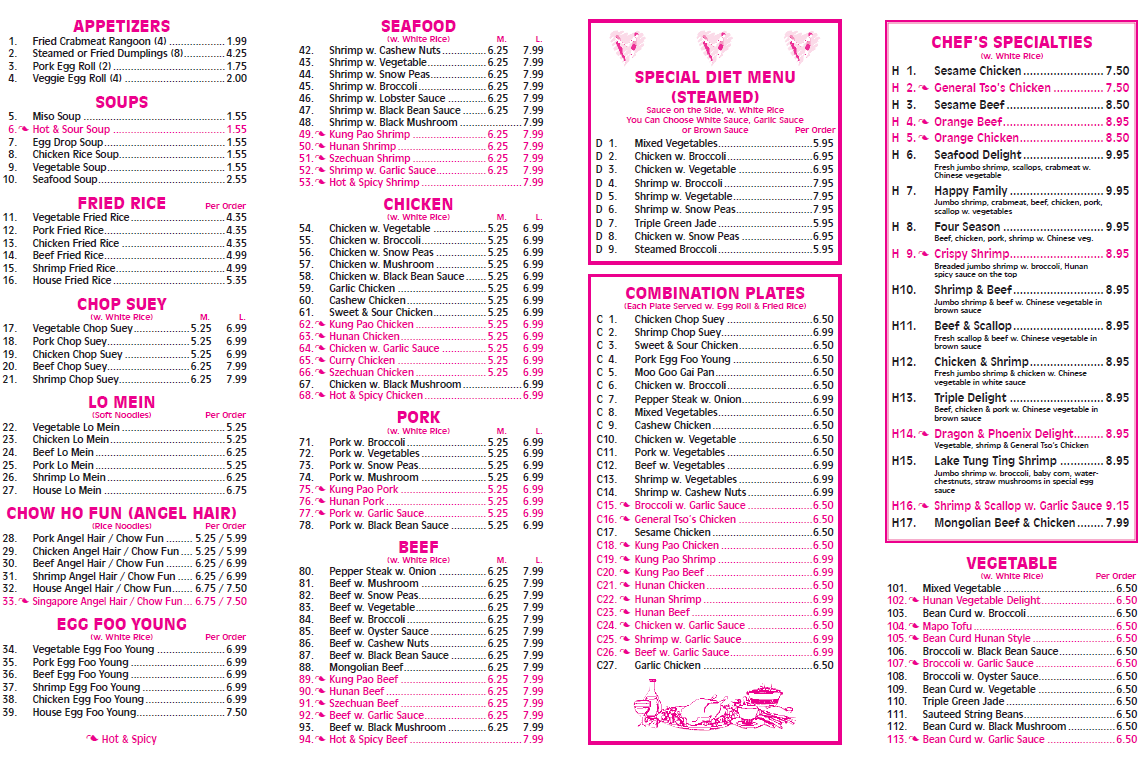
8. Describe the atmosphere at your restaurant.

9. Describe the service at your restaurant.

10. For what three things would you want your restaurant to be known?



**Eating out Can be Educational**



**On-the-Job Reading**

**When the teacher might use this activity:**

Supplemental, quick, and easy activity to point out necessity of reading skills in various occupations

**Materials needed for this activity:**

* On-the-Job Reading worksheet

**Information/directions:**

Preface this activity with examples of practical reading in various careers. Offer students examples of practical reading requirements. For example:

Doctor Journals about diseases and information on new prescriptions

Truck driver Road signs; schedules; maps

Teacher Student reports; research on curriculum

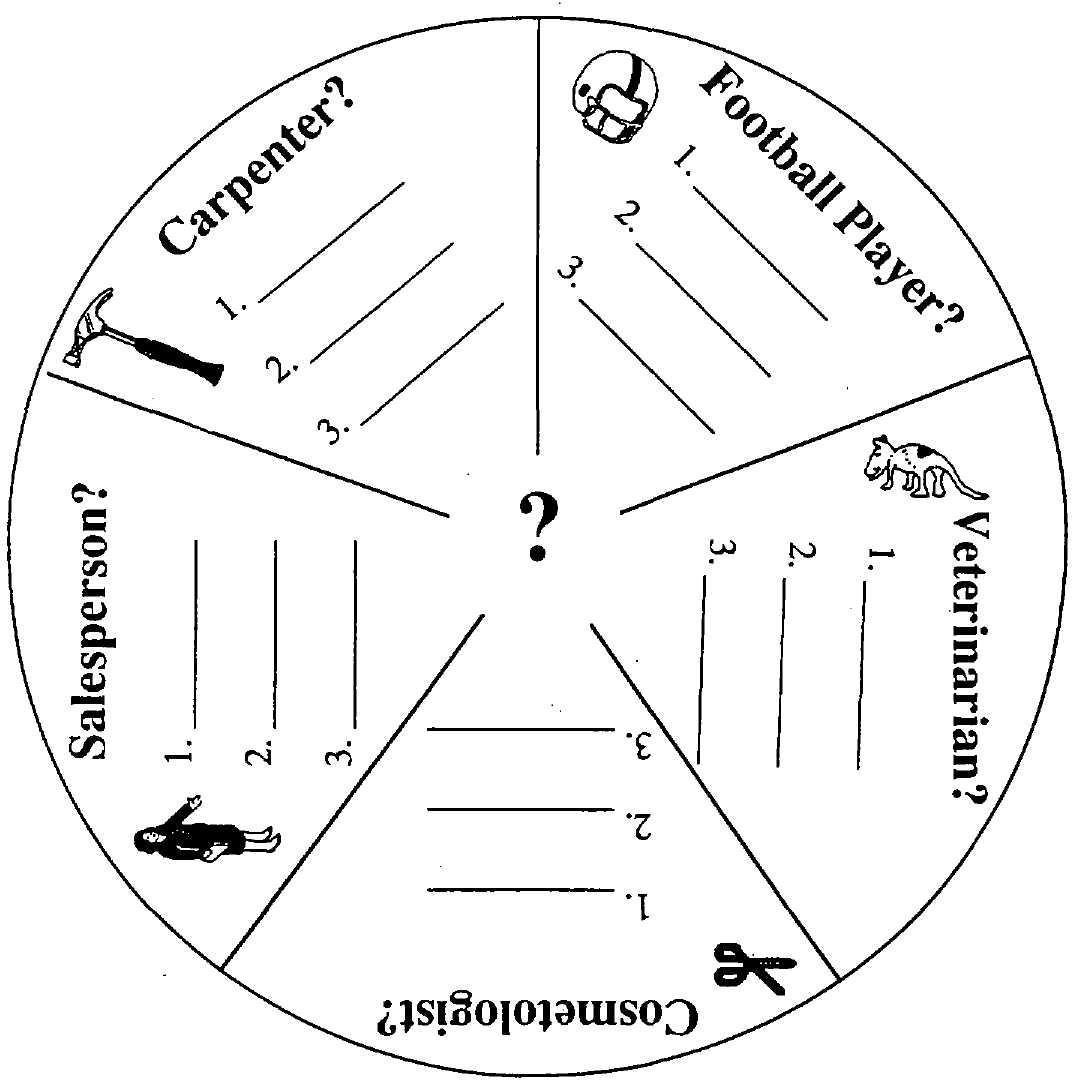
**How the activity can be varied:**

Give points for coming up with more than three “uses of reading.” Ask groups to compete. Groups can come up with their own occupations, and challenge another group.

**On-the-Job Reading**

Can you think of when reading is required by these professionals?

Football Player?





Veterinarian?



Cosmetologist?



Salesperson?



Carpenter?



**Getting Your Foot in the Door**

**When the teacher might use this activity:**

This activity is intended to assist students in understanding the role of reading in acquiring employment. The teacher explains that not only do people do on-the-job reading, but there is also aspecialized vocabulary just for obtaining a job.

**Materials needed for this activity:**

* Getting Your Foot in the Door cards

**Information/directions:**

Teacher makes duplicate cards of each sign on this page. Students play a form of the “Concentration” game. If a student matches two cards, before he can take the cards, he must define its message.

**Getting Your Foot in the Door Cards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Applications** | **Job Information** | **No Help Wanted** | **Part Time Help Wanted** |
| **RECEPTIONIST** | **Employment Office** | **APPLY AT OFFICE** | **Apply at Personnel Office** |
| **Help Wanted** | **Employment Agency** | **DIRECTOR OF PERSONNEL** | **NO UNAUTHORIZED PERSONS BEYOND THIS POINT** |
| **Apply Here** | **PERSONNEL OFFICE** | **Authorized Personnel Office** | **ALL VISITORS MUST REGISTER AT OFFICE** |
| **EMPLOYEES ONLY** | **PERSONNEL MANAGER** | **EQUAL OPPORTUNITY EMPLOYER** | **Applications Accepted from 11:00 A.M. to 3:00 P.M. Only** |

**B. Reading Labels and Ads**

Getting smarter about what labels and ads reveal or fail to disclose, we can create a better basis for our own decisions as consumers. We can also empower our students to be more discerning consumers, protect them against aggressive and deceptive marketing ploys, and provide a more objective framework for the choices they make.

**Instructional Goal:**

A) To increase students' skills in identifying important information

B) To read and comprehend simple vocabulary related to food, medication, and products

C) To recognize and comprehend warning signs on chemicals and medications

**Idaho Core Standards: See Appendix**

**Activities:**

* The Breakfast Cereal Box
* Reading Labels
* Dangerous! Read Before Using

**The Breakfast Cereal Box**

**When the teacher might use** **this activity:**

After discussion of the importance of vocabulary commonly found on food labels and possibly as a supplemental activity to a nutrition lesson, students will be able to apply new understandings.

**Materials needed for this activity:**

* Extra empty boxes of cereal
* The Breakfast Cereal Box worksheet

**Information/directions:**

Give students advance notice to bring in an empty box of their favorite cereal. Examine boxes to locate sections giving particular information indicated on the worksheet. This might be a good activity to do in pairs using the buddy-system.

**How the activity can be varied:**

Two to three worksheets could be available for each student. Have everyone use the same box in a lesson before doing one on his or her own. Compare two different cereals for particular information (i.e., sugar content).

Be prepared with boxes for pasta. Ask students to compare contents of pasta with cereals.

**Follow-up:**

Ask students to compare cereal boxes for percentage of sugar, carbohydrates, and protein. Ask student to determine which of the two cereals is better for them. They need to decide and then explain their decision to the class.

**The Breakfast Cereal Box**

Using your breakfast cereal box, complete the following:

1. List the name of your cereal and by whom it was made (brand).

2. What gimmick did the company use to sell this cereal?

3. On your cereal box, find and write all the adjectives that describe the cereal.

4. Put in order the main five ingredients of the cereal.

5. How many calories will be found in a 1-oz. serving of this cereal if you use skim milk?

6. Exchange your box with another student. How are these cereals different?

7. Support your reasons for the purchase of your cereal to your mother. Why should she by this cereal for you?

8. If you were to create a new cereal box what would it look like? Design your cereal box on a piece of paper.

**Reading Labels**

**When the teacher might use this activity:**

Discuss illegal drugs, prescription drugs, and over-the-counter drugs. Discuss drug use and abuse.

**Materials needed for this activity:**

* Extra medication bottles
* Reading Prescription Bottles worksheet

**Information/directions:**

Students bring in their own medication bottles. The teacher uses this activity after the class has read through the information on sample bottles.

**How the activity can be varied:**

Discuss different vitamins, minerals and medications. Give or assign definitions to important words. Discuss vocabulary and warnings.

Use math to figure out how long medication will last, given the number of pills and *dosage information.*

**Reading Prescription Bottles**

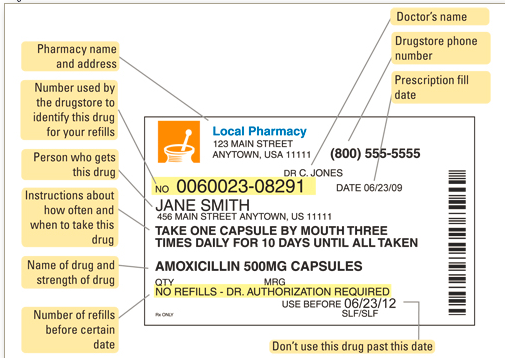
1. How many pills are in the bottle?

2. Use a dictionary to find out what “authorization” means, and write the definition below.

3. Use a dictionary to find out what “required” means, and write the definition below.

4. According to this prescription for the person named on the bottle, how many pills should the person take each day?

5. What date was this prescription filled?



**Dangerous! Read Before Using!**

**When the teacher might use this activity:**

Use along with activities involving reading product labels. This activity is specifically for poisonous materials.

**Materials needed for this activity:**

* Dangerous! Read Before Using! worksheet

**Information/directions:**

Read the warning label as a group. Discuss important vocabulary. Answer questions that follow.

**How might you vary this activity:**

Draw a “POISON” label of your own for children who can’t read. Ask students to report to the class where poisonous materials are stored in their houses. List ways in which they could keep these materials “out of children's reach.”

**Dangerous! Read Before Using!**

**Vocabulary:**

**Precautions –** safety steps to take ahead of time

**Medical –** a doctor's care

**Internal –** inside the body

**Caustic –** burning

**Induce** – start; make happen

**Corrosive** – eats away at things

**Vomiting** – throwing up

**Solutions** – water with something in it; in this case, water with amounts of cleaning fluid that can be poisonous if used incorrectly

**Quantities** – exact or specified amounts or measures

**Fatal** – deadly; can kill you

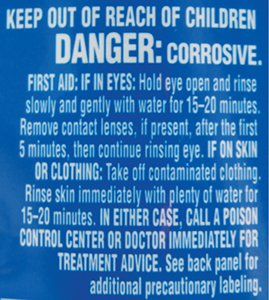
**External** – outside the body

**First aid** – things to do right away if someone is hurt or sick

**Physician** – doctor

**Immediately** – right away

**Dangerous! Read Before Using!**



This is for information only and not for use in the treatment or management of an actual poison exposure. If you have an exposure, you should call your local emergency number (such as 911) or the National Poison Control Center at 1-800-222-1222.

### Home Care

Seek immediate medical help. Do NOT make a person throw up unless told to do so by poison control or a health care professional.

If the chemical was swallowed, immediately give the person water or milk, unless instructed otherwise by a health care provider. Do NOT give water or milk if the patient is having symptoms (such as vomiting, convulsions, or a decreased level of alertness) that make it hard to swallow.

If the person breathed in the poison, immediately move him or her to fresh air.

Answer the following questions:

1. Why are precautions needed for cleaning fluids?

2. What does *caustic* mean?

3. What does *corrosive* mean?

**Dangerous! Read Before Using!**

4. What do you think can happen if you get poison in your eyes?

5. What do you think can happen if you swallow cleaning fluid?

6. Where do you think this cleaning fluid should be stored? Why?

7. What is the first thing you should do if you get this cleaning fluid in your eyes?

8. Why shouldn’t you make someone throw up if the person has swallowed this cleaning fluid? What should you do, instead?

9. If you swallow this cleaning fluid or get it on your skin, what should you do first?

10. What phone number should be called for emergency information on what to do if someone has gotten any poison on their skin, in their mouths, in their eyes, or have swallowed it?

**C. Following Directions**

Students will understand that one of the first and major steps of academic success is reading and following directions. **Following directions is important to make tasks simpler, to ensure things are done effectively, to eliminate confusion and to save time.** When instructions are properly followed, things work well. People who follow directions show that they are cooperative, intelligent and dependable, while not following directions can lead to ineffectiveness, insubordination, and assumed incompetence.

**Instructional Goal:**

A) to learn the importance of following specific directions given in recipes, rules, and traffic signs

B) to introduce students to common expectations for behavior when functioning in society

**Idaho Core Standards: See Appendix**

**Activities:**

* “Direction” Words are Important
* Doing it in Order Makes a Difference!
* Signs to Remember for Safety
* Playground Rules

**“Direction” Words are Important**

**When the teacher might use this activity:**

To introduce this unit as an informal diagnostic tool or a more formal instructional activity

**Materials needed for this activity:**

* “Direction” Words are Important worksheet

**Information/directions:**

Teacher explains that worksheets, activity sheets, tests, and work books all contain “direction” words. Teachers can construct a variety of creative activities using the worksheet's direction words. For example, students might color code by process (i.e., reading required, writing required, thinking, etc.), or sort by function (i.e., requiring use of hands versus thinking and problem-solving skills).

**How the activity can be varied:**

Make cards for each of the words on this list. Students play a “Charade” type of game of cards. One student selects a card, reads it silently, and then acts it out. Other students try to guess what the word is. After it is guessed, the “activity” student shows card to everyone.

Adapted with permission from Brigance® Diagnostic Inventory of Basic Skills (1976, 1977, Curriculum Associates, Inc.)

**“Direction” Words are Important**

Do you know the meaning of these words? Let’ see.

|  |  |  |  |
| --- | --- | --- | --- |
| color  draw  write | read  circle  mark | count  show  cut | find  open  print |
| paste  match  put | place  copy  close | choose  trace  underline | turn  hold  start |
| list  check  cross | follow  touch  sign | divide  fold  bend | measure  select  complete |

**Doing it in Order Makes a Difference**

**When the teacher might use this activity:**

Sometimes directions need to be followed in a particular sequence. This exercise can be combined with similar activities to teach sequential thinking skills.

**Materials needed for this activity:**

* Extra recipes, if needed
* Doing it in Order Makes a Difference worksheet

**Information/directions:**

Assign students a particular ingredient to bring to class (give at least two days notice). Present the worksheet, review the recipe, and discuss questions with students before beginning the activity. Assign different tasks to students in small groups. Have students make and consume the fudge.

**How the activity can be varied:**

Depending on group size, one could either have several students work on one recipe, or groups of students select different, simple recipes to use. Integrate with measurement section of the math section.

**Doing it in Order Makes a Difference!**

Peanut Butter Fudge

1 cup peanut butter 11/4 cup powdered sugar, sifted

1 cup corn syrup 1/4 cup cocoa

11/4 cup dry milk nuts (optional)

Blend peanut butter and corn syrup in large mixing bowl; add dry milk and 1 cup sugar. Add cocoa. Mix with wooden spoon, and then knead until smooth on pastry board lightly covered with remaining 1/4 cup sugar. Top with nuts if desired.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Read these directions silently as your teacher reads them aloud. Let’s be sure we understand what to do!

Class discussion questions:

1. What are the steps we need to follow to make our fudge?

2. What does *knead* mean? What are you to use in “kneading” this  
dough?

3. What does *optional* mean?

4. Why are ingredients listed before the directions?

5. How many people do you think can feed with this recipe?

6. What if you didn’t have any powdered milk? What could you use instead?

**Signs to Remember for Safety**

**When the teacher might use this activity**:

To coincide with a safety lesson, after discussing common street signs, or at the beginning of the year when children need reminding of safety tips

**Materials needed for this activity:**

* Signs to Remember for Safety worksheet

**Information/directions:**

As the teacher reads the description, students label signs with the number of the appropriate description.

**How the activity can be varied:**

Grades K-3: Take a walking field trip in the school community. Draw the street signs. Upon your return to school, discuss the reasons you think each sign was placed where you saw it.

Grades 4-6: Suppose there were no signs on your street, and you had the job of putting up the signs you need. What signs would you put up? Draw a map of your street, and show where you would place the signs.

Students can go through old driver's manuals, and each choose a sign to show and explain to the class.

Students could find information on international signs (i.e., for lodging, food, restroom), and create their own information signs.

**Signs to Remember for Safety**

Place the number of the correct answer below each sign. Match the explanation with the signs.

1. This is not a stop sign, but you should come to a stop and look both ways  
before going on. If there is traffic approaching from either direction, you  
should wait for them to go by.

2. Follow this path on your bicycle.

3. There is a traffic signal ahead. A red light means to stop, and a green light lets you go through the intersection.

4. This is a school crossing. You cross the road here, but look both ways to be certain the cars all stop.

5. This is a stop sign. You must stop, and look in all directions. If there is no traffic, you can cross the street safely.

6. There is a railroad crossing ahead. Before you cross the tracks, you need to look both ways to make sure there is no train coming.

7. The big white “H” on a blue background means there is a hospital ahead.  
It also means that you should be especially alert for ambulances and  
other emergency vehicles.

8. This means you cannot turn left at this street. You either turn right, or go straight ahead. Anytime you see a diagonal line drawn through a sign, it means NOT to do what the symbol underneath the diagonal line shows.

C:\Users\vateacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZVX8RXCG\60px-Hospital_sign.svg[1].png   

**Playground Rules for Safety**

**When the teacher might use this activity:**

Use as a good opening lesson on following directions. Incorporate with other rules at the beginning of the school year for immediate reinforcement.

**Materials needed for this activity:**

* Playground Rules for Safety worksheet

**Information/directions:**

A. The teacher may draw up her/his own set of playground rules appropriate for  
 school. Use the *Playground Rules for Safety* list as an example.

B. The teacher may show this example, and ask students to develop their own set of rules.

1. Separate into groups and walk the playground.

2. Ask students to develop rules for different areas.

3. Return to the classroom, and work toward consensus.

**How the activity can be varied:**

Post these rules in the classroom for review and reinforcement. Discuss consequences if rules are disregarded.

**Playground Rules for Safety**

**BOUNDARIES:** West - Sand pits and the ditch

North - Fence and trees near there

East - Edge of the blacktop for 1st & 2nd grades

South - Fence, but don’t go south of the building

1. Stay off the sidewalk; keep away from the buildings.

2. Stay off any fences or backstops.

3. Don’t climb or damage trees.

**LEAVING THE PLAYGROUND:**

1. Don’t leave the playground without asking permission. Children should notify the teacher on duty when he or she returns to the playground.
2. Teacher discretion as to allowing kids to go to lost and found, clinic, office, etc.
3. Equipment and coats should be brought out at the beginning of recess.
4. Don’t re-enter school without permission.

**EQUIPMENT:**

Swings: Slide:

1. One per swing 1. One at the top
2. Sit on swings 2. One on the ladder
3. Swing straight 3. Slide down on seat
4. No pushing 4. No jumping from slide or sliding down
5. Count-backs are allowed poles
6. Don’t play around swings
7. No jumping off swings Jump Ropes:
8. No climbing on the poles 1. Use on blacktop areas only
9. No ropes on the swings 2. Remind children of safe use of jump ropes

Monkey Bars: Balls:

1. Do not interfere with 1. Balls are to be used out in the fields, not  
   another person's climbing around equipment.
2. No ropes on the bars
3. No one around the bars unless they are using them

General:

1. No sand, snow, or rock throwing at all
2. Use the sand pits for playing in the sand
3. No baseballs on playground; softballs only
4. No skates or skateboards
5. No tackling games, including tackling in tag, football, soccer, etc. TOUCH football may be played.
6. No foul language
7. Return to classroom immediately when bell rings

**D. Looking Up Information**

There is a new digital divide on the horizon. It is not based around who has devices and who does not, but instead the new digital divide will be based around students who know how to effectively find and curate information and those who do not.

**Instructional Goal:**

A) to increase student awareness of everyday reference materials  
available for their use

B) to ascertain student performance in the basic skills necessary to utilize reference materials (i.e., alphabetical order, directionality, visual tracking, etc.)

C) to increase students' independent use of reference materials

**Idaho Core Standards: See Appendix**

**Activities:**

* The Small Mall
* The TV Guide
* Working with the White Pages
* Newspaper Scavenger Hunt
* Exploring Classified Ads

**The Small Mall Directory**

**When the teacher might use this activity:**

When problem-solving ways to keep from getting lost or to find a specific location; this activity taps skills related to directionality and spatial orientation.

**Materials needed for this activity:**

* Five or six compasses for demonstration
* The Small Mall Directory worksheet

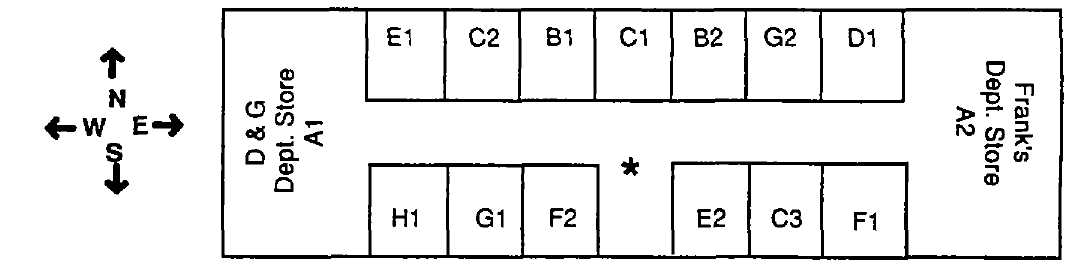
**Information/directions:**

The teacher might discuss that in visiting a shopping mall, an easy way to find the store you need is by using the mall directory. Some malls use directions; all students need to be familiar with the compass. Present vocabulary such as “apparel,” “jewelry,” etc.

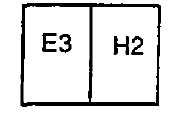
**How the activity can be varied:**

Students could design their own mall, or the class might take a field trip to a mall, and visit the mall administration.

**The Small Mall Directory**



**YOU ARE HERE**



**General Jewelry Entertainment Gifts/Cards**

D&G A1 D. Allen's B1 Soundland C1 Benny's Gifts D1

Frank's A2 Remember! B2 Music Shop C2

Pianos Unlimited C3

**Women's Apparel Men's Apparel Books Food**

Bonnie's Clothes E1 Wilson's F1 Tree Leaf G1 Pizza Bay H1

Chasm E2 Tilden's F2 Mafdoans G2 Tacos, Etc. H2

Avantes E3

1. Name a store where you could buy a CD.

2. Name an ítem you might buy at Remember!

3. If you’re at Bonnie’s Clothes and you want to go to Frank’s Department Store, in which direction should you walk?

4. Which store is directly in front of you when you come through the entrance?

5. Can you buy plants at the store located at G1?

**The Small Mall Directory**

6. Which direction are you walking when you go from B2 to E2?

7. You want to eat tacos. Can you get them right in the mall? Explain.

**The T.V. Guide**

**When the teacher might use this activity:**

As a supplemental activity to leisure time activities, or at the beginning of a lesson on time management

**Materials needed for this activity:**

* The TV Guide worksheet

**Information/directions:**

Briefly examine the TV listing, pointing out vocabulary and the complex visual display with which students might have difficulty. Ask stufents to complete the TV Guide worksheet independently, and incorporate color-coding, if needed.

**How this activity can be varied:**

Students could be paired with a partner. Students could practice writing short statements about a movie or show. Limit the number of words, or make them silly.

**The T.V. Guide**

Answer the questions below after examining this TV listing carefully.



1. What time does Sports Final start?

2. What time does The Lost Voyage begin?

3. What channel do I need to have to be able to watch Globe Trekker?

4. Where can I find George Michael?

5. How long does the NBC news last?

**Working with the White Pages**

**When the teacher might use this activity:**

After discussion of the various sections of a phone book and the purpose for each section, including alphabetizing to find given names and corresponding phone numbers

**Materials needed for this activity:**

* Working with the White Pages worksheet

**Information/directions:**

Students should complete the worksheet by locating the suggested names and numbers in the phone book entry.

**How the activity can be varied:**

With younger students, the teacher should focus efforts on increasing alphabetizing skills if these are lacking. With older students, the White Pages from actual phone books can be used to extend the activity.

**Working with the White Pages**

Below is a section of a telephone book. Use these names and numbers to answer the questions below.

PLEMONS L - PLOEN

Plemons Lynn 237-8950

Plese Robert 678-9904

Pleshko Don 555-3467

Pleshko Sammy 234-0984

Pless Fred 534-7887

Plesinger B 423-6534

Pletan Anne 454-0129

Pletcher M 788-7856

Pleuss Nancy 576-7943

Plewinski John 332-4477

Pliler Robert 758-0890

Ploent 478-1368

1. What phone number is listed just before M Pletcher?

2. Why does T Ploen follow Robert Pliler?

3. What is Fred Pless’ phone number?

4. Why do some names only have initials?

5. Why does Don Pleshko come before Sammy Pleshko?

6. Why are last names used first instead of first names?

**Newspaper Scavenger Hunt**

**When the teacher might use this activity:**

After discussion of the various sections of a newspaper and the purpose of each section, students are asked to “hunt” for information.

**Materials needed for this activity:**

* Newspapers for each student
* Newspaper Scavenger Hunt worksheet

**Information/directions:**

Students should complete the worksheet by finding the suggested items in the newspaper, checking off on their worksheet what they have found, and noting the page number on which the item was found.

**How the activity can be varied:**

With older students, the teacher can be more specific in the information students need to find (i.e., temperature for a particular city on a given day, or hours that a movie is being shown). Different newspapers could be compared for layout and location of content. Similarities should be emphasized.

**Newspaper Scavenger Hunt**

Find the following items in your newspaper. Put an “X” by the items you have found. Write the page number next to the item.

“X” Page Number

      a “Snoopy” comic strip

      the weather report

      a movie advertisement

      the lead story for the day

      the “Dear Abby” column

      an advertisement for a new car

      a food item

      an article about a famous person

      where jobs are listed

      where apartments for rent are listed

      where things like lawn mowers or

Furniture are advertised for sale

      where the stock market news is reported

      where international news (news about

other countries) is reported

      where letters from the newspapers’

readers are printed (letters to the editor)

      where people advertise that they’re

available to work

**Exploring Classified Ads**

**When the teacher might use this activity:**

Once students are familiar with the contents of a newspaper, focus their attention on job related issues.

**Materials needed for this activity:**

* Age relevant classified ads cut from the newspaper and then enlarged
* Exploring Classified Ads #1 worksheet

**Information/directions:**

Discuss the need for classified ads. Discuss the use of common abbreviations, and list these on the board for easy reference (e.g., hr.-hour; info-information; exp.-experience; incl.-include; ref-references; wpm-words per minute; yrs-years; attn-attention). Read instructions with students, clarifying the two purposes of job related classified ads. Ask students to respond to the questions independently, and then review as a large group.

**How the activity can be varied:**

Expand into an activity related to want ads. Make ads for school newsletter selling aproduct or service students will make or provide (entrepreneurship).

**Exploring Classified Ads #1**

**Babysitter Wanted!**

Reliable boy or girl to sit with 4-year old

4-7 p.m. Tuesday and Thursday evenings

Pay $1.50 per hour

Minimum age 10 years

Call 258-3729

**Wanted: Odd Jobs!**

Available after school from 3:30-5:00 p.m.

and anytime Saturday.

Yard work, cleaning, whatever.

Will work for $2 per hour.

Call Mike at 258-3499

Find your responses for the following questions in the ad for a babysitter.

1. What hours will you be working?

2. What days will you need to work?

3. How old do you have to be to apply for this job?

Find your responses for the following questions in the add for odd jobs.

1. Who placed the ad?

2. What hours and days is Mike available to work?

3. What kind of work is Mike willing to do?

**Exploring Classified Ads #2**

Classified ads are often used to let people know when a job is available or when a person is available to work. Sometimes the newspaper will have want ads that apply to youngsters.

**PIZZA DELIVERY DRIVER**PT, Sat/Sun 6pm - 10pm, Must have own car  
Call Dominoes 633-2440

1. Dominoes is looking for someone to deliver what?

2. Is the job full-time or part-time?

3. What shift will the person work?

4. What days of the week will the person work?

SALES PERSON, Full time  
Minimum 3 yrs exp. 2 refs.  
Apply in person, Furniture Mart  
124 E. Union Blvd

1. How much experience does this job require?

2. How many references must the applicant provide?

3. What will this person probably do?

4. Is this a full time or part time job?

DENNY'S RESTAURANT  
Now Hiring Cooks  
No exp necessary, FT/PT  
Call 275-0014 or apply at 3920 E. Bijou

1. What kind of worker does Denny’s want to hire?

2. Can a person work part time?

3. Can a person work full time?

4. How much experience does a person need for this job?

**II. Life Skills Writing**

The ability to provide written information about ourselves, the ability to express our learnings, ideas and concerns in written form, is extremely important. The act of putting thoughts down on paper enhances self-expression and nurtures individuality. Some experts believe that writing encourages the learning of math and science concepts by “enhancing the brain’s intake, processing, retaining, and retrieving of information.” Encouraging children’s writing skills is a gift they will enjoy for the rest of their lives, and is one that will benefit them in any chosen career. The ability to succinctly and clearly collect one’s thoughts and summarize them into an interesting, persuasive narrative is a skill that many want, but few possess. You can give your child a real advantage in the trials and competitions he or she will face as an adult by encouraging writing.

This chapter is designed to:

A) increase student awareness of reading in everyday activities

B) increase student's abilities to identify important information on labels and ads

C) increase student awareness and independent use of reference materials

D) increase students' skills in following a sequence of directions

**A. Letter Writing**

Is letter writing a lost art? There's no doubt that letter writing is an essential skill that incorporates and builds upon many other language skills. With lessons that engage students and emphasize the practical, letter writing can be a source of learning and an opportunity for classroom fun!

**Instructional Goals:**

A) to build skills in students’ clear, neat, effective use of basic writing skills necessary for everyday living

B) to acquaint students with a variety of letter-writing purposes and formats, including personal letters, letters of request, and thank you letters

C) to increase student awareness of the type of social interaction letters provide

**Idaho Core Standards: See Appendix**

**Activities:**

* Writing a Personal Letter
* Where Does it Fit?
* Addressing Your Envelope
* Writing a Letter of Request
* Letters of Thanks
* The Invitation
* How's a Postcard Different?

**Writing a Personal Letter**

**When the teacher might use this activity:**

Use as an introductory activity to the organization of a letter. In addition, teachers can use letter writing as a technique to explain paragraphing (i.e., every time the subject is changed, a new paragraph is started).

**Materials needed for this activity:**

* Personal Letter Format worksheet

**Information/directions:**

Ask students to look at the worksheet and highlight with color as the teacher explains different parts of a personal letter. Also, students should keep this worksheet as a sample letter for future use.

**How the activity can be varied:**

Put blank form on the overhead projector. While the teacher fills in different parts of the letter, students copy as a model.

**Personal Letter Format**

Remember to *date* your letter.

The *Greeting* is Dear ,

The *Body* is the main section of a letter.

The *Closing* might be: *Yours, Yours Truly, Sincerely,* etc.

Sign your name in cursive.

**In a friendly letter:**

* Tell your reader news about yourself.
* Ask the reader what they have been doing.
* Write as if you are having a conversation with the reader.

**You may choose to:**

* Ask a friend about current activities/events.
* Ask about a friend's family.
* Tell about your own current activities/interests.
* Tell about your family.

**Where Does it Fit?**

**When the teacher might use this activity:**

Following instruction on the parts of a personal letter, this activity allows students to practice their skills.

**Materials needed for this activity:**

* Where Does it Fit? worksheet

**Information/directions:**

Distribute the worksheet. Ask students to write the information provided in the appropriate place.

**How the activity can be varied:**

For advanced students, leave out the form. Follow-up activity could include writing their own friendly letter, and send it to the recipient.

**Where Does it Fit?**

Put the information below into its proper place on the letter form. (If completing this on the computer, the underlined field in which you type will increase and will continue to be underlined. Simply delete any unnecessary lines.)

     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Your friend, Tom November 4, 2015*

*I just received a raise! I wanted you to know that I can now afford to come visit you. I'm really excited about this chance to visit. See you soon!*

*Dear George,*

**Addressing Your Envelope**

**When the teacher might use this activity:**

The teacher might use this activity immediately after personal letters have been written, so actual letters can be sent.

**Materials needed for this activity:**

* Addressing Your Envelope worksheet

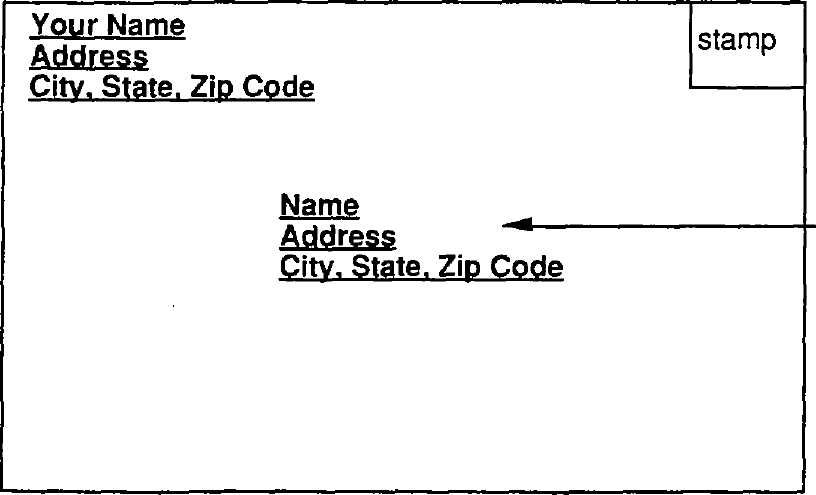
**Information/directions:**

The teacher gives an example of an addressed envelope either on the board or by using an overhead projector. Students then practice with the envelope form at the bottom of the page. Be sure students with directionality difficulties recognize that the stamp goes on the upper right corner with the return address on the left.

**How the activity can be varied:**

Ask students to make up “fictitious” envelopes. Be creative and humorous.

**Addressing Your Envelope**



This is to whom you are sending the letter.

Remember, print or write neatly. The mail carrier must be able to read the address. Fill in all the lines below with the correct information.

Your letter is to be sent to:

3650 Chase Boulevard Frank Beal Moscow, ID 83843



**Writing a Letter of Request**

**When the teacher might use this activity:**

After discussion about different reasons for writing a letter, the teacher targets the letter written to request something.

**Materials needed for this activity:**

* Writing a Letter of Request worksheet

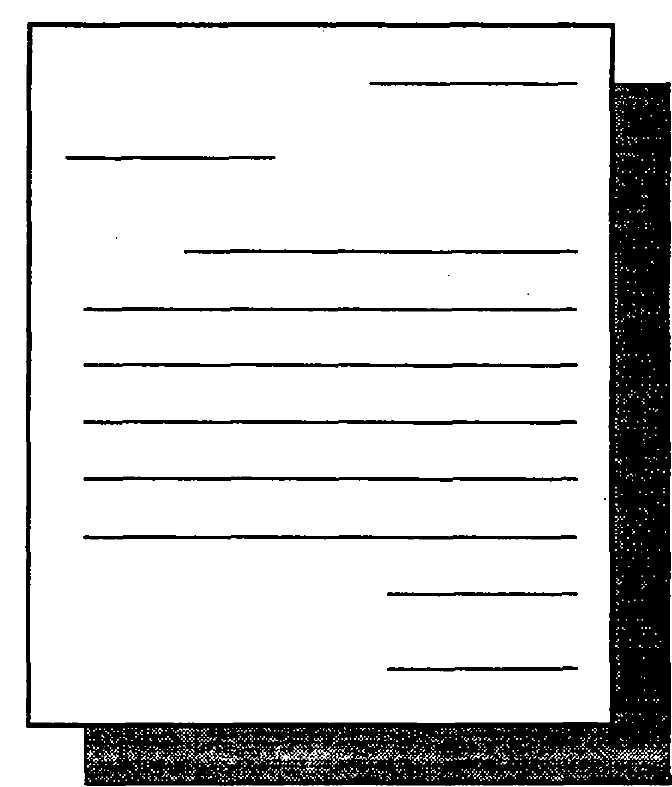
**Information/directions:**

Introduce the elements vital to a letter of request. Ask students to fill in the model format the information provided. Review location as a class. Create a legitimate reason to write a request (i.e., ask students to brainstorm who they want to have speak to their class, and ask students to compose the letter of request as a group).

**How the activity can be varied:**

Ask students to think of more requests they’d like to make, and list these on the board or by using the overhead projector. The students can then write their own letter of request.

**Writing a Letter of Request**



Now that you have a model for a letter of request, write your letter on a separate sheet of paper.

**Letter of Thanks**

**When the teacher might use this activity:**

Use as another example of a different purpose for writing letters.

**Materials needed for this activity:**

* Letter of Thanks worksheet

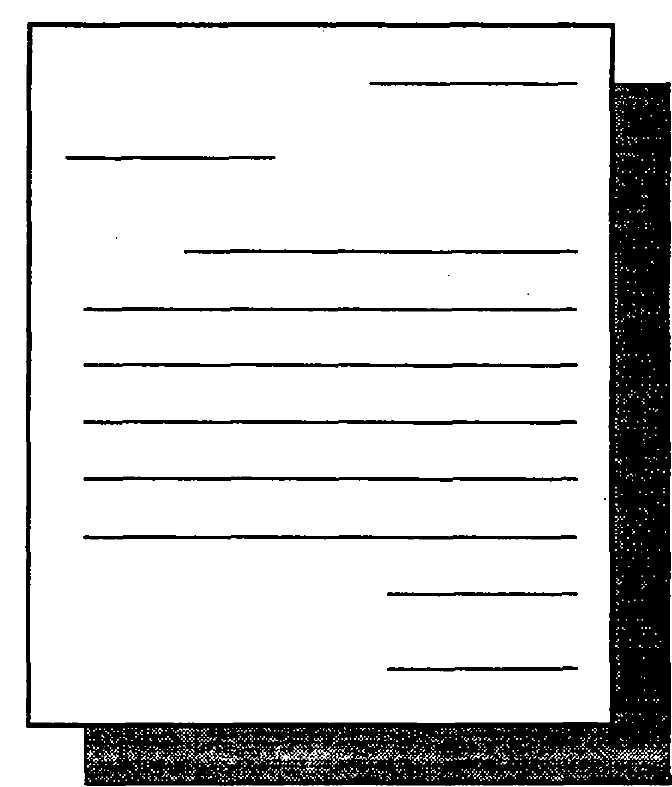
**Information/directions:**

Teacher explains the elements of a thank you letter. Ask students to fill in the model format with the information provide. Review location of items as a class. Practice as a group or individually.

**How the activity can be varied:**

As a follow-up to any field trip or guest speaker, always ask students to write an actual thank you letter.

**Letter of Thanks**



“Clincher” closings say something very nice about the person you're thanking.

Now that you have a model for a letter of thanks, write your letter on a separate sheet of paper.

**The Invitation**

**When the teacher might use this activity:**

Use when discussing the need to have a “special letter” (i.e., to invite people for some special occasion).

**Materials needed for this activity:**

* The Invitation worksheet

**Information/directions:**

The teacher should discuss the necessary information on an invitation in reviewing the information on the worksheet. Ask students to practice writing an invitation as a group. Then, ask students to think of a real situation in which they would need to design and write an invitation. Ask students to share their invitations with a partner.

Follow-up activity: Throughout the year, different students can be assigned the task of writing an invitation to any special class events.

**The Invitation**

Sometimes, we write to announce a special event. We may want to invite people to a party. There are special pieces of information that must be included in an invitation:

* **Why** you are writing
* **Who** is doing the inviting
* **What** kind of event it is
* **When** it is taking place
* **Where** it is taking place

November 15, 2015

Dear Sandy,

Bob and I are having a party for Jason. The party will be next Friday, November 22nd at 8:00 pm at my house, 552 Sierra Drive.

We home you can come.

Regards,

Fred

Please R.S.V.P by November 20, 2015

**Who:** Bob and Fred

**What:** A surprise party for Jason

**When:** Next Friday at 8:00 p.m.

**Where:** Fred's house, 552 Sierra Drive.

Notice the letters **R.S.V.P.** at the bottom of the letter. R.S.V.P. is an abbreviation that means “please answer.” (Let us know whether or not you can come.) It is important to respond so that the party-giver is sure to have enough food and drink for everyone.

**How is a Postcard Different?**

**When the teacher might use this activity:**

Use as part of a discussion of different types of written communication. The postcard is still the most economical way to communicate in writing.

**Materials needed for this activity:**

* How is a Postcard Different? Worksheet
* Several blank postcards or index cards

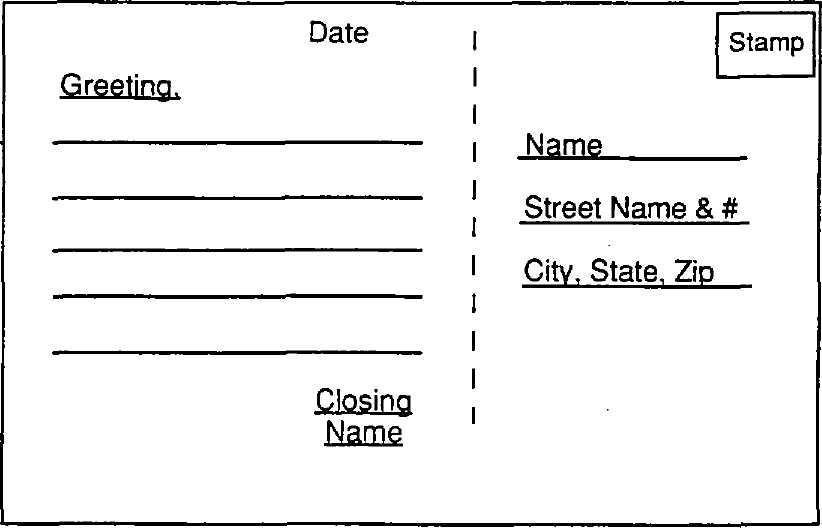
**Information/directions:**

Ask how many students have ever received a postcard. Review the format of postcards on the board or by using the overhead projector to accompany the worksheet. Have postcards available to examine. Students use blank picture postcards to practice. They must “contrive” a message that relates to the picture on the front.

**How the activity can be varied:**

Students can pick a spot in the U.S., and then design and draw their own postcards for that area. Throughout the year, ask students who have traveled anywhere to send a postcard back to the school. Discuss the concept of “air mail” as an alternative to postcards.

**How is a Postcard Different?**



The *left side* is where you write your message.

The *right side* is where you write the name and address of the person to whom you are sending the postcard.

Now that you have a model for a postcard, write your own on a blank postcard or index card.

**B. Note-taking for Life**

The ability to take effective, meaningful notes is a crucial skill. Not only do good notes help us recall facts and ideas we may have forgotten, the act of writing things down helps many of us to remember them better in the first place.

**Instructional Goals:**

A) to develop basic skills in taking phone messages, making lists, writing informational notes and/or constructing simple outlines

B) to increase students' skills in grouping, categorizing and prioritizing information

C) to enhance students' awareness of the need for note-taking in everyday life

**Idaho Core Standards: See Appendix**

**Activities:**

* Who Has To Write?
* Writing Notes
* Designing a Bulletin Board Notice
* Encouraging Notetaking
* Taking Telephone Messages
* Stating Instructions Clearly
* Giving Directions
* Grouping and Categorizing Organizing My Grocery List
* Organize What You Hear
* Our Town

**Who has to Write?**

**When the teacher might use this activity:**

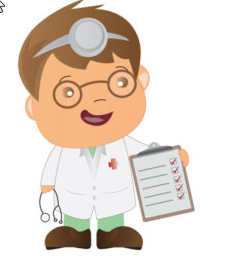
To introduce writing as a life-long skill necessary for many types of employment

**Materials needed for this activity:**

* Who has to Write? Worksheet

**Information/directions:**

Divide students into teams, and ask them to follow the instructions on the worksheet. Brainstorm as many occupations as possible that require writing skills at least 25% of the time on the job. Give a special reward to the team that generates the best list.

**Who has to Write?** 

Look at the picture to the right. What job does this man do?

What is this man doing that is part of his job?

Many professions require writing skills. Your team is to list as many jobs as you think of that require writing. Next to the job, list the specific respondsibilities that require writing.

The first one is completed for you.

Job/Occupation Writing is needed to:

|  |  |
| --- | --- |
| Surgeon/Doctor | Fill out patient records/prescriptions |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Writing Notes**

**When the teacher might use this activity:**

This could be used anytime as a “quick and easy” activity to increase note-taking skills.

**Materials needed for this activity:**

* Writing Notes worksheet
* Small pads of paper

**Information/directions:**

Students are given a different situation each time they are asked to write a note. The teacher orally presents the situation, allowing students to write their notes on small pads, stressing clear and concise information. When finished, review notes to see if students are covering appropriate components.

**How the activity can be varied:**

Some students could practice giving vital information on a tape recording.

**Writing Notes**

Situations: Part 1

1. Tell your sister why you borrowed her sweater.

2. Tell your teacher why you were chewing gum.

3. Tell why you got in a fight at recess.

4. Tell why you were absent yesterday.

5. Tell your teacher why you have to miss school to visit your aunt.

6. Tell a friend what you are bringing to a party.

7. Tell why you cant stay overnight with a friend.

8. Tell why you were tardy for class.

9. Tell your dad why you need an increase in your allowance.

10. Tell why you want to take piano lessons.

**- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**

Situations: Part 2

1. Write a note apologizing for bad behavior.

2. Write a note explaining why you missed school last week.

3. Write a note thanking your neighbor for feeding your dog while you were away.

4. Write a note giving directions to your house.

5. Write a note asking for someone's help.

6. Write a note explaining a change in plans for Saturday afternoon.

**Designing a Bulletin Board Notice**

**When the teacher might use this activity:**

To help students prioritize information, this is a supplementary activity on writing brief messages using only important information or facts.

**Materials needed for this activity:**

* Designing a Bulletin Board Notice worksheet
* Bulletin board notices and/or newspaper want ads

**Information/directions:**

The teacher might show examples of bulletin board messages from the supermarket, etc. Students create their own. Students bring in old bulletin board notices or want ads from the newspaper. The teachers and students try to gather facts to understand the writer’s intent.

**How the activity can be varied:**

Review the examples in class discussion. Give a reward to the student who can come up with the best notice.

**Designing a Bulletin Board Notice**

Suppose you want to put up a sign or a notice in a public place. For example, maybe you want to sell something. A good place to put up a notice is on a *bulletin board.* A bulletin board notice should be brief. It should give all the important facts in a simple, easy to read way.

A notice should include:

* A heading
* Important facts: Who, What, When, Where, Why
* Instructions: Who people should call or write



**I want to sell my 24” Schwinn bicycle. It is blue with green trim. It is in excellent condition. I want to sell it for $50.00. My name is Randy. My phone number is 866-5755. My email is RandyR@gmail.com.**

Now, try it yourself. Print the next page to write a bulletin board notice explaining you are willing to do odd jobs for money.

**Designing a Bulletin Board Notice**

Print this page to write a bulletin board notice explaining you are willing to do odd jobs for money.



**Encouraging Note-taking**

**When the teacher might use this activity:**

Use as supplemental activities for note-taking that can be used with “free writing activities.”

**Materials needed for this activity:**

* Teacher made Bingo grids, name cards, and markers or chips

**Information/directions:**

Use any of the following activities as a way to encourage students to write down important information.

**CLASS-NOTING BINGO:**

Prepare large Bingo grids with the students’ names listed in individual boxes. Also, make a set of name cards to be placed in a container and later used in place of the traditional numbered balls in Bingo. Markers or chips can be provided for student use.

Begin by passing out the grids. Tell the students they are going to play “Class-Noting Bingo.” Before anyone plays, allow everyone a chance to tell 30 seconds’ worth of facts about themselves. Tell the students that each one will stand in front of the class, and speak while the rest of the class takes notes on what the person says. Note-taking is done in the gridbox with his/her name on it. Give students a minute or two to collect their thoughts. Encourage the students to include facts that perhaps the class doesn't know about them. The teacher should also take notes to verify facts, if necessary, during the game. The traditional “Free Space” can be the one with the student's name in it.

When all have finished their presentations, the teacher draws a name from the container to begin the game. The students volunteer their facts collected about that person. If the student names at least four facts about that player, and anyone has those facts, they may cover the named box. Types of winning cards can be similar to those in Bingo: four corners, diagonal or horizontal lines, etc.

**How might you vary this activity:**

The students may be allowed to generate their own game cards by placing the

names of their classmates in the boxes of their choice. The teacher may collect facts ahead of time (interest survey) from the students, and place on grid so students must guess who they describe when the names are called. If students show competency with note-taking, extend the lesson with learning symbols they can use, or key phrases that signal important information.

**ENCOURAGE COPYING:**

Encourage copying of songs, poems, interesting words, quotations, TV commercials, recipes, assembly instructions, and directions.

**Encouraging Note-taking**

**JOURNAL WRITING:**

Journal writing can be used a number of ways. Ask students to take notes and write down interesting thoughts, feelings, sights, events, and personal experiences. Allow students to have their own journals to record on a daily basis their ideas, likes, dislikes, joys, wishes, wants, goals, etc. Journal writing can also be made more factual. Students can write prices of items to be purchased, specific tasks involved in performing classroom jobs, a diary of food eaten daily, or a letter inviting someone to visit their class or school.

**Taking Telephone Messages**

**When the teacher might use this activity:**

To introduce summarization or note-taking skills in a most relevant way

**Materials needed for this activity:**

* Taking Telephone Messages worksheet
* Small pads of paper

**Information/directions:**

The teacher explains that the ability to take messages in our day-to-day lives is vitally important to the people around us. One such situation is taking a telephone message. The teacher should model an example of note-taking from a message for students, then have students practice on activity sheet.

Expand beyond the worksheet. Each student could have a small piece of paper such as the kind that would be kept near the telephone. The teacher “calls” on the phone. Use the sample calls provided. Students need to write a legible message to be left for family members. All important facts must be on the message.

Emphasize that if you missed some information not to be afraid to ask callers to repeat themselves. At the same time, teachers could gradually move from two to three repetitions to only one reading in order to gather information about students’ memory span and language abilities.

Telephone Messages: (Teacher calls; learner takes message.)

1. “Hi, this is George. Tell Mom I'm with Frank, and I'll be home at 5:00.”

2. “Hi. This is Mom. Please tell Dad to take the meat out of the freezer. Thanks. Bye.”

3. “Hello. This is Dad. Remind your mom not to open the garage door. The switch is broken. Bye.”

4. “Hi. This is Sammy. Tell Helen I’m bringing chips and cookies to the party.”

5. “Hello. This is Fred. Tell Sheila I'll pick her up at 7:00.”

6. “Hi. This is the Furniture Outlet. We have the sofa your mother ordered. Have her call, and give us a delivery time.”

7. “Hello, this is Burger Haven. Tell Bob that he is scheduled to work at 4:00 p.m. Thanks.”

**How the activity can be varied:**

Make a few “phone” messages on tape recordings. Let students hear each message only once to build skills in gathering and writing messages.

**Taking Telephone Messages**

It is important to take good telephone messages for others as they are often important and personal. It is up to you to provide the other person with a clear message of the call, and to make sure you relay all the facts and information.

Here's a situation that needs a message:

Your mother's boss called while she was in the bathroom. The boss wants your mom to know that the 7 a.m. meeting for tomorrow has been cancelled, but that she is to bring all the accounts in, anyway. She is to call him if she has questions.

Print this page to be able to write the message for Mom.

**Telephone Message**

**Stating Instructions Clearly**

**When the teacher might use this activity:**

An important life skill is knowing how to give written instructions or directions. Students will often need to give written instructions or directions to somewhere. The instructions should be simple, clear, and written down in the right order, so that the person reading can follow them easily.

**Materials needed for this activity:**

* Peanut butter and jelly, bread, knife, paper napkins/towels

**Information/directions:**

The teacher brings in peanut butter and jelly, knife, bread. Ask students to give you directions for making a peanut butter and jelly sandwich. Be literal; when the students say to put peanut butter on the bread, put the jar of peanut butter on top of the bread. When they correct themselves and indicate to take off the lid of the peanut butter, so you can spread it onto the bread, use your hand to spread, etc. Be sure to emphasize that both spoken and written directions must be clear and concise.

**How the activity can be varied:**

Ask students to explain tying a shoelace, sharpening a pencil, etc. Write the instructions as they are volunteered, so that students can visually see the sequence of steps. Ask students to create a flow-chart to represent the sequence to be followed.

**Giving Directions**

**When the teacher might use this activity:**

This activity integrates skills in following directions with directionality abilities—an informal evaluation tool as well as an instructional activity.

**Materials needed for this activity:**

* Giving Directions worksheet

**Information/directions:**

Teacher gives a copy of the map to students. They will trace with pen while directions are given. When finished, ask students where their pens have stopped. Discuss how clear or unclear the directions were.

**How the activity can be varied:**

Ask students to write directions to a distant place within the school. (Don’t tell them the final location.) Pair up with a partner, and see if the other gets to the proper location.

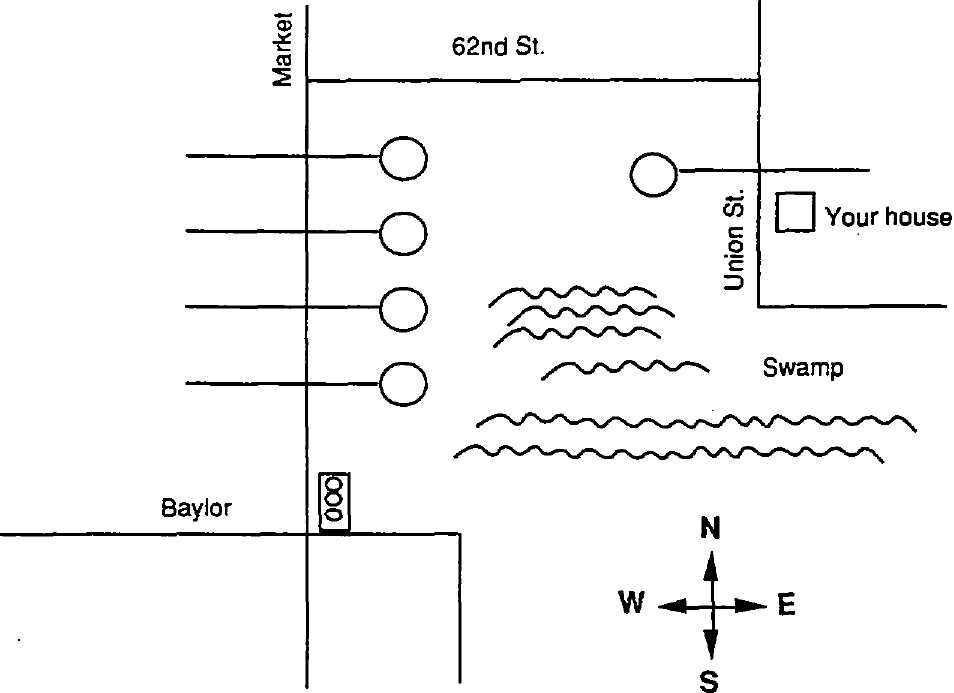
**Giving Directions**

In order to help someone get from one place to another, clear and simple directions are a must.

Information that helps a person get to where he is going without making any wrong turns includes street names, landmarks and approximate distances. You'll often want to draw a map to assist someone in following your directions.

Let's pretend that to get from your house to the library, you take Union two blocks north to 62nd St. Turn left, and follow 62nd until you can go no further (this will be Market Ave.). Turn left again, and travel five blocks until you reach a stop light (Baylor Blvd.). Make a right turn on Baylor for one block, and you will be at the library. The address is 1919 Baylor Blvd.

Print this page, and track your route on the map below. Show where you think the library is located.



**Grouping and Categorizing My Grocery List**

**When the teacher might use this activity:**

Outlining can help organize information by listing important facts. This activity introduces grouping and categorizing information in a divergent way.

**Materials needed for this activity:**

* Grouping and Categorizing My Grocery List worksheet

**Information/directions:**

The teacher begins a discussion about students grocery shopping with parents. How do parents know what to buy? Expand upon that background experience to invite students to make their own grocery list. Compare lists when finished.

**How the activity can be varied:**

1. Complete the activity in small groups or in partners.

2. Advance students can jot down prices when shopping with parents over the course of a week or two, and determine the family food budget.

3. Younger children could have a favorite dish. They can put names of ingredients under the proper heading.

**Grouping and Categorizing**

**My Grocery List**

Directions: Following the move to your first apartment, you realize that your shelves and refrigerator are empty. Prepare a grocery list to fill your empty shelves. Keep in mind that you have offered to cook Sunday dinner for your family. You need to plan your meals for the week.

**FRUITS AND VEGETABLES**

1.

2.

3.

4.

**CANNED GOODS**

1.

2.

3.

4.

**MEATS**

1.

2.

3.

4.

**Grouping and Categorizing—My Grocery List**

**FROZEN FOODS**

1.

2.

3.

4.

**DAIRY PRODUCTS**

1.

2.

3.

4.

**BREADS**

1.

2.

3.

4.

**OTHER ITEMS**

1.

2.

3.

4.

**Organizing What You Hear**

**When the teacher might use this activity:**

Use on a proactive activity to enhance outlining skills, to enhance listening for detailed information.

**Materials needed for this activity:**

* Organizing what You Hear worksheet

**Information/directions:**

Let guest speaker know some students will be jotting down notes. Students will need to review the worksheet to become acquainted with the categories of information for which they will be looking. Have students jot down information as it's presented.

**How the activity can be varied:**

The talk could be recorded on tape, and then short sections at a time could be played to practice note-taking skills.

**Organizing What You Hear**

Directions: When listening to a guest speaker, use the following form.

Guest Speaker:

Job Title:

1. Responsibilities

A.

B.

2. Qualifications

A.

B.

3. Why he/she chose this job

A.

B.

4. Training

A.

B.

5. Tools and Uniforms

A.

B.

**Organizing What You Hear**

6. Other jobs the speaker could do with these skills

A.

B.

7. Likes

A.

B.

8. Dislikes

A.

B.

9. Recommendations

A.

B.

10. Additional Comments

A.

B.

**Our Town**

**When the teacher might use this activity:**

To be used as a culminating activity for note-taking, integrating skills in both the categorization and prioritization of information

**Materials needed for this activity**:

* Our Town worksheet
* Construction paper, markers, crayons, and other art supplies

**Information/directions:**

Introduce students to advertisements, brochures, and pamphlets that state important information in a brief and concise manner. Students are to follow the directions on the worksheet in making their own neighborhood brochure.

**How the activity can be varied:**

Have students’ work available in your schools’ “publishing” center. See if the local Chamber of Commerce would display the students’ work at their office.

**Our Town**



**MAKE A PAMPHLET TO ADVERTISE YOUR CITY/TOWN!**

1. Use a separate piece of paper to make the pamphlet.

2. Draw an interesting cover. Make it colorful.

3. Make a map of your city.

4. Describe your city:

* What's the population of your city? Who's the mayor? What's the weather like?
* Explain where people can go for recreation (parks, amusement parks, beaches, sailing, skiing, etc.)
* What types of entertainment is popular in your town?
* What are the names of the colleges or universities in your city?

5. Tell about any professional teams.

6. Make illustrations to go with you pamphlet.

7. Present your brochure to the class.

**C. Student Information Forms**

One of the life skills students will need over and over is how to fill out forms. They will fill out hundreds of forms throughout their lives. It only follows that practicing this necessary (although tedious) skill can ease the process in the future and hopefully prevent needless do-overs. Forms and applications require names, birth dates, and addresses to be written in dozens of different ways. Students can be prepared for this real-world skill by completing student information forms. Filling out these forms can be easy, as long as you follow a few important rules.

**Instructional Goal:**

To increase students' skills in independently filling out their own student information forms and personal inventory surveys.

**Idaho Core Standards: See Appendix**

**Activities:**

* School Information Cards
* Do You Know what to Write?

**School Information Cards**

**When the teacher might use this activity:**

As a preview activity on filling in forms, use at the beginning of the school year. This activity can then be used again at the end of the year as a “post test” to see what improvement students have made in knowing important information.

**Materials needed for this activity:**

* School Information Cards worksheet

**Information/directions:**

Read through each line for students having trouble reading. With the whole class, practice filling out a blank form on the board or by using an overhead projector.

**School Information Cards**

Today's Date:

Name of School:

Name:       Date of Birth:

Address:

City:       State:       Zip Code:

Telephone Number:

Parents' or Guardians' Names:

Mother:

Father:

Parents' or Guardians' Work Telephone Numbers:

Mother:

Father:

Name and Phone Number of Person to Call in Case of Emergency:

**Do You Know What to Write?**

**When the teacher might use this activity:**

To acquaint students with the need for writing skills in getting a job and keeping it

**Materials needed for this activity:**

* Do You Know what to Write? worksheet
* Sample Employment Application worksheet

**Information/directions:**

Use the following forms after introducing “words to know” (i.e., zip code, weight, interests, etc.). The teacher could explain that throughout students’ lives, they will be required to complete forms, which often have a certain vocabulary that is used. Review an example of a form as a group. Then, have students complete one on their own.

**How the activity can be varied:**

Make a set of flash cards with important words on them. Students practice reading, saying, and giving the meaning of the words.

**Do You Know What to Write?**

**APPLICATION INFORMATION**

An *application* is a form you complete when you apply for a job. Highlight the information below that is needed to fill out an *application form*.

Last movie you watched

Drivers' license number Salary expected

Social Security Number Shoe size

Position desired Last job

Doctor's name Height and weight

three references Address training and skills

Emergency phone number Hair color Education

Supervisor’s name Dates you attended school

Favorite Ice cream Pet's name

**Sample Employment Application Form**

* **PLEASE PRINT ALL INFORMATION REQUESTED, EXCEPT SIGNATURE.**
* **THIS IS AN APPLICATION FOR EMPLOYMENT.**
* **APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS.**
* **PLEASE COMPLETE PAGES 1-4.**

DATE:

NAME:

Last First Middle (Maiden)

Present address:

Number/Street City State Zip Code

How long at this residence:       Social Security No. XXX – XX – XXXX

Telephone (    )   -

If under 18, please list age:

Position applied for (1)       and salary desired (2)

Days/hours available to work: No Preference

Monday       Thursday

Tuesday       Friday

Wednesday       Saturday

Sunday

Employment desired:  Full-time  Part-time  Either

When available for work?

**Sample Employment Application Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of School** | **Name of School** | **Location**  **(Complete mailing address)** | **Number of Years Completed** | **Major & Degree** |
| **High School** |  |  |  |  |
|  |  |  |  |  |
| **College or University** |  |  |  |  |
|  |  |  |  |  |
| **Business or Trade School** |  |  |  |  |
|  |  |  |  |  |
| **Professional School** |  |  |  |  |

Have you ever been convicted of a crime?  NO  YES

If yes, explain below the number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation.

**III. Life Skills Math**

The ability to use math in everyday life is extremely important. Skills in mathematics are fundamental to independent adult living. This chapter is designed to expand student awareness of the importance of mathematics skills in setting and reaching real-life goals.

This chapter is designed to:

A) increase student awareness of mathematics in everyday activities

B) increase student's abilities to use money and understand banking

C) increase student awareness to comparison shop

D) increase students' skills in measurement

**A. General Math Concepts**

It is very important that students see mathematics, and the calculations they perform, as part of their daily life. Providing opportunities to apply basic concepts and operations in daily activities will reinforce students' skills and motivate them to progress in mathematics. In order for students to calculate using the four basic operations, they must first have developed basic concepts (including more, less, many, etc.), one to one correspondence, the concept of sets, and basic number sense.

**Instructional Goals:**

A) to introduce students to the language of mathematics

B) to reinforce the belief that mathematics is a fundamental learning tool necessary for successful adult living

**Idaho Core Standards: See Appendix**

**Activities:**

* The Purpose of Numbers
* Vocabulary for Math
* Why Take More Math?
* Let’s Guess

**The Purpose of Numbers**

**When the teacher might use this activity:**

To introduce how broadly math concepts are used in everyday life.

**Materials needed for this activity:**

* Newspapers or internet access

**Information/directions:**

1. Divide the class into small groups. Give each group a section of the newspaper or assign websites
2. Have students cut out or cut and paste advertisements, articles, and headlines that contain numbers.
3. Discuss and write out the variety of ways in which numbers are used. Examples:

* Sports statistics
* Surveys/polls
* Ages of people in the news
* Advertisements
* Financial news
* Lottery numbers
* Temperature/weather reports
* Recipes
* Telephone numbers/classified ads
* Travel schedules
* Radio/television programming

Discuss how students use numbers in school, in leisure time and at home. Discuss how parents use numbers in everyday work, in leisure time and at home.

4. Ask students to make a small group collage of their clippings of number usage in newspapers or websites. On the collage, ask students to number the different ways in which quantitative writing was used.

**How this activity can be varied:**

1. Divide into teams and give each team a different newspaper or list of web pages. Each team makes its own collage or PowerPoint and then shares its findings. The group will then observe likenesses and differences in number writing and meaning.
2. Students can discuss and research careers in which use of numbers is necessary.

Note: Accessing videos or web pages or taking virtual tours of different businesses or communication outlets can help students see the link between math on school and math in the real world.

**Vocabulary for Math**

**When the teacher might use this activity:**

To introduce the language of math and quantitative thinking that must be learned before it can be understood

**Materials needed for this activity:**

* Vocabulary for Math worksheet

**Information/directions:**

This vocabulary list will be helpful in teaching basic math concepts for future life skills. Teach only those vocabulary words you actually will use in a concept or application. Reinforce vocabulary based on information already learned. Options include:

The teacher provides the definition; students select the correct word from their list. The teacher then provides the word; students must generate an acceptable definition.

Divide students into teams: Play 20 questions. Play charades. Categories are (a) time (b) money (c) measurement. A member of each team comes to the front of the class and faces their team with their backs to the board. The teacher is behind these selected team members and is writing on the board a vocabulary word. Everyone can see the word except the selected team  
member. In an organized fashion, each team has a chance to reveal a clue about the vocabulary word. Whoever of the youngsters at the front of the room correctly guesses the vocabulary word first receives points. Each team benefits from each other's clues. No more than 10 clues are given. Each team gets the number of points that correspond to the number of trials it took to get the correct answer. Example: Team “A” gets answer in seven clues—that team earns seven points. Lowest score wins!

Put all definitions or vocabulary words on cards in big bucket. Each student pulls out five to ten cards and is responsible for those specific answers. Come together the next day to share and review the test. All answers are presented orally and everyone learns!

**Vocabulary for Math**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Measurement** | **Money** | **Order** | **Math Concepts** |
| After | Height | Bill | Above | As many as |
| Eighth | Highest | Coin | Count | Between |
| first | Largest | Check | Empty set | Closed |
| Hourglass | Longer | Wallet | Five | Different |
| Stopwatch | Low | Paycheck | Fewer | Add or addition |
| Pendulum | Matching | Deposit | Nearer to | Multiply or times |
| Metronome | Yardstick | Price | Less than | Numerator |
| Send | Yard | Vault | Greater than | Denominator |
| Sixth | Quart | Cash | Order of operation | Complete |
| third | Ounce | Change | Below | Left |
| Before | Shape | Billfold |  | More |
| Fifth | Shortest | Save |  | Number |
| Fourth | Smaller | Bankbook |  | Open |
| Sundial | Taller | Receipt |  | Pair |
| Clock | Weight | Combination |  | Right |
| Watch | Meter |  |  | Same |
| Ninth | Pound |  |  | Series |
| Seventh | Scale |  |  | Top or bottom |
| Tenth | Measure |  |  | Number line |
|  | Ruler |  |  | Subtract |
|  | Foot |  |  | Divide |
|  | Mile |  |  | Sum |
|  | Pint |  |  | Degree |
|  | Shorter |  |  |  |
|  | Size |  |  |  |
|  | Smallest |  |  |  |
|  | Tallest |  |  |  |
|  | Inch |  |  |  |
|  | Liter |  |  |  |
|  | Gallon |  |  |  |

**Why Take More Math?**

**When the teacher might use this activity:**

As a way of opening discussion when working with reluctant learners or with students

who “hate math”

**Materials needed for this activity:**

* Why Take More Math worksheet

**Information/directions:**

The teacher should begin by discussing math anxieties and fears, allowing students to express themselves. The teacher then distributes the worksheet, expanding ideas where necessary. Try to “hook” into the students’ thinking rather than give black and white answers. Acknowledge negative kind of thinking and try to incorporate.

**Why Take More Math?**

|  |  |
| --- | --- |
| **YOU say…** | **Consider the reality that…** |
| I don’t like math. | Math is important in all areas of work. |
| I don’t do well with math. | Most people, even though who go into math-related careers, were not straight-A students in math. |
| It will hurt my grade average. | A well-rounded preparation is more important than your grade average. Not taking math will close the door to many careers. |
| I don’t like the teacher. | We all have our preference in teachers. If you don’t understand his/her explanation, form a study group to work with you. |
| I’m not going to need it anyway. | The average student in school today will work for over 20 years, whether male or female. You’ll lose out on higher pay if you don’t have a math background. |
| It’s boring. | One of the chief reasons students find math boring is that they lack confidence in their abilities. You seem to be able to do it, now you have to convince yourself that you can’t do it. |
| My mother / sister / friend didn’t need math. | Not everybody uses a lot of math, but more people are needing more math to do their work. You’ll increase your chances of having more job opportunities if you stay in math. |
| I feel dumb in math class. | It is awful to fee dumb. Find ways to help yourself feel more confident. Form a study group, or ask for some extra help. |
| I don’t want to be a nuclear physicist or anything like that. | Many career require a math background, and career opportunities will be increased by taking more math classes. |

**Let's Guess**

**When the teacher might use this activity:**

To help students recognize that numerical concepts can be fun and something with which to “play”

**Information/directions:**

This is a guessing game in which common numbers and phrases are used. Simply write the line, as shown, on a chalkboard or an overhead. Students fill in the missing words with the help of the word’s initial. You may want to give a category as a hint to some students (e.g., sports, music, games).

For Students Answer

26 L in the A 26 Letters in the Alphabet

7 W of the W 7 Wonders of the World

12 S of the 2 12 Signs of the Zodiac

54 C in a D with the J 54 Cards in a Deck with the Jokers

9 P in the SS 9 Planets in the Solar System

88PK 88 Piano Keys

13 S on the AF 13 Stripes on the American Flag

32 DF at which WF 32 Degrees Fahrenheit at which Water Freezes

18 H on a GC 18 Holes on a Golf Course

90 D in a RA 90 Degrees in a Right Angle

8 S on a SS 8 Sides on a Stop Sign

1. BM (SHTR) 3 Blind Mice (See How They Run)

4 Q in a G 4 Quarts in a Gallon  
24 H in a D 24 Hours in a Day

1 W on a U 1 Wheel on a Unicycle

5 D in a ZC 5 Digits in a Zip Code  
57 HV 57 Heinz Variety

11 P on a FT 11 Player on a Football Team  
A P is W 1000 W A Picture is Worth 1000 Words

29 D in F in a LY 29 Days in February in a Leap Year

54 S on a C 64 Square on a Checkerboard

**How this activity can be varied:**

Ask students to create their own and share with the class.

Revised from Title IX . Winter 1986, Center for Sex Equity in Schools, University of Michigan, School of Education, Ann Arbor.

**B. Daily Living Expenses and Money Management**

We teach children to save their money. As an attempt to counteract thoughtless and selfish expenditure, that has value. But it is not positive; it does not lead the child into the safe and useful avenues of self-expression or self-expenditure. To teach a child to invest and use is better than to teach him to save. —Henry Ford, My Life and Work

**Instructional Goals:**

A) to introduce students to a broad overview of money management

B) to enhance students' abilities to compute monetary values

C) to enhance students' problem-solving skills

**Idaho Core Standards: See Appendix**

**Activities:**

* Teacher Preface
* Tapping into Money
* What's Your Guess?
* How Did You Spend?
* Goods and Services
* The Buying Game
* Planning Ahead
* Money Manipulation
* A Fun Experiment
* Divide and Decide
* Can We Afford to Eat Out?
* This is Real Life!

**Teacher Preface**

**Sequence of skills when teaching money management:**

Some informal diagnostic work should be done before initiating instruction on the value of money. Get out the REAL $$ and spread money out on a table. Work with a small group to find out what the students already know.

**Students can be asked:**

1. What's the value of a half-dollar?

2. Who can name the coin for $.25?

3. Who can make $.25 with one coin? three coins? five coins? nine coins?

4. Which is more? Which is less?

5. Who can make $.27? $.43? $1.05?

6. Show me how many pennies are in this. (nickel)

7. Show me how many nickels are in this. (quarter)

8. Show me two ways to make $.11?

9. Please give me this much money. (Show money cards.)

10. Count how much money I am giving you. (one nickel, three pennies).

11. Give me $.26?

12. Count the pennies. Show me another way to make this much money.

13. Show me the three different ways to make $.10.

14. If something costs a nickel and I give you a dime, show me how much money you would return to me.

15. If one toy costs $3 and another toy costs $8, show me how much money you need to give me for both toys.

**At the end of this chapter, students should be able to:**

1. Identify coins and bills less than or equal to $10 in value.

2. Count money in coin and bill denominations with sums less than or equal to $5.

3. Make correct change from both bills and coins for amounts less than or equal to $5.

4. Identify prices on labels and tags of merchandise.

5. Choose the most economical buy among like items of a similar quality.

6. Identify purchases as necessities or luxuries in the area of food, clothing, housing, and transportation.

7. Determine amount of money saved when buying sale items.

8. Compare prices of an item in three stores.

9. The teacher must provide the transition between the oral description and the written description of money. Put the written symbols alongside the money. Ask students to attempt to write out on paper the number problem that are that represent word/oral problems like “a quarter minus a dime.”

10. Depending upon the students' ages and readiness, activities can be extended to include different dollar values and different methods of writing money figures.

**Tapping into Money**

**When the teacher might use this activity:**

To enhance students' ability to count money independently through the use of a concrete tapping method; teaching students to count coins by 5's up to $1.00; teaching students to count by 25's up to at least $1

**Materials needed for this activity:**

* Bag of coin money, teacher-made money sheets

**Information/directions:**

Steps in the process include:

1. Give the student a piece of paper with a money amount written on it.

2. Have the student locate the coins needed and place them on the desk, arranged in size order.

3. Have the student count the money using the tapping method.

4. Check the student for accuracy.

Count money by the largest coin size:

1. Teach the student to count by 5's up to $1.

2. Teach the student to count by 25's up to at least $1.

3. Teach the student to tap once for a nickel and say “5.”

4. Teach the student to tap twice for a dime and say “5, 10.”

5. Teach the student to tap once for a quarter and say “25.”

6. Teach the student to tap twice for a half dollar and say “25, 50.”

Drill as much as is needed. Work toward a mixture of half dollars, quarters, dimes, nickels, and pennies.

Once the student has mastered this, the teacher should discuss with the student efficient coin combinations such as using two dimes and one nickel if you don't have a quarter, or using a dime instead of two nickels.

**How this activity can be varied:**

Review the examples in class discussion. Give a reward to the student who can come up with the most.

Sharon O'Leary, Learning Innovations in Colorado (n.d.)

**What's Your Guess?**

**When the teacher might use this activity:**

To introduce students to awareness of sticker items, to gauge student needs for instruction in money management.

**Materials needed for this activity:**

* Newspaper ads of objects students use (e.g., food, candy, gum, toys, skates, skis, sports equipment, age appropriate clothes, videos, computer discs, cars, and household items)

**Information/directions:**

Divide the class into teams. Then, select an ad and describe it by reading directly from the ad. If the teacher can show the picture of the item without revealing the price, do so.

Each team agrees upon a price for the item and writes it on a small, blank piece of paper and folds it, followed by a member of each team submitting the estimate to the teacher.

Points are given to the team guessing closest to the actual price printed in the ad. Bonus points are given for estimating the exact price, and no points are given if a team does not come reasonably close.

**How Did You Spend…?**

**When the teacher might use this activity:**

When dealing with topics related to buying power, help students see that while they have many choices when they make a purchase, those choices are often limited by such factors as the amount of money to spend, availability of items, etc.

**Materials needed for this activity:**

* 3x5 cards with pictures of purchasable items under $10

**Information/directions:**

Give each student $10 to spend. Total purchases for each student may not exceed $10. Money may be saved as well as spent.

Arrange many 3x5 cards with pictures of purchasable items on a table. Since there may be only one of each item, allow students to write their choices on a half-sheet of paper, so more than one student can choose to purchase a particular item.

When students have made choices about how to use their money, ask the students to return to their seats. Let them discuss their choices, and then list the choices on the chalkboard. Note similarities and differences in choices, and discuss possible reasons for these differences. Discuss the following:

1. Did you have difficulty in deciding how to use your money? Why or why not?

2. Did you choose to spend all your money? If not, what else did you do with it?  
3. Tell why you chose to use your money as you did.

4. What are some things which helped you decide how to use (spend *or* save) your money? Did you buy some things you purely “wanted,” or did you choose those things you think you “needed?”

5. Could you buy everything you wanted? Why or why not? If something you wanted cost more than the money you had to spend, what could you do about it?

**How this activity can be varied:**

Follow this activity with the Value Auction activity to be found in the Self-Awareness Unit.

Each student can write, or draw and design all the items that would be important to him/her in the “perfect” room of his/her own. Students can then look in the magazines and catalogs, and copy the cost of the items they choose to purchase for their room. They can then identify which are “wants,” versus which are “needs?”

**Goods and Services**

**When the teacher might use this activity:**

To expand the introduction to money-management, place the use of money into a larger context.

**Materials needed for this activity (Activity 2):**

* One set of magazine pictures of a house (e.g., car, T.V. set, wristwatch, a good toy, an apple)
* Six small posterboards (approximately 12" x 18")
* Old magazines
* Marking pens
* Scissors
* Paste

**Information/directions:**

**Activity 1:**

Help students review their basic needs. List a few on the chalkboard. Include food, shelter, clothing. Ask the students to suggest some wants, such as toys, T.V., or entertainment. Ask what fulfills our wants and needs? (goods and services) Goods are things, items, or objects we can see and touch. Services are actions someone does for us; services may be work that people perform, assistance they give, or knowledge they impart. We buy both goods and services to fulfill our needs.

How do we get these goods and services? Student responses should include:

* Some are free or are gifts. (air, food, shelter)
* Some are from our parents when we are young.
* Some services we do for ourselves, such as clean our own rooms, etc.
* Most of the goods we have to buy with money!

Stress the idea that people are consumers of both goods and services.

Adapt the “Category” game concept introduced in the Career Awareness Unit to “Goods” and “Services” or choose a career cluster, and name “Goods” and “Services” from those careers.

**Activity 2:**

Show the class several pairs of picture, such as a house and a T.V. set, illustrating different monetary values, and ask, “Which one costs the most?” Explain there is a difference in the value of goods and services. Discuss why one good costs more than another, (i.e., the cost of production is more, it is in shorter supply, the skill it took to make it is more difficult, or it is more rare. If there is an over-supply, the good is cheaper.

Ask for examples of two services, one of which is more valuable than the other. Discuss why one service costs more than another (i.e., dental work is more expensive than yard work). Why?

Divide the class into small groups. Have each group make a poster representing goods or services showing six items of descending value. Have students find pictures in magazines, cut them out, and paste them on poster board in descending order of value. They may use a marker and put a price tag on each if they wish.

**Goods and Services**

Before they paste, teacher should confirm the order they have chosen for the items. When posters are finished have each group display its work and lead the class discussion.

Ask if an item has the same value for everybody. Does a small pair of shoes have any value to a person with big feet? Does a rattle have any value to a second-grader? Does a set of golf clubs have as much value to a second-grader as to his father?

**The Buying Game**

**When the teacher might use this activity:**

To teach the fundamentals of buying and selling

**Materials needed for this activity:**

* Teacher-made picture card set (12-15 items) of goods (e.g., bike, radio, book, etc.)
* Teacher-made picture card set, (12-15 items) of services (e.g., plumber, piano lessons, dry cleaners, household help, etc.)
* Play dollar money (option—play coins)
* Two tables with signs (“Goods” on one table’s sign; “Services” on the other table’s sign
* Two boxes to use as cash registers

**Information/directions:**

Count out different combinations of bills to total $50 for half the students in the class. (Half of the students will be “buyers” in this activity, and each will need $50). Divide the remaining bills between the two “cash registers” for the “sellers” to use in making change. (Use predominantly $1 and $5 bills for sellers.) Place the two tables so students can use them easily. Have the “Goods” sign on one table and the “Services” sign on the other.

Ask students what would happen if they had only a dollar bill and wanted to buy a 10-cent apple. Would they have to pay the whole dollar for the apple? Would the seller refuse to take the dollar? What happens? Encourage students to explain that you give the seller the dollar, and he gives you the apple and some ‘change.’ What is change? (Change is the difference between the price of a particular item and the amount of money you give the seller to pay for that item.)

Encourage a discussion on buying and selling, how goods and services are paid for, and how change is made. The teacher should emphasize this activity will involve only dollar amounts, or should be prepared to expand the activity to include coins.

Divide the class into four working groups: 1) sellers of services, 2) sellers of goods, 3) buyers of services, and 4) buyers of goods. Go through the card sets, mixing up goods and services. As students identify a good or a service, put the card on the appropriate table. Spread them out so all can be clearly seen.

Allow the students to come to the tables in pairs—one seller and one buyer. Ask the buyer make his/her selection, and decide which bills will be needed to pay for it. Ask the seller to make the correct change for the purchase. (Point out this is a game; the prices on the goods and services might not be what would actually be charged.)

Regroup, with all the sellers becoming buyers and the buyers becoming sellers. If time  
permits, let each student have two more turns, so that he/she may buy and sell both goods and services.

**Planning Ahead**

**When the teacher might use this activity:**

To assist children in realistically assessing daily living expenses.

**Materials needed for this activity:**

* The Planning Ahead worksheet

**Information/directions:**

Talk with students about some of their families’ expenses (food; clothing; utilities like gas, electricity, water, garbage disposal; telephone service, etc.). As they suggest expenses, list their ideas on the chalkboard. Ask the students if they can think of any special expenses that come along (e.g., Christmas, birthdays, the opening of school, unexpected medical expenses, etc.). List their ideas on the chalkboard.

Explain that sometimes we can pay for expenses in cash as we buy the goods, (i.e., food). Some expenses, however, are not paid that way (electricity, gas) and may be paid for in a variety of ways (credit cards, checks, cash). We often receive a “bill” for goods or services for which we have not yet paid. Explain a “bill.”

Refer to the list of expenses on the chalkboard. Ask students to classify these expenses according to whether they are “monthly” (regular) bills, or “now-and-then” (occasional) bills. Answers may differ according to the particular kinds of expenses each student's family incurs.

When students understand the difference between a monthly bill and a now-and-then bill, distribute the worksheet, and ask each to complete it individually. Collect worksheets and save to redistribute again.

**How this activity can be varied:**

Review typical family expenses. Point out the expenses or “bills” each family has are aresult of certain needs and wants of family members. In addition to those things every family members uses (utilities, food, etc.), there are items which are used by individual family members. (You may wish to emphasize that the satisfaction of individuals as well as family needs and wants often depends on the amount of money or credit available to the family.)

Ask students to list several items which specific individuals in their families use (and which would incur expense). Make lists for mom, dad, sister, brother, and self on the chalkboard. Add a list for “family” expenses also. Distribute worksheet again. Ask students to designate which family member would require which items and which items are the family's as a whole.

Then, discuss all items that go into determining the amount of student’s allowance. Assign an amount to be earned by each student each week. Let each of them determine a working budget that includes their essential weekly expenses, distinguishing between “needs” items and “wants” items.

Each student can write or draw and design all the items that would be important to him/her in the “perfect” room of his/her own. Students then look in the magazines and catalogs, and copy the cost of the items they choose to purchase for their room. Which are “wants” versus “needs?”

**Planning Ahead**

BILLS, BILLS, BILLS!

Read the list of bills. In the blank next to the bill, write “M” if it is a “monthly” bill. Write “N” if it is a “now-and-then” bill.

      1. telephone       11. gas

      2. refrigerator       12. electricity

      3. dentist bill       13. school supplies

      4. television       14. rent or house payment

      5. food       15. gift for Grandma's birthday

      6. car repairs       16. insurance

      7. newspaper       17. field trips

      8. shirt       18. video rental

      9. bicycle       19. water and sewage

      10. trash       20. tickets to rodeo



**Money Manipulation**

**When the teacher might use this activity:**

The attached examples of worksheets are designed to reinforce money math skills and provide ideas and suggestions for teachers who wish to develop their own worksheets to meet the specific levels of their students.

**Materials needed for this activity:**

* Money Manipulation—Adding Money worksheet
* Money Manipulation—Subtracting Money worksheet
* Money Manipulation—Change, Please worksheet
* Money Manipulation—Multiplying Money worksheet
* Money Manipulation—Dividing Money worksheet
* Money Manipulation—Estimating Dollar Amounts worksheet
* Money Manipulation—Wages Earned worksheet

**Information/directions:**

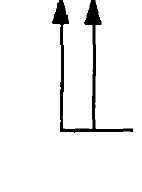
It is best to sequence instruction, so simple computation is closely followed by application. Teaching methods should be varied for different learning styles (i.e., color-coding, oral recitation, sequencing, mnemonic devices, etc.). When working with estimation, follow the rule: “a value of five moves the number up to the next ten.”

**Money Manipulation**

**Adding Money**

$ .75 When adding money, you must use the

+ . 49 dollar sign and the decimal point in order



-The decimal point belongs between the dollar and the cents.

$ 5.06 $ 9.28 $ 7.66 $ 9.72

+ 9.28 + 7.91 + 4.13 + 5.15

$ 8.85 $ 8.38 $ 7.41 $ 6.70

+ 1.00 + 6.65 + 9.34 + 4.14

**Money Manipulation**

**Subtracting Money**

Don’t forget to line up the decimal point and use the dollar amount in your answer.

$ 9.22 $ 8.79 $ 7.44 $ 9.72

- 2.99 - 5.35 - 1.62 - 6.45

$ 8.91 $ 2.95 $ 8.94 $ 6.70

- 6.31 - 2.38 - 1.39 - 2.34

**Money Manipulation**

**Change, Please**

1. Randy bought a 55-cent candy bar. He gave the clerk at the Jiffy-Mart a $1 bill. The tax on the candy bar was four cents. How much change should Randy get back?

2. Angie works at the FLAV-OR-FREEZ. A customer bought a pint of ice- cream for $1.26 (tax included) and gave her a $10 bill. What change should she give to the customer?

3. Mary Jo's mother went to the grocery store and made purchases totaling $38.52 (tax included). She gave the cashier a $50 bill. What change should she get back?

4. Roni bought a video game cartridge that was marked “SALE: $5 off original price.” The original price was $23.95, and the tax on the reduced price will be $.95. Roni has two $10 bills. Does she have enough money to buy the game cartridge?

**Money Manipulation**

**Multiplying Money**

When multiplying money, remember to include the dollar signs.

$ 6.10 $ 9.50 $ 5.31 $ 9.71

x 1 x 2 x 2 x 8

$ 4.68 $ 6.75 $ 9.32 $ 6.14

x 8 x 0 x 9 x 2

$ 2.85 $ 3.47 $ 1.46 $ 5.22

x 2 x 6 x 6 x 5

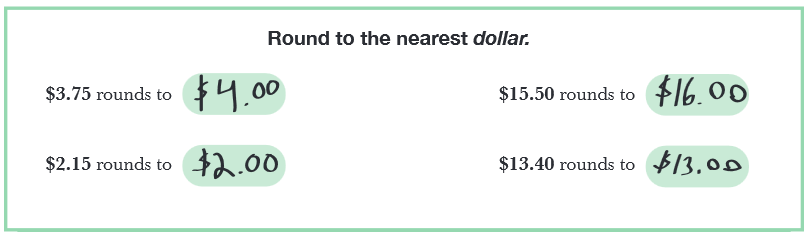
**Money Manipulation**

**Dividing Money**

|  |  |
| --- | --- |
| $ 2.55 ÷ 5  Answer: | $ 9.20 ÷ 8  Answer: |
| $ 6.27 ÷ 3  Answer: | $ 5.39 ÷ 7  Answer: |
| $ 8.88 ÷ 2  Answer: | $ 4.41 ÷ 9  Answer: |

**Money Manipulation**

**Estimating Dollar Amounts**

****

1. $4.75 rounds to
2. $0.55 rounds to
3. $1.25 rounds to
4. $ 7.34 rounds to
5. $95.50 rounds to
6. $13.43 rounds to
7. $0.15 rounds to
8. $ 99.75 rounds to

**Money Manipulation**

**Wages Earned**

1. An automotive parts assembler earns $10 for each hour worked. The assembler worked only 20 hours last week. How much was the pay?

2. Judy Jones acted a role in a play that ran on Broadway for 12 weeks. The salary for this actress was $1,000 per week. How much did she earn?

3. A machine tool operator earns $100 for each hour worked. She earns time-and-a-half for any hours she works over eight hours in a day. If she works an extra hour one day, what would she be paid for that hour?

4. Here's a special problem! The owner of an automotive paint shop charges $200 to paint a car. Last week, 22 cars were painted in the shop. The owner pays the assistant $300 per week. The paint for 22 cars cost $600. The owner's overhead for this part of the business was $3,400. What was the owner's profit on the painting of cars?

**A Fun Experiment**

**When the teacher might use this activity:**

To emphasize the obvious dollar value may not be the wisest choice

**Information/directions:**

Ask students, “Who will work for me every day for one month, eight hours per day, doing hard manual labor?”

“I will pay you $500 for a month's work, or I'll pay you a dollar a day to be doubled each day. Which wage will you choose?”

Then, ask students to take out their calculators and work out the two comparisons.

1st Day = $1

2nd Day = $2

3rd Day = $4

4th Day = $8

5th Day = $16

Keep going through 30 days, and be prepared for a surprise!

**Divide and Decide**

**When the teacher might use this activity:**

After the student has mastered multiplication and division computation to apply those skills appropriately

**Materials needed for this activity:**

* Divide and Decide #1 worksheet
* Divide and Decide #2 worksheet
* Current newspapers
* Construction paper
* Scissors
* Paste

**Information/directions:**

Give an example of a similar problem to start this exercise. This is a two-step operation, which may require modeling. The student locates the grocery ad section and tears out the pages needed to complete the problems.

**How this activity can be varied:**

Work in teams or small groups. Use the cooperative learning model.

Adapted from Help for Those Who Need Help, The Denver Post (n.d.)

**Divide and Decide #1**

Look in the grocery ad section of your newspaper. Look for ads in the products described in each problem below. Cut out, and paste the ads showing the prices you used to solve each problem on another sheet of paper.

1. If one dozen eggs will serve six people, how much is the cost per person?

Price for one dozen eggs:       Math problem (use space below):

Answer:

2. If one pound of hamburger serves three people, what will one serving cost?

Price for one pound of hamburger:       Math problem (use space below):

Answer:

3. If a five-pound roast serves eight people, what will one serving cost?

Price for a five-pound roast:       Math problem (use space below):

Answer:

**Divide and Decide #1**

4. If a pie serves five people, what will one serving cost?

Price per pie:       Math problem (use space below):

Answer:

5. If a small box of rice has eight servings, what will one serving cost?

Price per box:       Math problem (use space below):

Answer:

**Divide and Decide #2**

Look in the grocery ad section of your newspaper. Look in newspaper ads for the products described. Cut out and paste the ads showing the prices you used for each problem on another sheet of paper.

1. One quart of milk has enough for four large glasses. How much would one glass of milk cost?

Price of milk:       Math problem (use space below):

Answer:

2. If a quart of ice-cream will serve six people, how much would each serving cost?

Price for ice cream:       Math problem (use space below):

Answer:

3. If two pounds of chicken will serve three people, how much will each serving cost?

Price for chicken:       Math problem (use space below):

Answer:

**Divide and Decide #2**

4. If a can of vegetables has two servings, how much will one serving cost?

Price for a can of vegetables:       Math problem (use space below):

Answer:

5. If a cake serves seven people, how much will each serving cost?

Price of cake:       Math problem (use space below):

Answer:

6. If six loaves of bread use five cups of flour each, how much will twelve loaves use, and what will it cost?

Price of flour:       Math problem (use space below):

Answer:

**Can We Afford to Eat Out?**

**When the teacher might use this activity:**

To help students realistically evaluate costs and choices

**Materials needed for this activity:**

* A restaurant menu for each child
* Can We Afford to Eat Out? worksheet
* Eating out Can be Educational worksheet

**Information/directions:**

Menus need to be made available to the students, or the class can search online for local restaurant menus. They can also develop their own meal descriptions on the board and create “restaurant” prices.

The “Can We Afford to Eat Out?” worksheet will need to be printed for students to complete.

**How this activity can be varied:**

Extend the activity by using the grocery pages in the newspaper with the same worksheets, estimating the daily, weekly or monthly cost of preparing meals at home.

Students can be challenged to seek alternatives to obtaining enough money for their lunch (e.g., candy sale, making something to sell, working to earn the money either at home or at school).

A rule for this activity is that *all* of the students will have to have enough money to buy  
lunch at a restaurant.

**Can We Afford to Eat Out?**

First, decide what you would like to eat for a day. Plan your menu, and write down your choices for breakfast, lunch, and dinner.

When you have written the items for each meal and cost, total the daily cost of eating out at a restaurant on a *daily basis* for one week.

**Breakfast Cost Lunch Cost Dinner Cost**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

Average Daily Cost:

Weekly Cost:

(7 x daily)

Surprise!

Did you remember to tip the waiter/waitress?

**This is Real Life**

**When the teacher might use this activity:**

As a long-term project to assist students in developing realistic goals

**Materials needed for this activity:**

* Pictures of automobiles of varying expense and style (at least five pictures)
* Pictures of various-styled houses of average cost (at least five pictures)
* Poster board
* Markers

**Information/directions:**

Each group of four students should be given a car and a house to purchase. Prices for each should be provided by the teacher, or ask a car salesperson and real estate agent to explain costs and features.

Once the prices are determined, students brainstorm other expenses associated with the items (e.g., monthly payment for the house, electric and gas bill, phone, insurance, furniture, yard work, etc., as well as monthly payment for car, insurance, gasoline, repairs). Once a rather comprehensive list has been determined, the students should find the cost for each. Their figures should be compiled and a monthly payment total determined. Add the average cost of food per month to the totals.

At first glance, these figures may seem overwhelming, and the activity counterproductive. The next phase, however, is critical for the at-risk child as salaries for various professions are considered.

During this phase, each student should investigate a profession or vocation they would like to explore. They are to collect information about the average salary, required training or education, job availability, etc. for that profession. On a piece of poster board the student lists the profession with columns for each of the above areas. Compare the amount made per year against the projected expenses, and help students look at realistic alternatives to their first choices.

**How this activity can be varied:**

The teacher can contact the administration in their school district, chamber of commerce, etc. for facts and figures on dropouts, their earning power, job limitations, and projected standard of living.

As students acquire information, an arranged visit to a local jail could be beneficial. A law enforcement official could assist in gathering the pertinent information regarding education and training of those incarcerated, and the students could see the results.

**C. Comparison Shopping**

Comparison shopping involves choosing the best option. Students need to be introduced to the difference between needs versus wants. Students should also learn to scrutinize advertising to discover messages that may affect their decisions. Armed with these skills, students can become better consumers. They will develop healthy spending habits and learn to avoid spending traps.

**Instructional Goals:**

A) to increase student awareness of marketing language and techniques

B) to teach students to compare and contrast values and prices

C) to strengthen student skills in wise decision making

**Idaho Core Standards: See Appendix**

**Activities:**

* Hunt and Find
* Creative Couponing
* Come to a Pizza Party
* Riding High
* Let’s Pretend
* Figure the Percent
* Let’s Go Shopping

**Hunt and Find**

**When the teacher might use this activity:**

To integrate real life/current events (e.g. accessing information through the newspaper) with principles of comparison shopping, to improve research skills

**Materials needed for this activity:**

* Hunt and Find worksheet
* Newspapers, entertainment section

**Information/directions:**

An individual activity for large group share

**Hunt and Find**

Movies are exciting, but tickets to see a movie can be expensive. There are some ways to get bargains when you want to go to the movies. One way is to choose a double feature and see two movies for the price of one. If you or someone with you is under 12 years old, you can often get a special price. In addition, some theaters have lower, matinee prices early in the day.

One way you can find out about prices is to look at the movie listings in the newspaper. The listings also show the times the movies start at each theater. Take a look at the movie section in your newspaper.

1. How much more does it cost an adult to see a movie after 5:00 p.m. than before 5:00 p.m.?

2. If you are under 12 years old, how much would it cost you to see a movie…

a**.** after 5 p.m.? $

b. before 5 p.m.? $

c. Which is the best buy?

3. Suppose your parents took you to see a movie.

a.How much would it cost them after 5 p.m.? $

b. How much could they save before 5 p.m.? $

c. Which is the best buy?

4. Suppose your parents drop you off to see the double feature at 3:45 p.m.

a. What time should they pick you up?

b. How long will you be at the movies?

c. What will be the cost of being able to see both movies?

**Hunt and Find**

5. Make a list of all the movies you can remember seeing the last year. Try to figure out about how much money you spent on tickets for those movies.

Movie:

Movie:

Movie:

Movie:

Movie:

Estimated total cost of all movies seen in the last year: $

**Creative Couponing**

**When the teacher might use this** **activity:**

When teaching concepts underlying comparison shopping, to emphasize conservation of financial resources

**Materials needed for this activity:**

* Envelopes containing coupons
* Cost sheets tor each student

**Information/directions:**

1. Provide each student with lined paper and a pencil. Ask students to make three columns on their papers labeled as shown:

Grocery Items Regular Price Price with Coupon

2. Give each student an envelope. Inside the envelope are the grocery coupons, and on the front of the envelope is the grocery list with the regular prices. For example:

Minute Maid Orange Juice—$1.09

Frozen Potatoes—$1.09

Lucky Charms—$2.45

3. Use approximately 10-20 items. Ask students to copy the grocery list and regular prices from the envelope onto their paper, placing each in the appropriate column. Total the regular-priced column.

4. Ask students to take coupons from their envelopes, followed by matching the appropriate coupon with the store item, subtracting, and placing the adjusted price in the Price with Coupon column. Total the Price with Coupon column. Compare the two columns, subtracting their totals to determine the savings.

(Note: Mention the “double coupon” savings offered by some stores.)

**Come to a Pizza Party**

**When the teacher might use this** **activity:**

To expand students’ skills in quantitative thinking, problem-solving and comparison shopping

**Materials needed for this activity:**

* Planning a Party worksheet
* Come to a Pizza Party worksheet

**Information/directions:**

As an individual or paired activity, these worksheets may require teacher guidance in working through word-problems.

**Planning a Party**

Guest List

Jeff C. Juanita G.

Julie E. Anthony B.

Andy R. Paul S.

Everybody loves a party, but parties don’t just happen. They take a lot of planning. For this pizza party, Janet had to figure out how many slices of pizza each person would eat, and how many glasses of punch they would drink. Then, she had to decide how many pizzas to order and how much punch to buy.

Janet didn’t want to waste her money. She had to decide whether to buy more small pizzas, or fewer larger ones. She had to figure out whether it would be better to buy small cans of punch or the larger quart size. That’s a lot to figure out.

**Come to a Pizza Party**

*Pizza and punch*

*All you can eat.*

*Games and prizes*

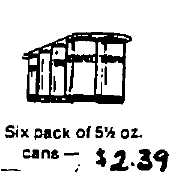
*Won’t it be neat?*

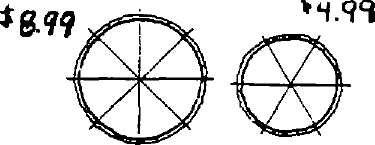
WHO: All invited

WHEN: June 17th from 3:45 – 6:00 p.m . MST

WHERE : 174 Garnet Gold Rush Street

**Come to a Pizza Party**





You can do your math work on another sheet of paper, but write your answers in the spaces below.

1. If Janet and her seven friends eat three slices of pizza each, what is the total number of slices they will eat?

2. Suppose Janet decides to order the large pizzas.

a. How many will she need? $

b. How much will they cost? $

3. Suppose Janet decides to order the small pizzas.

a. How many will she need?

b. How much will they cost? $

4. If each of the guests and Janet drink two 5 ½ oz. cans of punch…

a. How many ounces of punch will they drink altogether?

b. How many six-packs will Janet have to buy?

c. How many cans will be left over?

d. How much will the punch cost? $

**Come to a Pizza Party**

5. What is the better deal—large pizzas or small pizzas?

Why?

**Riding High**

**When the teacher might use this activity:**

To expand students’ skills in quantitative thinking, problem-solving and comparison shopping

**Materials needed for this activity:**

* Riding High worksheet

**Information/directions:**

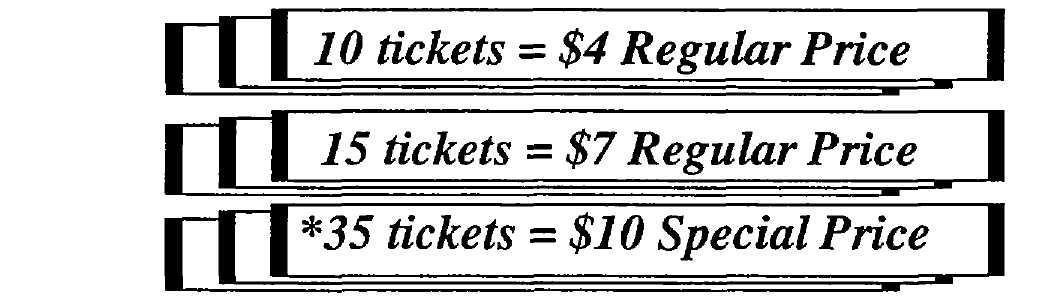
As an individual or paired activity, these worksheets may require teacher guidance in  
working through word problems.

**Riding High**

Speed up and down the Dragon Roller Coaster! Ride into the sky on the giant Ferris Wheel! There's fun for everyone at Swanson’s!

When you go to an amusement park like Swanson’s, you don't usually pay for each ride as you go. You buy a book of tickets and use the tickets to pay for the rides. Sometimes you get more for your money if you buy a bigger book of tickets; sometimes you don't. With a little math, you can figure out the best deal.

Some rides require only two or three tickets, and some require as many as five. One problem withusing ticket books is that you may not realize how much money each ride is costing you. A little more math will help you plan your spending.



|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of** |  | **Number of** |
| **Ride** | **Tickets** | **Ride** | **Tickets** |
| Astroliner | **5** | House of Mirrors | **3** |
| Auto Scooter | **5** | Monster Mouse | **4** |
| Bumper Cars | **5** | Old Mill | **4** |
| Carousel | **2** | Over-the-Top | **4** |
| Casino | **4** | Rock-O-Plane | **4** |
| Caterpillar | **3** | Rotor | **4** |
| Derby Racer | **4** | Round Up | **4** |
| Dragon Coaster | **5** | Scrambler | **3** |
| Ferris Wheel | **3** | Sensavision | **5** |
| Flying Bobs | **4** | Spider | **4** |
| Flying Scooter | **3** | Tilt-A-Whirl | **3** |
| Flying Witch | **4** | Twister | **3** |
| Fun House | **4** | Whip . | **2** |
| Grand Prix | **5** | YoYo | **4** |
| Himalaya | **4** | Zyklon | **4** |

**Riding High**

1. What is the cost per ticket if you buy…

a. the $4 book of tickets?       per ticket

b. the $7 book?       per ticket

c. the $10 book?       per ticket

2. Suppose you and two friends all want to ride the Auto Scooter, the Grand Prix, the Ferris Wheel, and the Rock-O-Plane.

a. How many tickets will you need?

b. If you bought a book of 10 tickets, how many tickets will be left over?

3. Ask a friend to ride with you on the Caterpillar and the Grand Prix. How many tickets will the two of you need?

4. If you buy the $4 book or the $7 book of tickets, what is the real cost in dollars and cents to ride…

a. the Bumper Cars?

b. the YoYo?

c. the Caterpillar?

d. the Carousel?

5. Choose your three favorite rides. How much money would it cost to ride all of them?

a. Ride:

b. Ride:

c. Ride:

Total cost to ride all five favorite rides:

**Let’s Pretend**

**When the teacher might use this activity:**

To integrate comparison shopping principles with community resources

**Materials needed for this activity:**

* Let’s Pretend worksheet
* Let’s Pretend Questionnaire worksheet
* Newspapers
* Scissors
* Paste

**Information/directions:**

For older students, ask pairs of students to complete the information required for the *Let’s Pretend* worksheet. As a class, review the information gathered for the first set of comparisons. Ask students to independently create and complete the second, answering questions, and completing the questionnaire.

For younger students, ask children to cut out three car ads with prices. Children can cut and paste their car picture to fit within each square on the worksheet. Some clarification of vocabulary may be required.

**How this activity can be varied:**

Students who need assistance may complete the questionnaire with a partner.

**Let’s Pretend**

Look for car ads in the newspaper. Find the names and prices of three different kinds of cars, and write them in the spaces on the worksheet. Then, choose three more cars, and repeat the process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name and Price**  **of Car** | **Name and Price**  **of Car** | **Name and Price**  **of Car** | **Name and Price**  **of Car** |
| **What is the average cost of the three cars?** | **What is the difference between the highest priced and lowest priced cars?** | **What is the difference in price between the two highest priced cars?** | **What is the difference between the lower priced cars?** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name and Price**  **of Car** | **Name and Price**  **of Car** | **Name and Price**  **of Car** | **Name and Price**  **of Car** |
| **What is the average cost of the three cars?** | **What is the difference between the highest priced and lowest priced cars?** | **What is the difference in price between the two highest priced cars?** | **What is the difference between the lower priced cars?** |

**Let's Pretend Questionnaire**

**What's the Best Car for You?**

1. At what age do you think you will buy your first car?

2. Why?

3. What makes your choices the best car for you?

4. How would you pay for your special car?

5. If you could afford $200.00 a month for a car payment, how long would it take you to pay for your car?

6. How many people would be riding in this car?

7. Let's pretend you need to find out what the insurance would cost for this car each month.

a. Who will you ask?

b. What would the insurance cost?

8. Estimate how many miles you think you would drive each week.

9. How much does a gallon of gas cost?

10. How many miles will your car go with each gallon of gas?

11. Estimate how much gas you would use each week.

a. How much would that cost?

12. Will you be able to afford this choice?

a. If not, what is your second choice?

**Figure the Percent**

**When the teacher might use this activity:**

To introduce sale “jargon,” and to acquaint students with an easy method of calculating dollars off

**Materials needed for this activity:**

* Figure the Percent worksheet

**Information/directions:**

First, students need direct instruction and/or review in the meaning of and use of percentages.

The following example might be used:

Scooter regular price $80 at 50% off

Step 1 50% of $80 is the same as 50/100 (50 ÷100) or 1 /2 off

Step 2 Think about 1/2 of $80; 1/2 of 80 = 80 divided by 2 = 40

Step 3 $80 - $40 off

$40 is the sale price

**Figure the Percent**

Find newspaper or catalog ads for clothing. Pick out one ad for each of these three items. Calculate the cost of these items at the different discount prices listed to the left.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Jackets**  **(Regular Price)** | **Pants**  **(Regular Price)** | **Shoes**  **(Regular Price)** |
| **Regular Price** |  |  |  |
| **Figure the cost 50% off** |  |  |  |
| **Figure the cost**  **25% off** |  |  |  |
| **Figure the cost**  **10 % off** |  |  |  |

**Let’s Go Shopping**

**When the teacher might use this activity:**

When students have mastered skills in money and /math computation, to provide direct instruction on comparison shopping

**Materials you need to do this activity:**

* Let’s Go Shopping #1 worksheet
* Let’s Go Shopping #2 worksheet
* Let’s Go Shopping #3 worksheet
* Coupons
* Grocery list (16 items)

**Information/directions:**

Ask students to brainstorm products that can be purchased by the dozen, by the quart, by the yard, and by the pound. Compute the unit price on five different products given the price and quantity. List three reasons why consumers should do comparison shopping. Teach students how to determine unit price for purchasable items. Use *Let’s Go Shopping #1* for this activity.

Divide the class into groups. Each group is given copies of the worksheet (*Let's Go Shopping #2*) listing 15 everyday grocery items. Groups are also given product coupons. Take the entire class to two different grocery stores on two different days. Each person in the group gets two worksheets, one for each store.

Each person is responsible for finding and recording the price and the unit price for three items on the list, using at least one national brand, one store brand, and one generic brand for each item, and including the products for which they have coupons.

Gather together the information on the stores and compare costs. Discuss with students which store has the “best buy” for types / categories of items.

**How this activity can be varied:**

A. Expand this by having two teams formally debate which stores offer better buys.

Debate on two issues, then…

1. Resolve that Store \_\_\_\_\_\_\_\_\_ has a better buy on all store brand names.

2. Resolve that Store \_\_\_\_\_\_\_\_\_ has a better buy on all national brands.

B. Utilize *Let's Go Shopping #3.* Locate the newspaper grocery ad section for three different stores. The children locate each item listed at the left of the worksheet. Students write the cost of the same item at three stores. The child then indicates differences in price by placing the number of the store under the appropriate heading.

**Let's Go Shopping #1**

The super shopper always looks for the very best buy. That sometimes means buying the “right” size to get the best price. Which of these is the better buy? Highlight your choices.

FRUIT-O’S Breakfast Cereal

12-oz. box for $1.20

or

1-lb. box for $1.49

Almondo Candy Pieces

1 for $.10

or

3 for $.25

Head of Lettuce

1 head for $.79

or

3 heads for $2.00

SUNSHINE O.J.

6-oz. can for $.62

or

12-oz. can for $.99

**Let’s Go Shopping #2**

Write the brand name and cost of each item. You many need to do some calculating.

|  |  |  |  |
| --- | --- | --- | --- |
| 2 half-gallons of milk | 1 loaf of bread | 3-dozen eggs | 4 lbs. fresh apples |
| 5 pounds of ham | 3 cans of vegetables | 6 cans of frozen juice | 3 lbs. of hamburger |
| 2 half-gallons of ice-cream | 1 pound of butter | 2 pounds of bacon | 3 lbs. of chicken |
| 6 cans of dog or cat food | 1 16-oz. bottle of salad dressing | 5-lb. bag of sugar | 10 lbs. of flour |

**Let’s Go Shopping #3**

Check the grocery ad section of the newspaper. Look for three store ads. Look at the items listed, and write the cost of each item from Store # 1, then Store # 2, and then Store # 3. Compare store prices for each item. Using the number of the store, write that number in the more/less/same columns to the far right. Compare same brands.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grocery Item** | **Store Ad #1** | **Store Ad #2** | **More** | **Less** | **Same** |
| Flour, 5 lbs. |  |  |  |  |  |
| Eggs, 1 doz. |  |  |  |  |  |
| Sugar, 5 lbs. |  |  |  |  |  |
| Tomatoes, 1 lb. |  |  |  |  |  |
| Potatoes, 1 lb. |  |  |  |  |  |
| Ice-cream, 1 gal. |  |  |  |  |  |
| Bananas, 1 lb. |  |  |  |  |  |
| Apples, 2 lbs. |  |  |  |  |  |
| Coffee, 2 lbs. |  |  |  |  |  |
| Milk, ½-gal. |  |  |  |  |  |
| Hamburger, 5 lbs. |  |  |  |  |  |
| Chicken legs, 3 lbs. |  |  |  |  |  |
| Frozen orange juice,  1 12-oz. can |  |  |  |  |  |
| Dr. Pepper, 6-pk. |  |  |  |  |  |
| Fresh carrots, 1 lb. |  |  |  |  |  |

**D. Banking and Investing in the Future**

It is important to teach students both the basics of good money management and the skills needed to create a brighter financial future. Financial and decision-making concepts should be taught through illustration, real-life problems, and mathematical computation. Most importantly, the concepts should be relevant to students’ lives and designed to support their financial success.

**Instructional Goals:**

A) To increase student awareness of the function and value of investing

B) To increase student understanding of banking services

**Idaho Common Core: See Appendix**

**Activities:**

* Why Should I Save?
* Saving for What you Want
* Money Business
* Learning About Checkbooks
* Wall Street

**Why Should I Save?**

**When the teacher might use this activity:**

This activity is intended to help students recognize that saving is one way we can use money. Saving money allows us to buy expensive items like homes and cars, helps us have vacations and helps defer costs of family emergencies or unexpected illness. Students should recognize we cannot have everything we want the moment we want it, but saving helps make many purchases possible.

**Materials needed for this activity:**

* A variety of catalogs or access to various retail websites

**Information/directions:**

Ask students to think about examples of things a person might want to buy, but often cannot immediately afford (car, bicycle, home, etc.). Let several children share personal or family experiences related to these examples.

Point out that saving money is one good way to be sure we can afford an expensive item sometime in the future.

Allow students to look through department store catalogs or websites and write down five items they would most like to have. Have them record the price of each item.

When students have chosen items, discuss the following kinds of questions:

1. Why are the items you chose important to you?

2. Which item is most important to you? Tell why.

3. What are some ways you could get money to buy the things you want?

4. If you earn $150 a week and save $20 a week to buy each special thing you want,  
how long will it take you to save up enough money to buy each important thing on your list?

Ask students to rank order the items according to which item they would save to buy first, second, third, etc.

Discussion:

1. How would you feel about having to save for a long time before you could buy something you really wanted?

2. Did the length of “saving time” determine which items you would choose to buy first, second, etc. (i.e., was the order of purchases affected?)

3. Tell one reason you think saving money is a good idea. Tell one reason you don't especially like the idea of saving.

**Saving for What You Want**

**When the teacher might use this activity:**

To expand upon a range of skills required for successful money-management, this activity is best when extended for more than two days.

**Materials needed for this activity:**

* Saving for What You Want #1 worksheet
* Saving for What You Want #2 worksheet
* Optional teacher-made savings records

**Information/directions:**

It may be necessary to explain the numbers in the *Total* column to students; many  
may not have been exposed to this type of cumulative total. Because there are a  
number of calculations necessary to complete the activity, student pairs might work  
together, sharing problem-solving strategies.

**Saving for What You Want #1**

****

**Sale $125.00**

**Regular $195.00**

Here it is—a sale on the rollerblade skates you've been saving for! The sale will be over on June 15th, and it is now May 23rd. The question on your mind—can you get the money in time?

You've been keeping a record of the money you've saved. Now is the time to look at that record and figure out if you can make it by June 15th. So far, you've saved $60.50 from your weekly allowance and from baby-sitting. You're expecting a birthday check from your grandmother, and the Darby family may hire you again for more baby-sitting or lawn care. Can you get the money you need before the sale ends?

Savings Record:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Item** | **Amount** | **Cumulative Total** |
| May 1  May 8 | Allowance  Allowance | $10.00  $10.00 | $10.00  $10.00 |
| May 10 | Babysitting 3 hrs. at $5.00 per hour | $15.00 | $35.00 |
| May 15 | Allowance | $10.00 | $45.00 |
| May 18 | Babysitting - 7 hrs. at $5.00per hour | $35.00 | $80.00 |
| May 22 | Allowance | $10.00 | $90.00 |
| May 23 | Babysitting - 4 hrs. at $5.00 per hour | $20.00 | $110.00 |
|  |  | Subtotal | $110.00 |
|  |  |  |  |
|  |  |  |  |
|  |  | New Subtotal |  |
|  |  | Final Total |  |

**Saving for What You Want #2**

When you're saving up to buy something, you have to figure in other costs such as taxes. Suppose the sales tax in your town is 7%.

1. What is the sales price of the skates?

2. How much money will you pay in sales tax?

Math Hint:Multiply the sale price of the skates by .07 and round off to the nearest whole cent.

3. What will the total cost of the skates really be?

4. How much more money do you need to save to buy the skates?

On May 25th, your grandmother sends you a birthday check for $25. Enter this amount on the saving record.

5. Now, how much do you have toward the skates?

6. How much more do you need?

Look at the savings record. You'll see that you have been getting an allowance exactly every seven days. Get a calendar, and figure out how many more allowances you will get before June 15th. Enter those allowances on your record.

7. How much do you now have toward the skates?

8. How much more will you need?

Are you saving for something you really want? Make a savings record like the one on your worksheet. Use it to plan how you will save the money you need. Write your plan.

9. How long will it be before you have enough money?

See below for an extra credit task.

**Saving for What You Want #2**

Watch the ads for sales on five things you would like to have.

1. Figure out how much money each thing will cost if you include sales tax.

2. If any of the items have to be sent to your home, how much more will they then cost?

3. If you buy these things at regular prices, what is the total cost of each, including sales tax and shipping costs?

**Money Business**

**When the teacher might use this activity:**

Before a field trip to the bank to receive a tour of its facilities and an explanation of its services

**Materials needed for this activity:**

* Money Business #1 worksheet
* Money Business #2 worksheet

**Information/directions,:**

Students should be exposed to common banking vocabulary before the field trip, so they can understand the explanations they will be given. Refer to the Vocabulary for Math activity as well.

Following the site visit, students can generate a list of all the services offered at the facility as a paired activity or as a large group.

**Money Business #1**

**Place a check next to the correct answer.**

1. When we put money in a bank, it is called a…

loan

check

withdrawal

deposit

2. One service NOT offered by a bank is…

loan

a checking account

a savings account

selling toys

3. When we take money from our bank account it is called a…

withdrawal

loan

deposit

purchase

4. When we borrow money from a bank, it is called a…

loan

payment

trade

withdrawal

**Money Business #1**

5. A service offered by a bank is…

trading something you have for money

selling postage stamps

keeping money for people

selling envelopes

6. Money in a savings account earns…

checks

deposit slip

interest

application card

**Money Business #2**

**Place a check next to the correct answer.**

1. Which one of these is a money substitute?

$3.25

a ten-dollar bill

a bill from a store

a credit card

2. Which one of these is a money substitute?

a quarter

three dollar bills

a traveler’s check

a grocery sales slip

3. Which one of these is not a money substitute?

a bill from a store

a personal check

a traveler’s check

a credit card

**Money Business #2**

4. In order to write a check, you should have…

credit card

money in a checking account

no money anywhere

postage stamps

5. Traveler's checks cannot be exchanged for money without your second…

signature

ten-dollar bill

passbook

withdrawal slip

**Learning about Checkbooks**

**When the teacher might use this activity:**

To help students become aware of daily living expenses, learn to budget their income, and effectively utilize computation skills within the framework of a checking account

**Materials needed for this activity:**

* Check recorders or register books for checks (both available as handouts at most banks)
* Items for a classroom store (school supplies, food, etc.)

**Information/directions:**

Explain to students that the points they earn for work in the classroom can be considered as “money.” They can earn a paycheck each week as their parents do and will be able to redeem their money for items in the store. Like their parents, they will also be held accountable for a bill (housing payments, groceries, utilities and car or transportation costs). The bill is predetermined by the teacher and kept the same for all students. (Provide extra-credit material so bonus “money points” can be earned each week.)

Students fill out a questionnaire to apply for classroom jobs they are interested in and best qualified for.

Students fill out job application forms. Follow this with individual interviews, if  
possible, conducted by an administrator. Students are selected for specific classroom jobs.

Post the “money” to be earned and taken from the checking account.

Possible student jobs/credits:

* Jobs (attendance manager; eraser patrol; helpers; bulletin board monitor; buddies; washing tables, desks, floors; correcting papers; peer tutors; any jobs appropriate for your room and school)
* 100's on papers
* Attendance
* Honor roll
* Choir activities
* Band activities
* Art awards and holiday related awards (Halloween, Christmas, Valentine's, etc.)
* Loans can be taken out at a certain percentage

Earnings suggestions: Attendance at $3 a day; band and choir at $10 a week; the grade of 100% can be a value that escalates the more they earn: (i.e., 5=$10, 10=$25, 20=$60). Special awards can be given for Halloween costumes, Valentine boxes, honor roll or perfect attendance.

Possible student costs/debits:

* Failing to hand in papers on time
* Missing school without a written excuse
* Talking out of turn in class
* Rent for use of desks and books every month
* Using pencil sharpener, drinking fountain or bathroom during class
* Late for class

**Learning about Checkbooks**

* Any inappropriate behavior (develop a list with students)
* Taxes (April 15) (Use the short form and bring a “consultant” in to explain the tax structure
* Losing a checkbook
* Payment on loans every month

Cost suggestions: Rent at $50 until February 1st; then, increase to $75. Everything else is a $10

deduction until February 1st; then, raise to $15.

Issue a check register book to each student and several blank checks. Give an explanation on how to properly fill out checks, how to deposit paychecks, and how to record transactions. The “transaction” method for recording earnings and expenses should be explained to the class. Explain all details including dates, deposits, credits, fees, descriptions and the balance.

After students complete their weekly assignment, issue a paycheck to each student on a consistent day of the week. Require students to deposit these in their registers, and then write a check for their weekly bills. After these transactions they may purchase items from the classroom store.

General rules:

1. All work for the week must be completed before a paycheck is issued.

2. Students absent and unable to complete assignments are issued paychecks the following week upon completion of work and will then have two paychecks and two bills that week.

3. The bank will not make personal loans; other students are not permitted to make loans. Bills must be paid, and money must be in accounts to cover purchases.

4. The store opens only on Fridays, and students must have registers and checks to purchase. Lost checkbooks may be replaced at cost.

5. Special purchase items which cost more than weekly purchase items can be obtained when the full amount has been earned by filling out a slip and submitting it to the store.

6. Since paychecks are often based on weekly grades, including classroom work, and daily classroom behavior, paychecks and bills may need to be adjusted according to the amount of work required each week.

**Wall Street**

**When the teacher might use this activity:**

When discussing alternatives to buying and selling; to expose students to the stock market; to integrate awareness of the variety of career opportunities relating to this part of the business world

**Materials you need to do this activity:**

* Individual checkbooks with ledgers and covers
* A list of stocks to sell
* Newspapers or websites for stock pages
* Teacher-made stock certificates
* Stock update papers (see sample stock update sheet)
* Calculators
* Computers

**Information/directions:**

This activity is designed to teach students to read a stock page from the newspaper, to understand buying and selling, to compute the amount of money received when stocks are sold, and to compute losses and gains.

The teacher should discuss how stocks are used for personal investments and as a method for raising money to operate a company. Vocabulary words relating to the stock market need to be taught (e.g., bull, bear, inside trading). Begin by giving each student an investment amount of $2,000 to deposit in his/her checkbooks. From this point, he or she decides what stocks to buy and when to sell. Students may purchase stocks in any amounts. The stock exchange is open each Thursday. At this time, each student fills out a stock update sheet. They may buy, sell, or just remain at the same level. The stock update sheets are placed in the students’ portfolios with their stock certificates, and these are turned into abroker to be checked. Any unfinished transactions must be completed.

Decide whether or not to charge a brokerage fee (if not, make sure students know this fee is involved). On the stock exchange day, a stock recorder records all transactions on the computer. This is printed and posted for general knowledge. When the stock market concludes, each student liquidates all personal stocks and tallies his or her net worth.

Examples of available stocks from New York Stock Exchange:

* Alsk Air (Alaska)
* Coca Cl (Coke bottling)
* Johnson and Johnson
* Sony (all equipment)
* Club Md (travel club)
* Disney
* Scott P (paper products)

**Wall Street**

**SAMPLE STOCK UPDATE SHEET**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stock Name** | **Current Price** | **+ or -** | **# of Shares** | **Total** |
|  |  |  |  |  |
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**E. Measurement**

The kitchen has wonderful opportunities to help children learn math concepts such as fractions, estimation and measuring quantities. Students can learn about healthy food while they reinforce mathematical skills when they learn the tools used in measuring when cooking, kitchen tools for measuring, and learning relationships between different qualities.

**Instructional Goals:**

A) to increase students' understanding of the ways measurement is integrated into real life

B) to broaden student understanding of measurement; dry measure and liquid measure, distance, time and temperature

**Idaho Core Standards: See Appendix**

**Activities:**

* Teacher Preface
* Following a Recipe
* Now I'm the Cook
* Control Your Own Timeline
* Measurement Practice

**Teacher Preface**

Measurement must be taught by using the appropriate tools and equipment. Measurement is taught through:

* hearing the instruction
* seeing it demonstrated
* working under supervision
* working with small groups
* applying new skills

In particular, cooking and meal preparation are best retained when practiced once a week rather than trying to teach a one-time measurement unit. Looking forward to “Cooking and Tasting” once a week adds incentive and motivation to learn.

The initial pages are provided for teacher and/or student use to introduce cooking terminology. Teachers should review the terms before initiating independent student activities.

**Following a Recipe**

**When the teacher might use this activity:**

Once the teacher has presented basic information on measurement and basic rules for cooking, this activity puts it into practice.

**Materials needed for this activity:**

* Following a Recipe worksheet
* Measuring utensils
* Cookie sheets
* Recipe ingredients
* Stoves/ovens

**Information/directions:**

Distribute directions and worksheet to each student.

**How this activity can be varied:**

Follow this activity with pre-packaged, ready-mix oatmeal cookies. Allow students to compare:

* choices
* cost
* taste
* time
* quantity

Discuss with students how to cut a recipe in half and how to double it. On the board, duplicate the format of the worksheet, writing the original recipe for oatmeal cookies in the middle square. Demonstrate halving and doubling. Ask students to complete the worksheet themselves.

**Following a Recipe**

Did you ever think about how much math you do when you follow a recipe? You have to measure the ingredients. That's math. Sometimes, you have to double the recipe to make more. That's math. You have to eat the cookies. That's fun!

Getting ready:

Set the oven temperature to 375 degrees. Grease the cookie sheets well.

Oatmeal Cookies

This recipe makes a batch of 21 cookies.

1 cup flour 1 cup quick cooking rolled oats

1 Teaspoon baking powder 1 cup light brown sugar

½ Teaspoon Salt ¼ cup vegetable oil

1 Teaspoon cinnamon ¼ cup milk

1 Teaspoon ginger 1 egg

Make the cookie batter:

1. Get a large mixing bowl. Measure the flour, baking powder, salt and the two spices in a large bowl.

2. Measure the rolled oats (be sure to have quick-cooking oats, not instant oatmeal). Pour the oats into the flour, and stir with a mixing spoon.

3. Pack the brown sugar into a mixing cup and dump into the mixing bowl. Stir the brown sugar into the flour/oatmeal mixture.

4. Now, measure the vegetable oil and add to the large mixing bowl (don’t stir, yet!)

5. Get a cup, and break the egg into it. Then, add it to the mixing bowl.

6. Now, mix and stir well. The batter will be hard to stir. Stir until you have a gooey brown batter with no lumps of brown sugar.

**Following a Recipe**

Shape and bake the cookies:

1. For each cookie, scoop out a teaspoonful of batter, and push it onto the greased cookie sheet. Leave about 3 inches between cookies. They will spread out as they bake.

2. Put the cookie sheet into the hot oven. They will be done in 10 or 12 minutes. (If you have another cookie sheet, get it read while you wait.)

3. After 10 minutes, look at the cookies in the oven. They should look like flat, round cakes. If they look light brown, remove them from the oven. Use potholders to hold the pan. If they are still pale, let them bake another two minutes.

4. Lift the cookies off the cookie sheet with a spatula, and set them on a wire rack to cool. Be careful; they are very soft.

5. Put the next cookie sheet into the oven. You can eat oatmeal cookies as soon as they cool off.

+++++++++++++++++++++++++++++++++++++++++++++++++++++++

1. Suppose you double the recipe.

a. How many cookies can you make?

b. How much flour will you need?

c. How much salt?

d. How much oil?

2. Let’s say you want to make enough cookies, so everyone in your class can have three each. How would you write this as a story problem?

3. Suppose your oven can bake one batch of cookies at a time. About how long is the cooking time for five batches of cookies?

**Now I’m the Cook**

**When the teacher might use this activity:**

Once students have had guided practice following recipes, this independent task allows them to teach other students new skills.

**Additional Materials you need to do this activity:**

* Depends upon which recipes below are to be followed

**Information/directions:**

Ask students to bring in their favorite recipe that they can make all by themselves. Ask  
them to write all ingredients and directions. Tell them they will be asked to demonstrate the steps to the group.

Sample recipes include:

PEANUT BUTTER BALLS

2 big Tablespoons peanut butter covered with white corn syrup.

2 Tablespoons oatmeal

Coconut or peanuts

1. Mix peanut butter, syrup and oatmeal

2. Roll into small balls

3. Roll in peanuts or coconut

GRILLED CHEESE SANDWICH

1. Get a pan and put it on the stove - medium high.

2. Put 1 inch of butter in the pan.

3. Put 4 slices of cheese between 2 slices of white bread.

4. Put sandwich in butter.

5. Cook on both sides.

6. Cook until golden brown.

7. Let cheese melt.

8. Put on a plate, cut in half, and enjoy!

**Now I’m the Cook**

GUACAMOLE DIP

4 avocados ½ chopped onion

1 teaspoon garlic salt 1 can chopped chili peppers

1 teaspoon lemon juice

1. Mix well

2. Serve with tortilla chips

FUDGE

1 cup peanut butter, sifted 1-¼ cup powdered sugar, sifted

1 cup corn syrup ¼-cup cocoa

1-¼ cup dry milk nuts (optional)

Blend peanut butter and corn syrup in large mixing bowl; add dry milk and 1 cup sugar. Add cocoa. Mix with wooden spoon. Then, knead until smooth on pastry board lightly covered with remaining ¼-cup sugar. Top with nuts if desired.

NO BAKE COCOA COOKIES

4 cups sugar 1 cup cocoa

2 cubes (½-lb.) butter 1 teaspoon vanilla

½-teaspoon salt 1 cup peanut butter

6 cups oatmeal

1. Combine all ingredients (except peanut butter and oatmeal), and bring to a boil.

2. Add 1 cup of peanut butter.

3. Stir all ingredients together.

4. Then, add 6 cups oatmeal.

5. Stir oatmeal in with other ingredients.

6. Drop on wax paper to cool.

\*\* Makes 24 big cookies or 36 little ones

**Control Your Own Timeline**

**When the teacher might use this activity:**

An excellent activity when teaching time management or calendar concepts

**Materials needed for this activity:**

* Control Your Own Timeline worksheet
* Calendar Capers worksheet

**Information/directions:**

With the class, develop working definitions for the following concepts:

* Before
* After
* Yesterday
* Today
* Tomorrow
* How many days until \_\_\_\_\_
* Days – Months – Years – Seasons
* Days of the week; months and seasons of the year, in sequence

The teacher, together with the class on the first of each month, charts class projects, assignments, homework, special days, schedules, events, etc. By doing this, a child can visually see what work must be done, what projects need to be completed, what homework is due, changes in schedules, and other time commitments.

Do these activities routinely until students learn to make their own calendar charts and can follow through with their own personal responsibilities.

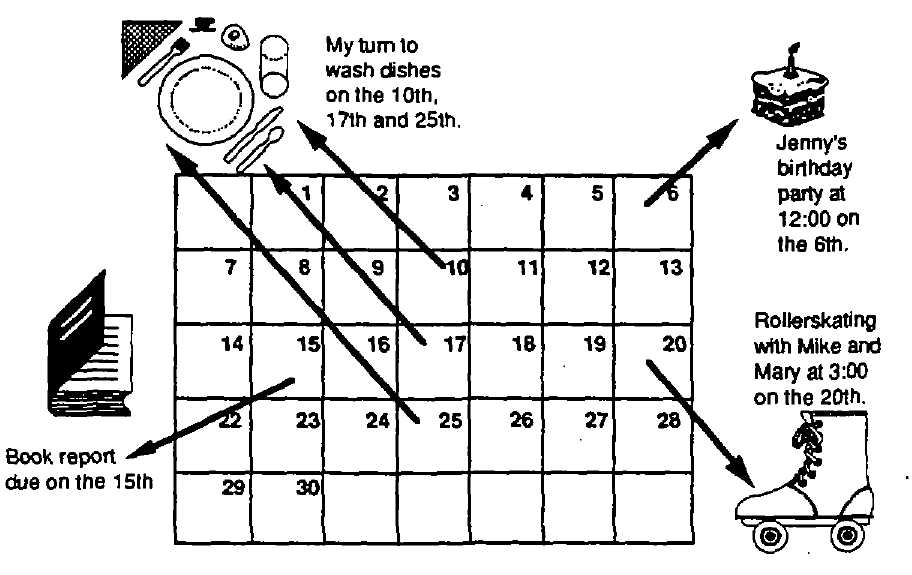
**Control Your Own Timeline**

Do you ever have the feeling that everything is coming due at the same time, and you don't know how you'll get it all done? That's the time when planning ahead can help you.

One good way to plan ahead is to keep a weekly or monthly calendar. Write each thing you have to do under the date on which it has to be done. Then you can see at a glance which days and weeks are really busy and which have some extra time.

If you have a big project due at school, check your calendar to see if you have plenty of time to work on it the week before it's due. If that week looks busy, then get going on your project even earlier. Planning ahead can help you find time for all the things you want to do.

Using the following worksheet, make up a calendar of your plans for next month. You'll need to put the dates on the lines for the month on which you are working.



Bonus Fun:

Pick any date on the calendar. Subtract the number above it. Pick another date and subtract the number above it.

Do you notice a pattern?       Does it always work?       Why?

**Calendar Capers**

Each student needs to bring a current, printed calendar to class, or print calendar pages from the Internet.

For the month of \_\_\_\_\_\_\_\_\_\_ (teacher choice), can you answer the following questions?

1. How many days of the week have five dates during this month?

2. Matt's family plans to leave on vacation on the 16th and return the evening of the 26th. How many days of school will Matt miss?

3. Rusty’s dog, Barney, needs medicine for ten days to clear up an infection. He began treatment on the 13th. When will be the first dayhe doesn’t have to give his dog, Barney, medicine anymore?

4. The Science Club always meets the third Tuesday of the month after school. On what datewill they meet next month?

5. Wendy has a job baby-sitting after school on Tuesday and Thursday afternoons from 4:00 until 6:00. She gets $2.50 per hour for her work. How much money can she make this month?

6. On what day of the week does the month begin?

7. Roni's mom gets paid every Friday. How many paychecks will she get this month?

8. Craig has a dentist appointment the third Tuesday of the month. What date will he have his dentist appointment?

9. What is the difference between *day*and *date*on a calendar?

10. Tommy Thompson works Mondays and Fridays cleaning cages at the animal hospital. How many days will he work this month?

**Measurement Practice**

**When the teacher might use these activities:**

Once students have had the opportunity to use measurements in practical situations, they can begin paper-pencil tasks.

**Materials needed for this activity:**

* Fun Comparing Measures worksheet
* Rulers Tell the Truth worksheet
* Think Quickly worksheet
* How Much Time worksheet

These are examples of practice sheets used in the teaching of measurement to reinforce learned concepts. They are included to provide you with ideas and suggestions, so you might create your own worksheets to meet the specific needs and levels of your own students.

**Fun Comparing Measures**

**For each letter, check the choice that best answers the question.**

1. Which is hotter?2. Which is longer?

100 ° F or 82° C 1 yd. or 1 ft.

6° C or 40° F  20 in. or 46 in.

36° F or 19° C  20 yds. or 17 mi.

3. Which is larger? 4. Which is heavier?

1qt. or 1 pt.  3 lbs. or 30 oz.

10 gals, or 24 gals.  12 oz. or 40 oz.

18 pts. or 4 gals.  8 oz. or 3 lbs.

5. Which is taller? 6. Which is wider?

5 ft. 4 in. **or** 5 ft. 7 in.  1m. or 4 m.

2 ft. or 20 in.  4 in. or 4 ft.

72 in. or 6 ft. 3 in.  200 cm. or 3 m.

7. Which is later?8. Which is more?

Jan. 15 or Jan. 24  billions or hundreds

June 14 or Sept. 1  millions or tens

Jan. 4,1984 or Nov. 18,1983  thousands or ones

9. Which is quicker?10. Which is earlier?

10 seconds or 10 minutes  5 am. or 10 am.

1 hour or 1 day  3 p.m. or 6 p.m.

30 minutes or 1/4 hour  June 21 or Septembers

**Fun Comparing Measures**

11. Which is shorter?12. Which is fewer?

2 in. or 2 ft.  10 pieces or 1 dozen

20 yds. or 5 yds.  5 pounds or 8 ounces

10 ft. or 6 yds.  4 feet or 1 yard

**Rulers Tell the Truth**

**Place your ruler under each of these lines and record its length in the blank space provided.**

A. =       inches

B. =       inches

C. =       inches

D. =       inches

E. =       inches

F. =       inches

G. =       inches

H. =       inches

I. =       inches

J. =       inches

**Think Quickly**

Read the problems carefully. When you think you have the right answer, write it in. Then, reread the problem, and think about whether your answer makes sense.

1. If six inches were removed from a foot, then       inches would be left.

2. If 19 inches were removed from a yard, then       inches would be left.

3. If ten inches were removed from a foot, then       inches would be left.

4. If nine couples came to a party and seven people left, then       people would be left at the party.

5. If four eggs were removed from four dozen eggs, then       eggs would be left.

6. If nine ounces were removed from a pound, then       ounces would be left.

7. If you ask for a half-dozen donuts at Winchell’s, how many will you get?

8. There are 12 cows in the pasture. How many legs are there?       How many tails are there?

9. On the thermometer, do the high numbers indicate warm weather or cold weather?

10. Count to 40 by 4’s:   ,   ,   ,   ,   ,   ,   ,   ,   ,

11. Name three objects that come in pairs?      ,      ,

**How Much Time?**

1. How many minutes are between 10:30 and 11:00?

2. How long is it between 4:45 and 5:30?

3. What is the number of minutes between 10:00 and 11:30?

4. How long is it between 11:30 and 12:30 p.m.?

5. How many hours between 12:20 p.m. and 12:30 a.m.?

6. How much time goes by between 9:00 p.m. and 3:30 a.m.?

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**Teacher Tips**

**Unit IV Contents**

**Teacher Tips**

This unit is designed to provide help for the teacher by suggesting tips on the progression of topics and infusing life skills into regular curriculum, communicating about CONNECTIONS, evaluating its effectiveness, and aligning with the IEP. Cross-matrices to the Idaho Common Core are also provided.

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**Introduction:**

**As You Begin**

**Teacher Questions**

Before the teacher begins implementing the CONNECTIONS curriculum, he/she should respond to the following 15 questions.

1. Do my students need this program?

2. Which students should participate in the CONNECTIONS curriculum?

3. In what location should CONNECTIONS be taught?

4. Will adult support be needed? Who will be utilized for this support (staff, parents, businesses, paraeducators, etc.)?

5. How will I present CONNECTIONS to my administration and/or colleagues?

6. Will I need any funding, and if so, where will it come from?

7. Do I have to follow a set curriculum and/or scope and sequence?

8. Can I integrate the CONNECTIONS concepts into my regular curriculum?

9. How much time should I provide to complete the CONNECTIONS curriculum?

10. Can I use CONNECTIONS goals on my students’ IEPs?

11. What commitment will the students and their parents need to make?

12. How will I communicate the CONNECTIONS goals and curriculum to parents and staff?

13. What help do I need to set up community partnerships?

14. What help do I need to set up community partnerships?

15. How will I evaluate the effectiveness of my program?

**Suggested Progression of Topics**

The suggested progression of topics within the CONNECTIONS curriculum is as follows:

* + - Awareness and exploration
    - Community guest consultants who come to the classroom
    - Field trips out of the classroom and into the community and job sites
    - Job shadowing
    - Entrepreneurships:
  + Build a Business
  + Sell a Service
  + Start a Business

An outline for a typical CONNECTIONS class might look like this:

1. Short instructional lesson based on career education concepts, such as job clusters, work vocabulary, safety signs, written forms, consumer math, newspaper activities.

2. Short lesson based on self-assessment. Individual and/or personal activity in student's work packet, (i.e., notebooks containing self assessment, values, aptitudes, interests, skills personal choices).

3. Word-of-Work activity or career game based on TEAMWORK strategies utilizing cooperative learning, (i.e., teacher made materials, kits, commercial games, group and team cooperative games).

4. Social interaction based on application of communication skills, such as role-playing, class or community projects, party planning, guest speaker, or field trip.

**Tips for Infusing Life Skills into Regular Curriculum**

1. Utilize opportunities that already exist in regular education (i.e., consumer math, home economics, career days, bake sales, school carnivals, school productions, etc.).

2. Analyze instructional objectives in regular curriculum to determine functional, life skills application.

3. Design activities which correlate to the instructional objective at a variety of levels.

4. Incorporate hands-on activities in and out of the classroom environment. Use the community.

5. Utilize cooperative learning techniques to reinforce academic, career vocational and affective/social skills.

6. If coteaching is possible, take advantage of having two teachers in the room by:

a. Sharing expertise

b. Holding several instructional activities simultaneously

7. Develop a variety of evaluation techniques based on learning objectives, learning style, and academic level of students.

**Student Issues**

The most important concept you can teach a young child to prepare him/her for the work world is *responsibility*. This must be taught as you would teach any basic skill:

* Present
* Practice
* Apply
* Evaluate

Responsibility is the ability to: (a) formulate choices through assessment of a given situation; (b) respond appropriately; (c) accept responsibility for one's own behavior, take ownership for that behavior, understand cause and effect relationships, accept and anticipate consequences; and (d) complete tasks.

To gain and maintain student involvement, we offer the following suggestions for teaching of and learning from CONNECTIONS, including teaching necessary life management skills:

* Explain *why* a concept is necessary and how it will be useful to learn. Explain how the concept relates to what is essential to know as an adult.
* Give practical examples.
* Practice, Practice, Practice!
* Use strategies for all types of learners.
* Evaluate to see if the child has “got it.”
* Move on or re-teach.
  + A student has “got it” when he or she can explain the concept or demonstrate the application or teach it to someone else.
* Empower students to “take charge!”

As you introduce CONNECTIONS, decide how your students’ materials will be organized and stored (e.g., notebooks, file folders, clipboards, etc.). Decide where these will be stored and if they will leave the classroom. After having completed the CONNECTIONS curriculum with your students, you will want to encourage them to keep their materials in a safe place at home. Students can then look at their CONNECTIONS materials each year to see if they are coming closer to meeting their career goals, or if they want to change them. This will help students develop a sense of self-control and responsibility because they will have a record of their growth through a organized system of:

* Self-assessment
* Goal setting
* Goal-attainment

**Written Communication:**

**Letters and Forms Used in Organizing CONNECTIONS**

**CONNECTIONS Introductory Letter to Faculty**

To \_\_\_\_\_\_\_\_\_\_\_\_\_ grade teachers:

There will be an introductory meeting on Friday, November 16th to discuss the implementation of the CONNECTIONS curriculum. Home-room teachers are asked to suggest students who they feel will benefit most from the program.

CONNECTIONS is a 10-week program. Another group of students will have the opportunity to participate during the third or fourth quarter. Some issues to remember:

* Please check the times these children will be absent from your class on Friday. If this is not convenient for your program, then you should not recommend a particular student.
* Please be aware that we will be having special activities and field trips, which will occasionally take the student from class. I personally think a C-average grade is important because CONNECTIONS will take students from your academic program one hour or more each week for ten weeks.
* Because of the non-traditional activities, field trips, job shadowing experiences, and school community partnerships, I must know that the students have the *ability* to be responsible and safe for themselves and others.
* Please list all the names of students you are recommending for the year. If there are too many for the first session, the others will have an opportunity during third or fourth quarter.

Sincerely,

**CONNECTIONS Introductory Letter to Parents**

*Teachers can provide an overview of information for parents prior to the beginning of the CONNECTIONS* *program. This form could be sent home with students to be returned before the first class. You could enclose a teacher-made brochure about CONNECTIONS to include with this letter.*

Dear Parents,

Please find enclosed a brochure explaining a new and exciting educational program offered at Westgate Elementary for 4th-, 5th- and 6th-grade students. Your child has expressed an interest in participating. CONNECTIONS will be offered each Friday for one hour during the school day. Student commitment and parental consent are part of the program. If you would like your child to participate in this unique experience, please sign below indicating your agreement with the following requirements:

**Student Responsibilities:**

* I will attend ten meetings and then make a decision to continue the program, or not.
* I will be responsible for weekly homework assignments.
* I will make one observation of or do research on a career interest of my choice.
* I will make a team presentation on a vocational or business interest of my choice.
* I will write one business letter or request and one “thank you” letter.
* I will demonstrate appropriate behavior at all times on field trips, business job sites, and with guest consultants.

Students who complete the CONNECTIONS course and fulfill all requirements will receive an award and certificate of completion as well as recognition of extended learning of the regular academic curriculum.

------------------------------------------------------------------------------------------------------------------

**Parent Consent:**

Please initial before each statement and sign as indicated.

1. I understand that field trips are a part of this program, and that my child may be riding in private cars driven by school personnel.

2. I understand there is a $1 fee to be used for supplies and snacks, and there may be a small charge for field trips.

I would like my child to be a member of the CONNECTIONS program and give my permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student’s name) to participate.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONNECTIONS Introductory Letter to**

**Community Resources**

*Teachers can use this type of announcement to tap resources around the community.*

Dear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

CONNECTIONS is an exciting and innovative educational program in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (School, District), designed specifically for intermediate-aged students. This program creates opportunities for students to develop community work awareness skills for successful living.

**Goals of the CONNECTIONS program include:**

* To assist students in recognizing skills essential for success in future employment
* To expose students to an awareness of their own interests, abilities, and personal choices
* To improve students’ academic and social communication skills
* To develop life management skills necessary for future independent living
* To develop school/community partnerships

**Activities of the CONNECTIONS program include:**

* Field trips to community businesses
* Demonstrations at school by workers from the community
* “Hands-on” classroom assignments
* Application of life management skills in the *real* world
* “Job-Shadowing” experiences at community sites
* Experiences in beginning entrepreneurship
* Social skills demonstrations and practice activities
* Designing vocational notebooks
* Planning computerized graphic arts for mock advertising

In this shared educational venture, CONNECTIONS provides classroom learning experiences to complement community exploration. In order to make this program most meaningful, we need your help.

------------------------------------------------------------------------------------------------------------------

**VOLUNTEERS ARE NEEDED!**

As a community helper, I feel that I have something to offer young people regarding career exploration:

I can present a work demonstration at school.

I can help a student with a brief on-site job observation.

I can come to the school and talk to students about my job/career/profession.

I can offer a field trip site for elementary students.

Name:

Business:

Address:

Phone:

Idaho Elementary School: 333-4444 Idaho Intermediate School: 555-6666 Idaho Middle School : 777-8888

**CONNECTIONS Schedule Announcement to Faculty**

ATTENTION: All \_\_\_\_\_\_\_\_\_\_-grade teachers:

The Idaho Middle School CONNECTIONS Program will begin this Friday, November 10th, and will continue each Friday following the same time schedule. The following students have been selected as first choice participants:

|  |  |  |
| --- | --- | --- |
| **Grade:** | **Grade:** | **Grade:** |
| **Time:** | **Time:** | **Time:** |
| **Student Names:** | **Student Names:** | **Student Names:** |
|  |  |  |
|  |  |  |
|  |  |  |
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However, final participation in these groups are dependent upon (1) student choice, (2) student behavior, (3) parental permission, and (4) completion of a responsibility contract.

We are also conducting a job-shadowing experience for a selected group of responsible sixth- grade students who are able to do independent study. Requirements include:

1. Student choice
2. Identification of a job-site, profession/career, or vocational skill about which the student  
   wants to know more
3. Appropriate maturity and preparation for the experience
4. Willingness to interview a community partner
5. Willingness to give an oral report to class

If you have an interested student, please ask him/her to make an appointment with me on any Monday during free time to fill out an application.

Thank you for your cooperation,

CONNECTIONS Coordinator

**CONNECTIONS Student Guidelines**

1. Be on time.

2. Participate (at least once)

3. Work cooperatively with your team. This means:

* NO put-downs
* Contribute good ideas
* Interact with all team members

4. Demonstrate “Work World” behavior

5. Make good use of your time.

Poor classroom behavior will be examined using the following question:

“What exactly do you think would happen if you acted this way ‘on the job’?”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Teacher Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CONNECTIONS Coordinator Signature Date

**CONNECTIONS Student Grading Contract**

In this course, you have the option to contract for a grade of “A,” “B,” or “C.” This grade will be shown on your report card. The following are the requirements you have to complete to get each grade:

To earn an “A,” you must:

* **Attend all classes.**
* Complete all homework.
* Attain 95 percent of the possible behavior points.
* Invite a guest speaker, or complete a written report on which you receive an  
  “A” grade.
* No dismissals for discourteous behavior.

To earn an “B,” you must:

* **Attend all classes.**
* Complete 80 percent of all homework.
* Attain 85-percent of the possible behavior points.
* Invite a guest speaker, or complete a written report on which you receive a “B” grade.
* No more than one dismissal for discourteous behavior.

To earn a “C,” you must:

* **Attend all classes.**
* Complete 70 percent of all homework.
* Attain 75-percent of the possible behavior points.
* Invite a guest speaker **or**complete a written report on which you receive a “C” grade.

**Note**: “D” or “F” level work will *not* be accepted! Before you sign this contract, there are two things you need to know:

* There is one main rule for this class: **BE COURTEOUS!**
* If you have to be warned again, you will be dismissed back to your class.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CONNECTIONS Coordinator Signature Date

**CONNECTIONS Summary Letter to Parents**

Dear Parents,

The CONNECTIONS program for your child has ended for this year. On the attached sheet are listed some of the skills our class practiced. I wish we could have had more time. If your child enjoyed CONNECTIONS, please encourage him/her to inquire about it next year.

As you know, our two goals in CONNECTIONS are both to help students recognize the basic skills necessary for future employment success, and to incorporate life management skills into the 3rd- through 8th-grade school curriculum. Through this program, students are *already* developing future job skills, such as taking responsibility, being punctual, creating a neat appearance, demonstrating pride in work, working with money, and perhaps most important to job success—being able to get along with peers and with authority figures.

I would like to thank you for the support you have shown in preparing your child for a responsible and successful adulthood. I know it wasn't always easy. Thanks also for supporting your child's school and school programs. Please call with any comments or questions.

Sincerely,

Teacher

**CONNECTIONS Summary Flyer**



Can you believe we did all of this!

**Learned about completing job applications**

**Explored our own interests and characteristics, which will lead to lifetime success**

**Made decisions and carried out responsibilities**

**Explored jobs and learned job skills**

**Gained skills in listening to and interviewing business people and other guest speakers**

**Observed job duties of various workers in our community**

**Showed responsibility on a walking field trip**

**Worked collaboratively in teams**

**Practiced social skills important to the workplace**

**Played games involving survival skill words and careers**

**Had fun with other kids from other classes**

**Evaluation of Effectiveness:**

**Pre-evaluations**

**Pre-evaluation #1**

List as many occupations as you can in

two minutes!

Now go back over your list and highlight five occupations about which you would like to learn more.

|  |  |  |
| --- | --- | --- |
|  |  |  |
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|  |  |  |
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**Pre-evaluation #2**

1. What is the *key* to a successful career?

2. What have you learned at school that will help you most in your success on a job?

3. What tasks do your parents or guardians do in their jobs?

4. Have you ever talked with anybody about going to college?

5. Have you ever talked with anybody about the kind of work you will do?

6. Have you ever talked with anybody about your future?

7. Give three reasons why it is important to do well in school.

8. What will be *most* important to you when you get a job?

**Evaluation of Effectiveness:**

**Post-evaluation**

**Post-evaluation**

Now that you have completed a semester of CONNECTIONS, write all the areas about which you are interested in learning more. Try to think of at least 10.

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

Now, compare this list with your starred occupations from earlier in the year.

* Have you changed your mind on any?
* Added any?
* Still interested in some?

Keep up the good work! You're learning about yourself and the world of work. That's what's important!

**Evaluation of Effectiveness:**

**Pre/Post-evaluations**

**Pre/Post-evaluation #1**

Ask students to respond to the following questions:

1. Name 30 different careers.

2. What would you like to be?       Why?

Collect student responses. Examine and compare student responses before and after completion of the CONNECTIONS program with these questions in mind:

1. Were initial career choices and lists limited to careers of parents and those typical of your community?

2. Were some students unable to list 30 careers?

3. Were career lists narrow in range?

4. How many and what types of stereotypes were evident initially?

5. Has overall career awareness expanded?

6. What changes did you notice in the students’ ability to respond after completing the unit?

**Pre/Post-evaluation #2**

The teacher should ask students to define the following terms. Make one set of colored “term” cards and one set of colored “definition” cards. Ask students to match terms to definitions. This activity can be timed each time it is completed. Students are to beat their previous record.

Application Form: A form you fill out when you apply for a job

Career Goal: An idea of the kind of work you want to do

Employer: A person or company that hires you

Employment: An occupation or job

Entry Level Job: A first job, beginning job in a company

Interests: Activities or hobbies you enjoy

Interviewer: The employer or person asking an applicant questions

Interviewee: The employee or person answering questions

Job Clusters: A group of jobs that are similar

Job Resources: A way to find out about job openings

Occupation: The kind of work a person does

Personal Data Sheet: A form you fill out to give to an interviewer before you are interviewed

Personnel Office or

Employment Office: A place where you take an application and have an interview

Wage: Money paid by the hour or project or product for the work that you do

Want Ads: The section of the newspaper or online directory where job openings are listed

Work Values: The things you do that an employer thinks are important for you to be a good employee

Work Experience: Job training you get by working on the job

Work Skills: Things you can do without help

Yellow Pages: The name of the telephone or online directory where businesses are listed by name, address, and phone number

**Pre/Post-evaluation #3**

Teachers respond to the following:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Responsibility** | **Yes** | **No** |
| 1. | Dresses appropriately for different activities? |  |  |
| 2. | Arrives at the right place at the right time? |  |  |
| 3. | Finishes work assignments on time? |  |  |
| 4. | Works at a task until it is completed or until it is the appropriate time to stop? |  |  |
| 5. | Has a good attendance record? |  |  |
| 6. | Accepts responsibility for learning new skills in order to improve his or her work? |  |  |
| 7. | Can work without the help of others? |  |  |
| 8. | Obtains and arranges materials needed to perform a task? |  |  |
| 9. | Is willing to perform a task that must be done, even if it is difficult or unpleasant? |  |  |
| 10. | Adjusts well to new methods, plans and schedules? |  |  |
|  | **Total checks in each column** |  |  |
|  | **Personality** | **Yes** | **No** |
| 1. | Gets along with most people? |  |  |
| 2. | Has a good sense of humor? |  |  |
| 3. | Makes friends easily? |  |  |
| 4. | Identifies and accepts praise from others appropriately? |  |  |
| 5. | Considers how others may react before speaking? |  |  |
| 6. | Controls his/her temper? |  |  |
| 7. | Recognizes his/her weaknesses and attempts to correct or adjust to them? |  |  |
| 8. | Accepts criticism in an appropriate manner? |  |  |
| 9. | Is willing to try a new task or skills? |  |  |
|  | **Total checks in each column** |  |  |
|  | **Attitude** |  |  |
| 1. | Applies himself/herself when given a new task? |  |  |
| 2. | Is willing to help others? |  |  |
| 3. | Accepts responsibility for his or her actions? |  |  |
| 4. | Accepts criticism without pouting or getting angry? |  |  |
| 5. | Respects and is concerned about the rights and feelings of others? |  |  |
| 6. | Respects the value and need for rules? |  |  |
| 7. | Has initiative and ambition to achieve? |  |  |
| 8. | Is honest and trustworthy? |  |  |
| 9. | Has a cooperative attitude? |  |  |
| 10. | Is willing to share knowledge and materials in a group situation? |  |  |
|  | **Total checks in each column** |  |  |
|  |  |  |  |
|  | **TOTAL CHECKS IN EACH COLUMN** |  |  |

**Pre/Post-test**

Please answer the following questions:

1. What is an occupation?

2. Why are social skills important on a job?

3. When should you start working on the social skills you need on the job?

4. Is there an exact age to decide what you’ll be when you grow up?

5. How should you decide?

6. What skills or experiences do you have right now that will help you on your future job?

**Answer Key to Pre/Post-test**

1. What is an occupation?

*A person’s profession or job*

2. Why are social skills important on a job?

*Most jobs in the future will require that you work with other people on teams or in pairs. Few jobs will allow you to work without interacting with anyone. An employer is usually willing to train you and allow you time to learn a job if you are motivated and able to get along well with him and with others. However, an employer is not usually willing to take time with someone who does not get along with others, causes fights, and/or makes the workplace an unpleasant place.*

3. When should you start working on the social skills you need on the job?

*The sooner the better!!!*

4. Is there an exact age to decide what you’ll be when you grow up?

Absolutely not. People not only decide at all different ages how they will earn a living, but most people change their occupations three to five times in their lives.

5. How should you decide?

*Get information from as many places as possible (your parents, school, relatives, neighbors, counselors, friends), or volunteer, job shadow, and/or observe.*

6. What skills or experiences do you have right now that will help you on your future job?

*Are you dependable? Do you get along with others? Do you listen to directions? Do you know how to run some basic machines (computers, dishwashers, vacuums, calculators, etc.)? Can you work well with money? Are you on time? Are you well groomed?*

**Adapting the Program to the IEP:**

**Developing Goals Aligning to the IEP**

**Developing Goals Aligning with CONNECTIONS**

This section is designed to assist teachers and students in writing IEP goals and objectives that integrate and implement the CONNECTIONS curriculum and program. (We saved the best until last because the authors know this is the job teachers love the most!)

Most Individual Educational Programs (IEPs) are written in terms of academic objectives. It is very simple to translate basic skills into work-related and job-oriented competencies.

**Behavior goals on many lEPs Include:**

* *Attendance*
* *Responsibility*
* *Time On-Task*
* *Task Completion*
* *Setting Goals*
* *Meeting Time Limits*
* *Appropriate Behavior*
* *Appropriate Reaction to Authority*

These are the same attributes teachers and employers want from their students and employees.

The attached pages of objectives for the elementary school student are very important  
in planning your CONNECTIONS program as well as preparing your students’ IEPs.

These attributes can guide teachers and their students in developing and implementing a career-awareness program that meets the specific needs of special groups of students.

*NOTE: The next page includes the specific skill components (objectives) addressed under each goal.*

**Classroom and Job Readiness Skills Checklist**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Responsibility** | **X** | **Responsibility** | **X** | **Goal Setting** | **X** | **Interpersonal**  **Skills** | **X** |
| Listens |  | Uses an agenda |  | Sets Goals |  | Eye contact |  |
| Follows directions and rules |  | Respects others |  | Self-evaluates |  | Greets/responds |  |
| Completes Assignments |  | Self-starts |  | Works independently |  | Gives and accepts compliments |  |
| Seeks Help |  | Is cooperative |  | Takes responsibility |  | Disagrees appropriately |  |
| Maintains neat appearance |  | Is punctual |  |  |  | Uses manners |  |
| Works safely |  | Attends daily |  |  |  | Interview skills |  |
| Demonstrates honesty |  | Uses time productively |  |  |  | Offers help |  |
| Demonstrates pride in work |  | Plans work and meets deadlines |  |  |  | Shakes hands |  |
| Brings homework back |  |  |  |  |  | Introduces self and others |  |
|  |  |  |  |  |  |  |  |
| **Cooperative Learner** | **X** | **Using Learning Strategies** | **X** | **Using Tools and Equipment** | **X** |  |  |
| Works on a team |  | Knows learning style |  | Word processer |  |  |  |
| Printer |  |
| Contributes to discussion |  | Skips and comes back when stuck |  | PowerPoint |  |  |  |
| Excel |  |
| Self-corrects |  | Uses context for meaning |  | Search engine |  |  |  |
| Saves work |  |
| Accepts group’s attitude |  | Reads-on; Rereads |  | Retrieves work |  |  |  |
| Spell-checks work |  |
| Joins in |  | Reads key words |  | Tablet |  |  |  |
| Computer Calculator |  |
| Is flexible |  | Underlines key words |  | Measurement Tools: |  |  |  |
| \* Scale |  |
| Gives and accepts feedback |  | Skim/Scans |  | \* Compass |  |  |  |
| \* Tape Measure |  |
|  |  | Reads questions first |  |  |  |  |  |
|  |  |
|  |  | Proofreads work |  |  |  |  |  |

**Effective Education Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Deals with Feelings** | **X** | **Alternatives to Aggression** | **X** | **Dealing with Stress** | **X** |
| Knows own feelings |  | Uses self-control |  | Deals with boredom |  |
| Expresses feelings |  | Asks permission |  | Identifies the problem |  |
| Recognizes other feelings |  | Responds to teasing appropriately |  | Complains appropriately |  |
| Shows understanding of others’ feelings |  | Avoids trouble |  | Responds to a complaint appropriately |  |
| Expresses concern for another |  | Accepts responsibility for own behavior |  | Demonstrates appropriate sportsmanship |  |
| Deals with anger |  | Deals with an accusation appropriately |  | Deals appropriately with being left out or embarrassed |  |
| Expresses affection |  | Negotiates respectfully |  | Reacts to failure appropriately |  |
| Deals with anxiety |  | Accepts “no” |  | Relaxes |  |
| Rewards self |  |  |  | Deals with group pressure |  |
|  |  |  |  | Is honest |  |
|  |  |  |  | Makes a decision |  |

**Functional Consumer Academics:**

**Connections between Home, School, and Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Functional Math** | **X** | **Functional Reading** | **X** | **Functional Writing** | **X** |
| Calculates hours/pay |  | Reads and comprehends menus |  | Completes applications |  |
| Counts money |  | Reads and comprehends newspapers and ads |  | Completes checks, register, and deposit slips |  |
| Budgets money |  | Reads and comprehends graphs |  | Addresses envelopes |  |
| Estimates total purchase price |  | Reads and comprehends charts |  | Writes thank you notes |  |
| Estimates tax and tip |  | Reads and comprehends maps |  | Writes e-mail, memos, and notes |  |
| Completes check and deposit slip |  | Reads and comprehends directions |  | Writes directions |  |
| Records in register |  | Reads and comprehends recipes |  | Writes interview notes |  |
| Calculates register |  | Reads and comprehends community signs |  | Completes time card |  |
| Demonstrates knowledge of parts of paycheck |  | Reads and comprehends schedules |  | Writes for personal use and pleasure |  |
| Endorses paycheck |  |  |  | Writes reports |  |
| Measures by cups and spoons |  |  |  | Writes expository text (descriptive, cause-effect, problem-solution) |  |
| Uses calculator |  |  |  |  |  |
| Estimates for all purposes |  |  |  |  |  |

**Transition IEP Goals**

|  |  |
| --- | --- |
| **Education** | **IEP Goal** |
| |  | | --- | | After graduating from high school, \_\_\_\_will enroll full-time at a local community college to obtain an associate’s degree in paralegal studies. | | |  | | --- | | GOAL FOCUS – ORGANIZATIONAL SKILLS: When arriving at each classroom, \_\_\_\_ will have textbooks, notebook, assignment notebook, and pens ready 9 out of 10 opportunities by May 31, 2016.  GOAL FOCUS – WRITING SKILLS: Given a writing prompt, \_\_\_\_will independently write a 500-word essay that includes main ideas, supporting details, and conclusion scoring \_\_\_ out of \_\_\_ points on a grade-level rubric. | |
| |  | | --- | | After exiting high school, \_\_\_\_ will enroll in a culinary arts program. | | |  | | --- | | GOAL FOCUS – FINE MOTOR SKILLS: Given a recipe, \_\_\_\_ will use a peeler and knife in order to prepare a 5-item salad independently over 3 consecutive opportunities, by May 31, 2016. | |
| |  | | --- | | Following high school, \_\_\_\_will enroll at a four-year college. | | |  | | --- | | GOAL FOCUS – SELF ADVOCACY SKILLS: In order to be successful in college, \_\_\_\_ will independently describe his/her disability and name the accommodations that will help to succeed in high school courses, providing this information to his/her general education teachers in 4 out of 5 opportunities.  GOAL FOCUS – SELF-REGULATION SKILLS: When angry, \_\_\_\_ will accurately identify feelings and coping strategies when he becomes frustrated, 4 out of 5 observed opportunities, by May 31, 2016. | |
| |  | | --- | | \_\_\_\_ will to enroll in an emergency medical technician training program within a year after graduating from high school. | | |  | | --- | | GOAL FOCUS – READING SKILLS: Given grade-level text, \_\_\_\_ will correctly identify the main idea in any given non-fiction text 8 out of 10 times by May 31, 2016. | |
| |  | | --- | | After graduating from high school, \_\_\_\_\_ will enroll in a 6-month training course for computer repair at the Acme Computer Technical Institute. | | |  | | --- | | GOAL FOCUS – READING SKILLS: \_\_\_\_\_ will interpret information from graphs, charts, diagrams, and/or tables in grade-level texts 8 out of 10 times by May 31, 2016. | |

**Transition IEP Goals**

|  |  |
| --- | --- |
| **Independent Living** | **Goal** |
| Following high school, \_\_\_\_ will live with his/her parents and continue to take part in community activities like bowling, going to church, and visiting family and friends. | GOAL FOCUS – COMMUNICATION SKILLS: By May 31, 2016, \_\_\_\_ will ask questions of others regarding topics initiated by self or others to sustain conversations of at least 3 minutes in length, given 4 out of 5 opportunities to do so. |
| After exiting high school, \_\_\_\_ will live in a group home and prepare for each day by independently utilizing a daily schedule. | GOAL FOCUS – PERSONAL CARE SKILLS: By May 31, 2016, \_\_\_\_ will utilize a daily schedule to plan self-care (e.g., eating and dressing), employment, educational activities, and recreation, with a maximum of one prompt per activity to place the picture symbol on the schedule 4 out of 5 opportunities. |

**Student-Developed IEP Goals and Objectives Activity**

(Developed to allow students to participate in the writing of their own IEP and to make a personal commitment in achieving their own goals.)

**Part I**

**What might need to be done:**

Ask students to work in small teams or as a group, and brainstorm all of the goals that a student (their age) might like to accomplish this year. Student recorders write the information discussed within each group, and the teacher compiles it. Each student then selects three to six goals from the list to which he/she feels he/she can commit in a contract for a certain time frame. These goals are then approved by parent and , so the child receives solid support and assistance in completing his own personal goals.

Sample Student-Initiated Goals

* + - Learn to get along better with my teachers or adults
    - Increase my reading level to \_\_\_\_\_
    - Increase my spelling level to \_\_\_\_\_
    - Know and remember all of my math facts
    - Learn to multiply to 10
    - Learn two- and three-digit multiplication and division
    - Read good stories out of magazines and adult books
    - Read long, hard words in a story
    - Be able to read my own writing
    - Make better grades in \_\_\_\_\_
  + Learn to count money and to make change up to \_\_\_\_\_
  + Find words in the dictionary fast, and without help
  + Learn all 50 states of the U.S.
  + Use capitals and punctuation correctly in all my writing
  + Write a good story, and be able to read it
  + Be able to read and then know what I read
  + Follow directions (written or verbal) without forgetting them or needing help
  + Read all public signs and road signs
  + Correct my own mistakes and know when I make them (proofreading)

**Student-Developed IEP Goals and Objectives Activity**

**Part II**

The teacher needs to guide students in doing a thorough examination of the different areas of their lives to determine the most appropriate and meaningful individual personal growth goals. Explain to students the purpose of your program is to support their personal and academic growth. Explain that goal setting is the first step toward growth, and that everyone in the program has areas wherein they would do well to grow.

Distribute Goal Setting Worksheets to students. Ask each student to read it with you as you read the goals listed on the worksheets. Students then choose goals and objectives, which they recognize as appropriate for their needs. Ask each student to identify three goals toward which he/she would like to grow. (Ask for suggestions from peers for those students who can identify none.)

Ask the students to circle the goal numbers of the three they choose. Ask each student to read quietly the suggested objectives listed under each goal and to place an X in front of two or three objectives he/she will do to help him/herself to reach that goal. Students declare their goals and develop a plan for their achievement.

Parents should review the goals selected by the student and accept, reject or suggest alternatives. Peers of the student will be given opportunities to support him or her in achieving the goals by offering specific forms of help. (For example: “I will work with Troy on his organization skills,” or “I will tell Troy in a nice way when he is beginning to get himself all worked up over little things.”)

Learning Innovations

**Goal-Setting Worksheet**

Choose three to five of the following goals for yourself. Also choose two or three objectives for each goal that explain how you intend to reach your goal. These specific skills correlate directly with the job skills employers’ request.

**Goal 1: To improve my ability to control my impulses by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Raising my hand; not interrupting in class |
|  | B. | Thinking before I talk |
|  | C. | Sticking to the topic during discussions |
|  | D. | Staying on task for 30 minutes during group or private study |
|  | E. | Stopping myself from making inappropriate noises |
|  | F. | Predicting the consequences of my actions |
|  | G. | Other: |

**Goal 2: To become more responsible for myself by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Completing assignments |
|  | B. | Completing chores around the house and in the classroom |
|  | C. | Arriving on time to classes with materials |
|  | D. | Asking for assistance when I need it |
|  | E. | Relying on myself whenever possible |
|  | F. | Admitting my part in a mistake rather than blaming |
|  | G. | Remaining calm and patient while waiting for assistance |
|  | H. | Resolving disagreements by talking them out |
|  | I. | Making request, compromises, or verbal agreements |
|  | J. | Other: |

**Goal-Setting Worksheet**

**Goal 3: To improve my ability to communicate well by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Listening carefully to other; not interrupting |
|  | B. | Making short, clear requests of people and not just complaining |
|  | C. | Responding to questions with clear, direct, honest remarks |
|  | D. | Using language appropriate to the situation |
|  | E. | Sharing ideas, opinion, and feelings in group discussions |
|  | F. | Stopping myself from using verbal put-downs or harassment |
|  | G. | Recognizing and sharing feelings when appropriate |
|  | H. | Telling others exactly what I think I need |
|  | I. | Letting others know I understand what they think and how they feel through verbal feedback |
|  | J. | Opening conversations appropriately with others |
|  | K. | Other: |

**Goal 4: To improve my ability to get along with others by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Recognizing and acknowledging the rights of others |
|  | B. | Showing understanding of and respect for others’ opinions |
|  | C. | Inviting others to do things with me |
|  | D. | Working cooperatively on assignments or projects with others |
|  | E. | Communicating my needs to others in appropriate ways |
|  | F. | Stopping myself from using verbal put-downs or harassment |
|  | G. | Refraining from fighting with others |
|  | H. | Other: |

**Goal-Setting Worksheet**

**Goal 5: To improve my opinion of myself by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Taking positive risks; doing worthwhile activities I usually avoid |
|  | B. | Acknowledging myself when I do a good job |
|  | C. | Comparing myself and my own successes—not to others, but to previous attempts of my own |
|  | D. | Recognizing qualities about me that make me likable and valuable to others |
|  | E. | Being myself; letting others know my true feelings, thoughts, opinions, and values |
|  | F. | Accomplishing tasks requiring self-discipline |
|  | G. | Developing a clearer sense of my own true values, opinions, and feelings |
|  | H. | Other: |

**Goal 6: To improve my ability to solve my own problems by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Learning a problem solving system |
|  | B. | Learning to wait for my feelings to calm down before taking action or deciding on a solution |
|  | C. | Asking for advice or information before acting to solve difficult problems |
|  | D. | Taking steps to become independent in all areas like getting up in the morning, recording school assignments, getting chores done, attending to personal hygiene, etc. |
|  | E. | Other: |

**Goal-Setting Worksheet**

**Goal 7: To increase my ability to succeed in school by:**

|  |  |  |
| --- | --- | --- |
| **X** |  |  |
|  | A. | Organizing and recording school work and projects |
|  | B. | Asking questions as needed |
|  | C. | Staying for extra help |
|  | D. | Asking my friends to help as needed |
|  | E. | Completing assignments even when I don’t feel like it |
|  | F. | Turning in assignments even if they aren’t perfect |
|  | G. | Other: |

**Pre/Post-evaluation of IEP Goals and Objectives**

Directions: Please indicate (yes/no) on the following items.

**Responsible Behaviors at Work and School:**

|  |  |  |
| --- | --- | --- |
| **Student Can:** | **Yes** | **No** |
| Work independently until he/she completes the task? |  |  |
| Work at an acceptable rate? |  |  |
| Produce accurate work? |  |  |
| Take pride in own work? |  |  |
| Change behavior after criticism? |  |  |
| Ask for help when he/she doesn’t understand work? |  |  |
| Work for sense of accomplishment? |  |  |
| Adapt to changes in work routine? |  |  |
| Follow directions concerning job? |  |  |
| Learn new tasks through demonstrations? |  |  |
| Understand danger signals? |  |  |
| Observe work regulations? |  |  |
| Understand why it is important to be responsible at work? |  |  |
| Identify why people work? |  |  |
| Identify what he/she likes to do? |  |  |
| Show respect for property of others? |  |  |
| Comply with instructions in a timely manner? |  |  |
| Respond appropriately to constructive criticism?  **Student Can:** | **Yes** | **No** |
| Be responsible for own behavior? |  |  |
| Adhere to rules at school/work? |  |  |
| Remain in chair or at workstation during designated periods? |  |  |
| Refrain from engaging in disruptive behavior? |  |  |
| Interact appropriately with students and adults in the community? |  |  |
| Demonstrate helping behaviors? |  |  |
| Return to work promptly after breaks or recess? |  |  |
| Transfer learning to new setting? |  |  |

**Independence and Self-Help Skills**

|  |  |  |
| --- | --- | --- |
| **Student Can:** | **Yes** | **No** |
| Take care of himself/herself? |  |  |
| Make decisions independently? |  |  |
| Follow time schedules and instructions to go from place to place? |  |  |
| Know what to do in case of emergency? |  |  |
| Interact acceptably with people of the same gender and different gender? |  |  |
| Exhibit acceptable assertive behavior? |  |  |
| Demonstrate good grooming habits for school and work? |  |  |
| Dress appropriately for school and work? |  |  |
| Know what to do if lost? |  |  |

Hartley, Horiuchi, Mtthaug, Paulson, Glandt (1984)

**CONNECTIONS Cross-Matrices to**

**Idaho Common Core**

**Introduction**

The following matrices provide teachers of grades 3 through 6 with a way to cross-reference the practical and relevant information contained in the CONNECTIONS instructional program with the Idaho Common Core Standards.

Each content area matrix is designed to suggest areas in which teachers could enhance academic learning through the incorporation of career awareness and exploration content. Each matrix is not designed to completely address any one academic content standard.

**CONNECTIONS Matrices to Idaho Common Core:**

**Reading**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading: Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading: Range of reading and Level of Text Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational: Fluency** |
| **UNIT 1:**  **Me and My ShadowC** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| **Interest Inventories** |  |  |  |  |  |  |
| About Me | X | X | X | X |  |  |
| Interest Inventory | X | X | X | X |  |  |
| Who Am I? | X | X | X | X | X | X |
| My Interests Review | X | X | X | X |  |  |
| When I Grow Up |  | X | X | X |  |  |
| **Introducing Work Issues** |  |  |  |  |  |  |
| Job Preference Surveys | X |  | X | X |  |  |
| What Can I Do? | X | X | X | X |  |  |
| What Can I Do? Personal Profile | X | X | X | X |  |  |
| Student Mini-Research Project | X | X | X | X | X |  |
| Pick Your Can | X |  |  |  |  |  |
| The Categories Game |  | X |  |  |  |  |
| Good Choices | X | X | X | X |  |  |
| The Preference Auction | X |  |  | X |  |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit 1: Introducing Work** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| Preferences Affect Choices | X |  | X |  |  |  |
| Skills Tied to Preferences | X |  |  |  |  |  |
| My Dream Cloud |  |  |  |  |  |  |
| Role-Playing a Career Reunion |  |  |  | X |  |  |
| Fantasy Jobs | X |  |  | X |  |  |
| First Impressions | X |  |  | X |  |  |
| Creating a Career Shield | X | X | X | X |  |  |
| Job Wheels | X | X | X |  | X | X |
| Creating Connections Between… | X | X | X | X |  |  |
| Creating Connections | X | X | X | X |  |  |
| Setting My Own Goals | X | X | X | X |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Putting the Pieces Together | X | X | X | X |  |  |
| **Unit 1: Coping Skills** | X | X | X | X |  |  |
| Positive Self | X | X | X | X | X |  |
| Affirmations | X |  |  |  |  |  |
| The “I Can” Card Game | X | X | X | X |  |  |
| The “I Can” Can |  | X | X | X |  |  |
| Someone Special |  |  | X | X |  | X |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit 1: Positive Self** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| Dear Pen Pal |  | X | X | X | X |  |
| Me, Not Me | X | X | X | X | X |  |
| Reflections Journal | X | X | X |  |  |  |
| My Personal Evaluation | X | X | X | X |  |  |
| **Understanding Stress** |  |  |  |  |  |  |
| Self-Scale Frustration | X |  |  | X | X |  |
| Defining Stress | X | X | X | X |  |  |
| Do You Create Stress? | X | X | X | X | X |  |
| Finding Solutions | X | X | X | X |  |  |
| What’s the Best Way | X | X | X | X |  |  |
| Explore Leisure Time |  | X | X | X |  |  |
| Mystery Leisure | X |  | X |  |  |  |
| **Unit 1: Goal- Setting and Time Management** |  |  |  |  |  |  |
| **Time Management and Planning** |  |  |  |  |  |  |
| Ten Steps | X |  |  |  |  |  |
| Let’s Make a Timeline | X | X | X | X |  |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
|  | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| My Self-evaluation Work | X | X | X | X |  |  |
| Specific Time Counts | X | X | X | X |  |  |
| Time Management | X | X | X | X |  |  |
| To Do Lists | X | X | X | X |  |  |
| **Where Am I Going? How Will I Get There?** |  |  |  |  |  |  |
| Setting My Own Goals | X | X | X | X |  |  |
| Contracts are Cool | X | X | X | X |  |  |
| **Unit 2: Here’s How it’s Done** |  |  |  |  |  |  |
| **Career Awareness** |  |  |  |  |  |  |
| **Why Do We Work?** |  |  |  |  |  |  |
| Work Awareness List | X |  |  |  |  |  |
| Volunteerism | X |  |  |  |  |  |
| For More Than the Money |  | X | X | X |  |  |
| There’s a Reason Why |  |  |  |  |  |  |
| **Exploring Career Options** |  |  |  |  |  |  |
| Who is this Person? |  | X | X |  |  |  |
| Picture Card Game | X |  |  |  |  |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
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| The Unusual is Really Quite Usual |  | X |  |  |  |  |
| What’s My Line? | X | X | X | X | X | X |
| Job Clusters |  |  |  |  |  |  |
| Career Packets | X |  |  | X |  |  |
| Career Collage | X |  |  | X |  |  |
| Career Association Game |  | X | X | X |  |  |
| Job Dictionary | X | X | X | X | X |  |
| The Who’s Who Interview | X | X | X | X | X |  |
| Career Satellites | X | X | X | X | X |  |
| Self-Portrait |  | X | X |  |  |  |
| Career Awareness Jeopardy | X | X | X | X |  |  |
| **Communication and Social Skills** |  |  |  |  |  |  |
| **Simple Interaction Skills** |  |  |  |  |  |  |
| Introductory Activities | X | X | X | X |  |  |
| My Personal Habits | X |  |  |  |  |  |
| I’m Sorry | X | X | X | X |  |  |
| How Would You Respond? | X | X | X | X |  |  |
| Etiquette on the Job | X | X | X | X |  |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
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| What’s in a Walk? | X | X |  |  |  |  |
| I Feel This Way When… | X | X | X | X | X |  |
| Let’s Act on Words | X | X | X | X | X |  |
| Talking with My Body | X |  |  |  |  |  |
| What Should I Say? |  | X |  | X |  |  |
| Let’s Talk | X | X | X | X | X |  |
| Interviewing Strategies | X |  |  |  |  |  |
| Interview Worksheets | X | X | X | X | X |  |
| The Public “You” | X | X | X | X | X |  |
| Polling Opinions | X | X | X | X | X | X |
| Employment Questions | X | X | X | X | X | X |
| School and Work Connections | X | X | X | X | X | X |
| **Equal Opportunities** |  |  |  |  |  |  |
| The Most Likely | X |  |  |  |  |  |
| True or False | X |  |  |  |  |  |
| Music with a Message | X | X | X | X | X |  |
| Considerations When You Meet a Person with a Disability | X | X | X | X | X |  |
| Search and Research | X | X | X | X | X |  |
| Preconceived Ideas | X | X | X | X | X |  |
| Tagged Out | X | X | X | X | X |  |
| The Hooked Ones | X | X | X | X | X |  |
| Working with Diversity |  |  |  | X | X |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit II: Problem Solving and Conflict Mediation** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| What to Do? | X | X | X | X | X |  |
| Making Choices? |  |  |  |  |  |  |
| Smart Selections |  |  |  | X | X |  |
| Walk in Another Pair of Shoes | X | X | X | X | X |  |
| What about being Left Out? |  |  |  |  | X |  |
| I-Messages | X | X | X | X | X |  |
| Putting it to the Test | X | X | X | X | X |  |
| The Problem Solving Team | X | X | X | X | X |  |
| **Exploring Community Partnerships** |  |  |  |  |  |  |
| **Building Community Service** |  |  |  |  |  |  |
| Family and Community Service |  | X | X | X |  |  |
| Mini-Community Activities | X | X | X | X | X |  |
| Gift of Service Coupon | X | X | X | X | X |  |
| Making it Real |  | X | X | X | X |  |
| **Let’s Ask a Guest** |  |  |  |  |  |  |
| Behavior Counts! | X | X | X | X | X |  |
| Connections of Behavior | X | X | X | X | X |  |
| Interviewing Options |  |  |  |  |  |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit II: Let’s Ask a Guest** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| Tools of the Trade |  | X | X | X | X |  |
| Student Evaluation of Guest Speaker | X |  |  | X | X |  |
| **Study Tips** |  |  |  |  |  |  |
| All Kinds of Cards | X | X | X | X | X |  |
| Making Greeting Cards | X | X | X | X | X |  |
| Job Shadowing Report | X | X | X | X | X |  |
| **Awareness (Job Shadowing)** |  |  |  |  |  |  |
| A Special Project | X | X | X | X | X |  |
| A Teacher Preference | X |  |  |  |  |  |
| Career Awareness Report | X | X | X | X | X |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** |  |  |
| **Unit III: Let’s Get Literate** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| **Life Skills Reading** |  |  |  |  |  |  |
| **Everyday Reading** |  |  |  |  |  |  |
| Reading on the Go | X | X | X | X | X |  |
| Restaurant Vocabulary | X | X | X | X | X |  |
| Eating Out Activities | X | X | X | X | X |  |
| On-the-Job Reading | X | X | X | X | X |  |
| Foot in the Door | X | X | X | X | X |  |
| **Reading Labels and Ads** |  |  |  |  |  |  |
| Breakfast Cereal Box | X | X | X | X | X |  |
| Reading Labels | X | X | X | X | X |  |
| Following Directions | X | X | X | X | X |  |
| “Direction” Words | X | X | X | X | X |  |
| Doing it in Order | X | X | X | X | X |  |
| Signs Activity | X | X | X | X | X |  |
| Playground Rules | X | X | X | X | X |  |
| **Looking Up Information** |  |  |  |  |  |  |
| The Small Mall | X | X | X | X | X |  |
| The T.V. Guide | X | X | X | X | X |  |
| White Pages | X | X | X | X | X |  |
| Let Your Fingers Do the Walking | X | X | X | X | X |  |
| Newspaper Hunt | X | X | X | X | X |  |
| Classified Ads | X | X | X | X | X |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit III: Life Skills Writing** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| Writing a Personal Letter | X | X | X | X | X |  |
| Where Does it Fit? | X | X | X | X | X |  |
| Addressing an Envelope | X | X | X | X | X |  |
| Letter of Request | X | X | X | X | X |  |
| Letter of Thanks | X | X | X | X | X |  |
| The Invitation | X | X | X | X | X |  |
| How is a Postcard Different? | X | X | X | X | X |  |
| **Note-taking for Life** |  |  |  |  |  |  |
| Writing a Note | X | X | X | X | X |  |
| Design a Bulletin Board | X |  | X |  |  |  |
| Who Has to Write? |  |  |  |  |  |  |
| Note-taking | X | X | X | X |  |  |
| Taking Messages |  | X | X | X |  |  |
| Writing Clear Instructions |  |  |  |  |  |  |
| Giving Directions |  |  |  |  |  | X |
| Grouping and Categorizing Mty Grocery List |  |  |  | X |  |  |
| Organizing What You Hear |  |  |  |  |  |  |
| Our Town | X | X | X | X | X |  |
| **Student Information Form** |  |  |  |  |  |  |
| School Cards | X | X | X | X | X | X |
| Knowing What to Write | X | X | X | X | X |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit III: Life Skills Math** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| **General Math Concepts** |  |  |  |  |  |  |
| The Purpose of Numbers | X |  |  | X | X |  |
| Why Take More Math? | X |  |  | X |  |  |
| Math Vocabulary | X | X | X | X |  |  |
| Let’s Guess | X |  |  | X |  |  |
| **Daily Living Expenses and Money Management** |  |  |  |  |  |  |
| Teacher Preface |  |  |  |  |  |  |
| Tapping into Money | X |  |  | X |  |  |
| What’s Your Guess? | X |  |  | X |  |  |
| How Did You Spend…? |  |  |  |  |  |  |
| Goods and Services |  |  |  | X |  |  |
| The Buying Game |  |  | X | X | X |  |
| Planning Ahead |  |  |  | X | X |  |
| Money Manipulation |  |  |  |  |  |  |
| A Fun Experiment | X |  |  | X | X |  |
| Divide and Decide | X |  |  | X | X |  |
| Can We Afford to Eat Out? | X |  |  | X | X |  |
| This is Real Life? | X | X |  | X | X |  |
| Planning Ahead | X |  |  | X |  |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | **Reading: Integration of Knowledge and Ideas** | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | **Foundational:**  **Fluency** |
| **Unit III: Banking and Investing** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | 4. Read with sufficient accuracy and fluency to support comprehension. |
| What You Want | X |  |  | X |  |  |
| Money Business | X |  |  | X |  |  |
| Learning about Checkbooks | X | X | X | X | X |  |
| Wall Street | X | X | X | X | X | X |
| **Comparison Shopping** |  |  |  |  |  |  |
| Hunt and Find | X |  |  | X | X |  |
| Creative Couponing | X |  |  | X | X |  |
| Come to a Pizza Party | X |  |  | X | X |  |
| Riding High | X |  |  | X | X |  |
| Let’s Pretend | X |  |  | X | X |  |
| Figure the Percent | X |  |  | X | X |  |
| Let’s Go Shopping | X |  |  | X | X |  |
| **Measurement** |  |  |  |  |  |  |
| Following a Recipe | X |  | X | X |  |  |
| Now I’m the Cook | X | X | X | X |  |  |
| Control Your Own Time |  |  |  |  |  |  |
| Measurement Worksheets | X | X | X | X |  |  |

**CONNECTIONS Matrices to Idaho Common Core:**

**Writing**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  |  |  |
| **Unit 1: Me and My Shadow** | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  |  |  |
| **Interest Inventories** |  | |  | |  | |  |  |  |
| About Me | X | | X | | X | |  |  |  |
| Interest Inventory | X | | X | | X | |  |  |  |
| Who Am I? | X | | X | | X | |  |  |  |
| My Interests Review | X | | X | | X | |  |  |  |
| When I Grow Up |  | | X | | X | |  |  |  |
| **Introducing Work Issues** |  | |  | |  | |  |  |  |
| Job Preference Surveys | X | |  | | X | |  |  |  |
| What Can I Do? | X | | X | | X | |  |  |  |
| What Can I Do? Personal Profile | X | | X | | X | |  |  |  |
| Student Mini-Research Project | X | | X | | X | |  |  |  |
| Pick Your Can | X | |  | |  | |  |  |  |
| The Categories Game |  | | X | |  | |  |  |  |
| Good Choices | X | | X | | X | |  |  |  |
| The Preference Auction | X | |  | |  | |  |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  |  |  |
| **Introducing Work** | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  |  |  |
| Preferences Affect Choices | X | |  | | X | |  |  |  |
| Skills Tied to Preferences | X | |  | |  | |  |  |  |
| My Dream Cloud |  | |  | |  | |  |  |  |
| Role-Playing a Career Reunion |  | |  | |  | |  |  |  |
| Fantasy Jobs | X | |  | |  | |  |  |  |
| First Impressions | X | |  | |  | |  |  |  |
| Creating a Career Shield | X | | X | | X | |  |  |  |
| Job Wheels | X | | X | | X | |  |  |  |
| Creating Connections Between… | X | | X | | X | |  |  |  |
| Creating Connections | X | | X | | X | |  |  |  |
| Setting My Own Goals | X | | X | | X | |  |  |  |
| **Putting the Pieces Together** | |  |  |  | |  | |  |  |
| **Coping Skills** | |  |  |  | |  | |  |  |
| **Positive Self** | |  |  |  | |  | |  |  |
| Affirmations | |  | X | X | |  | |  |  |
| The “I Can” Card Game | | X | X | X | |  | |  |  |
| The “I Can” Can | |  | X | X | |  | |  |  |
| Someone Special | |  |  | X | |  | |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  | |  |  |
|  | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| Dear Pen Pal | |  | X | X | |  | |  |  |
| Me, Not Me | | X | X | X | |  | |  |  |
| Reflections Journal | | X | X | X | |  | |  |  |
| My Personal Evaluation | | X | X | X | |  | |  |  |
| **Understanding Stress** | |  |  |  | |  | |  |  |
| Self-Scale Frustration | | X |  |  | |  | |  |  |
| Defining Stress | | X | X | X | |  | |  |  |
| Do You Create Stress? | | X | X | X | |  | |  |  |
| Finding Solutions | | X | X | X | |  | |  |  |
| What’s the Best Way | | X | X | X | |  | |  |  |
| Explore Leisure Time | |  | X | X | |  | |  |  |
| Mystery Leisure | | X |  | X | |  | |  |  |
| **Unit 1: Goal- Setting and Time Management** | |  |  |  | |  | |  |  |
| **Time Management and Planning** | |  |  |  | |  | |  |  |
| Ten Steps | | X |  |  | |  | |  |  |
| Let’s Make a Timeline | | X | X | X | |  | |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  | |  |  |
|  | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| My Self-evaluation Work | | X | X | X | |  | |  |  |
| Specific Time Counts | | X | X | X | |  | |  |  |
| Time Management | | X | X | X | |  | |  |  |
| To Do Lists | | X | X | X | |  | |  |  |
| **Where Am I Going? How Will I Get There?** | |  |  |  | |  | |  |  |
| Setting My Own Goals | | X | X | X | |  | |  |  |
| Contracts are Cool | | X | X | X | |  | |  |  |
| **Unit 2: Here’s How it’s Done** | |  |  |  | |  | |  |  |
| **Career Awareness** | |  |  |  | |  | |  |  |
| **Why Do We Work?** | |  |  |  | |  | |  |  |
| Work Awareness List | | X |  |  | |  | |  |  |
| Volunteerism | |  | X | X | |  | |  |  |
| For More Than the Money | |  |  |  | |  | |  |  |
| There’s a Reason Why | |  |  |  | |  | |  |  |
| **Exploring Career Options** | |  | X | X | |  | |  |  |
| Who is this Person? | |  | X | X | |  | |  |  |
| Picture Card Game | | X |  |  | |  | |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  | |  |  |
| **Exploring Career Options** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| The Unusual is Really Quite Usual | |  | X |  | |  | |  |  |
| What’s My Line? | | X | X | X | |  | |  |  |
| Job Clusters | |  |  |  | |  | |  |  |
| Career Packets | | X |  |  | |  | |  |  |
| Career Collage | | X |  |  | |  | |  |  |
| Career Association Game | |  | X | X | |  | |  |  |
| Job Dictionary | | X | X | X | |  | |  |  |
| The Who’s Who Interview | | X | X | X | |  | |  |  |
| Career Satellites | | X | X | X | |  | |  |  |
| Self-Portrait | |  | X | X | |  | |  |  |
| Career Awareness Jeopardy | | X | X | X | |  | |  |  |
| **Communication and Social Skills** | |  |  |  | |  | |  |  |
| **Simple Interaction Skills** | |  |  |  | |  | |  |  |
| Introductory Activities | | X | X | X | |  | |  |  |
| My Personal Habits | | X |  |  | |  | |  |  |
| I’m Sorry | | X | X | X | |  | |  |  |
| How Would You Respond? | | X | X | X | |  | |  |  |
| Etiquette on the Job | | X | X | X | |  | |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  | |  |  |
| **Verbal and Nonverbal Behavior: Ourselves and Others** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| What’s in a Walk? | | X | X |  | |  | |  |  |
| I Feel This Way When… | | X | X | X | |  | |  |  |
| Let’s Act on Words | | X | X | X | |  | |  |  |
| Talking with My Body | | X |  |  | |  | |  |  |
| What Should I Say? | |  | X |  | |  | |  |  |
| Let’s Talk | | X | X | X | |  | |  |  |
| Interviewing Strategies | | X |  |  | |  | |  |  |
| Interview Worksheets | | X | X | X | |  | |  |  |
| The Public “You” | | X | X | X | |  | |  |  |
| Polling Opinions | | X | X | X | |  | |  |  |
| Employment Questions | | X | X | X | |  | |  |  |
| School and Work Connections | | X | X | X | |  | |  |  |
| **Equal Opportunities** | |  |  |  | |  | |  |  |
| The Most Likely | | X |  |  | |  | |  |  |
| True or False | | X |  |  | |  | |  |  |
| Music with a Message | | X | X | X | |  | |  |  |
| Considerations When You Meet a Person with a Disability | | X | X | X | |  | |  |  |
| Search and Research | | X | X | X | |  | |  |  |
| Preconceived Ideas | | X | X | X | |  | |  |  |
| Tagged Out | | X | X | X | |  | |  |  |
| The Hooked Ones | | X | X | X | |  | |  |  |
| Working with Diversity | |  |  |  | |  | |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  | |  |  |
| **Problem Solving and Conflict Mediation** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| What to Do? | | X | X | X | |  | |  |  |
| Making Choices? | |  |  |  | |  | |  |  |
| Smart Selections | |  |  |  | |  | |  |  |
| Walk in Another Pair of Shoes | | X | X | X | |  | |  |  |
| What about being Left Out? | |  |  |  | |  | |  |  |
| I-Messages | | X | X | X | |  | |  |  |
| Putting it to the Test | | X | X | X | |  | |  |  |
| The Problem Solving Team | | X | X | X | |  | |  |  |
| **Exploring Community Partnerships** | |  |  |  | |  | |  |  |
| **Building Community Service** | |  |  |  | |  | |  |  |
| Family and Community Service | |  | X | X | |  | |  |  |
| Mini-Community Activities | | X | X | X | |  | |  |  |
| Gift of Service Coupon | | X | X | X | |  | |  |  |
| Making it Real | |  | X | X | |  | |  |  |
| **Let’s Ask a Guest** | |  |  |  | |  | |  |  |
| Behavior Counts! | |  | X | X | |  | |  |  |
| Connections of Behavior | | X | X | X | |  | |  |  |
| Interviewing Options | |  |  |  | |  | |  |  |
| **3-5 College and Career Readiness Anchor Standards: Language Arts Conventions of Standard English** | | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | |  | |  |  |
| **Let’s Ask a Guest!** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| Tools of the Trade | |  | X | X | |  | |  |  |
| Student Evaluation of Guest Speaker | | X |  |  | |  | | X |  |
| **Study Tips** | |  |  |  | |  | |  |  |
| All Kinds of Cards | | X | X | X | |  | |  |  |
| Making Greeting Cards | | X | X | X | |  | |  |  |
| Job Shadowing Report | | X | X | X | |  | |  |  |
| **Awareness (Job Shadowing)** | |  |  |  | |  | |  |  |
| A Special Project | | X | X | X | |  | | X |  |
| A Teacher Preference | | X |  |  | |  | |  |  |
| Career Awareness Report | | X | X | X | |  | |  |  |
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| **Unit III: Let’s Get Literate** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| **Life Skills Reading** | |  |  |  | |  | |  |  |
| **Everyday Reading** | |  |  |  | |  | |  |  |
| Reading on the Go | | X | X | X | |  | |  |  |
| Restaurant Vocabulary | | X | X | X | |  | |  |  |
| Eating Out Activities | | X | X | X | |  | |  |  |
| On-the-Job Reading | | X | X | X | |  | |  |  |
| Foot in the Door | | X | X | X | |  | |  |  |
| **Reading Labels and Ads** | |  |  |  | |  | |  |  |
| Breakfast Cereal Box | | X | X | X | |  | |  |  |
| Reading Labels | | X | X | X | |  | |  |  |
| Following Directions | | X | X | X | |  | |  |  |
| “Direction” Words | | X | X | X | |  | |  |  |
| Doing it in Order | | X | X | X | |  | |  |  |
| Signs Activity | | X | X | X | |  | |  |  |
| Playground Rules | | X | X | X | |  | |  |  |
| **Looking Up Information** | |  |  |  | |  | |  |  |
| The Small Mall | | X | X | X | |  | |  |  |
| The T.V. Guide | | X | X | X | |  | |  |  |
| White Pages | | X | X | X | |  | |  |  |
| Let Your Fingers Do the Walking | | X | X | X | |  | |  |  |
| Newspaper Hunt | | X | X | X | |  | |  |  |
| Classified Ads | |  |  |  | |  | |  |  |
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| **Life Skills Writing** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| Writing a Personal Letter | | X | X | X | |  | |  |  |
| Where Does it Fit? | | X | X | X | |  | |  |  |
| Addressing an Envelope | | X | X | X | |  | |  |  |
| Letter of Request | | X | X | X | |  | |  |  |
| Letter of Thanks | | X | X | X | |  | |  |  |
| The Invitation | | X | X | X | |  | |  |  |
| How is a Postcard Different? | | X | X | X | |  | |  |  |
| **Note-taking for Life** | |  |  |  | |  | |  |  |
| Writing a Note | | X | X | X | |  | |  |  |
| Design a Bulletin Board | | X |  | X | |  | |  |  |
| Who Has to Write? | |  |  |  | |  | |  |  |
| Note-taking | |  |  |  | |  | |  |  |
| Taking Messages | |  | X | X | |  | |  |  |
| Writing Clear Instructions | |  |  |  | |  | |  |  |
| Giving Directions | |  |  |  | |  | |  |  |
| Grouping and Categorizing Mty Grocery List | |  |  |  | |  | |  |  |
| Organizing What You Hear | |  |  |  | |  | |  |  |
| Our Town | | X | X | X | |  | |  |  |
| **Student Information Form** | |  |  |  | |  | |  |  |
| School Cards | | X | X | X | |  | |  |  |
| Knowing What to Write | | X | X | X | |  | |  |  |
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| **Life Skills Math** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| **General Math Concepts** | |  |  |  | |  | |  |  |
| The Purpose of Numbers | | X |  |  | |  | |  |  |
| Why Take More Math? | | X |  |  | |  | |  |  |
| Math Vocabulary | | X | X | X | |  | |  |  |
| Let’s Guess | | X |  |  | |  | |  |  |
| **Daily Living Expenses and Money Management** | |  |  |  | |  | |  |  |
| Teacher Preface | |  |  |  | |  | |  |  |
| Tapping into Money | | X |  |  | |  | |  |  |
| What’s Your Guess? | | X |  |  | |  | |  |  |
| How Did You Spend…? | |  |  |  | |  | |  |  |
| Goods and Services | |  |  |  | |  | |  |  |
| The Buying Game | |  |  | X | |  | |  |  |
| Planning Ahead | |  |  |  | |  | |  |  |
| Money Manipulation | |  |  |  | |  | |  |  |
| A Fun Experiment | | X |  |  | |  | |  |  |
| Divide and Decide | | X |  |  | |  | |  |  |
| Can We Afford to Eat Out? | | X |  |  | |  | |  |  |
| This is Real Life? | | X | X |  | |  | |  |  |
| Planning Ahead | | X |  |  | |  | |  |  |
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| **Banking and Investing** | | a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  b. Correctly use frequently confused words (e.g., to, too, two; their, their) | a. Using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  b. Use spelling patterns and generalizations in writing words. | a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) | |  | |  |  |
| What You Want | | X |  |  | |  | |  |  |
| Money Business | | X |  |  | |  | |  |  |
| Learning about Checkbooks | | X | X | X | |  | |  |  |
| Wall Street | | X | X | X | |  | |  |  |
| **Comparison Shopping** | |  |  |  | |  | |  |  |
| Hunt and Find | | X |  |  | |  | |  |  |
| Creative Couponing | | X |  |  | |  | |  |  |
| Come to a Pizza Party | | X |  |  | |  | |  |  |
| Riding High | | X |  |  | |  | |  |  |
| Let’s Pretend | | X |  |  | |  | |  |  |
| Figure the Percent | | X |  |  | |  | |  |  |
| Let’s Go Shopping | | X |  |  | |  | |  |  |
| **Measurement** | |  |  |  | |  | |  |  |
| Following a Recipe | | X |  | X | |  | |  |  |
| Now I’m the Cook | | X | X | X | |  | |  |  |
| Control Your Own Time | |  |  |  | |  | |  |  |
| Measurement Worksheets | | X | X | X | |  | |  |  |

**CONNECTIONS Matrices to Idaho Common Core:**

**Math**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards for Mathematical Practice; K-12** | **1. Make Sense of Problems and Perservere in Solving Them** | | **2. Reason Abstractly and Quantitatively** | | | **3. Construct Viable Arguments and Critique the Reasoning of Others** | **4-5. Model and Mathematics; Use Appropriate Tools Strategically** | | **6-7. Attend to Precision and Look for and Make Use of Structure** | **8. Look for and Express Regularity and Repeated Reasoning** | |
| **UNIT 1:**  **Me and My Shadow** | Mathematically proficient students can solve problems and discuss how they solve them; explain to themselves the meaning of the problem and look for ways to solve it; may use concrete objects or pictures to help them conceptualize and solve problems; try different approaches and often will use another method to check their answers | | Mathematically proficient students recognize that a number represents a specific quantity; connect the quantity to written symbols and create a logical representation of the problem at hand; considering both the appropriate units involved and the meaning of quantities | | Mathematically proficient students may construct arguments using concrete referents, such as objects, pictures, and drawings; explain their thinking and making connections between models and equations and refine their mathematical communication skills as they participate in mathematical discussions | | Mathematically proficient students experiment with representing problem situations in multiple ways using multiple tools, including making a chart, list, or graph, and they can connect and explain the representation and use them | As students develop their mathematical communication skills, they use clear and precise language in discussions with others and in their own reasoning; they specifiy units of measure, the meaning of the symbols chosen | | | As students notice repetitive actions in computation to make generalization, they use models to explain calculations and understand and explain how algorithms work |
| Pick Your Can |  | |  | | X | |  |  | | |  |
| Fantasy Jobs |  | |  | | X | |  |  | | |  |
| **Unit 1: Coping Skills** |  |  | |  | | |  |  | | |  |
| The “I Can” Card Game | X |  | |  | | |  |  | | |  |
| Me, Not Me | X |  | |  | | |  |  | | |  |
| My Self-evaluation Work |  |  | | X | | |  |  | | |  |
| Specific Time Counts |  |  | | X | | |  |  | | | X |
| To Do Lists |  |  | | X | | |  |  | | |  |
| **Career Awareness** |  |  | |  | | |  |  | | |  |
| Career Awareness Jeopardy | X |  | |  | | | X |  | | |  |
| Working with Diversity | X |  | |  | | |  |  | | |  |
| **Exploring Community Partnerships** |  |  | |  | | |  |  | | |  |
| Making it Real | X |  | |  | | |  |  | | | X |
| **Standards for Mathematical Practice; K-12** | **1. Make Sense of Problems and Perservere in Solving Them** | **2. Reason Abstractly and Quantitatively** | | **3. Construct Viable Arguments and Critique the Reasoning of Others** | | | **4-5. Model and Mathematics; Use Appropriate Tools Strategically** | **6-7. Attend to Precision and Look for and Make Use of Structure** | | | **8. Look for and Express Regularity and Repeated Reasoning** |
|  | Mathematically proficient students can solve problems and discuss how they solve them; explain to themselves the meaning of the problem and look for ways to solve it; may use concrete objects or pictures to help them conceptualize and solve problems; try different approaches and often will use another method to check their answers | Mathematically proficient students recognize that a number represents a specific quantity; connect the quantity to written symbols and create a logical representation of the problem at hand; considering both the appropriate units involved and the meaning of quantities | | Mathematically proficient students may construct arguments using concrete referents, such as objects, pictures, and drawings; explain their thinking and making connections between models and equations and refine their mathematical communication skills as they participate in mathematical discussions | | | Mathematically proficient students experiment with representing problem situations in multiple ways using multiple tools, including making a chart, list, or graph, and they can connect and explain the representation and use them | As students develop their mathematical communication skills, they use clear and precise language in discussions with others and in their own reasoning; they specifiy units of measure, the meaning of the symbols chosen | | | As students notice repetitive actions in computation to make generalization, they use models to explain calculations and understand and explain how algorithms work |
| **General Math Concepts** |  |  | |  | | |  |  | | |  |
| The Purpose of Numbers | X |  | |  | | | X | X | | |  |
| Why Take More Math? | X |  | |  | | | X |  | | |  |
| Math Vocabulary | X | X | | X | | | X |  | | |  |
| Let’s Guess | X |  | |  | | | X |  | | |  |
| **Daily Living Expenses and Money Management** |  |  | |  | | |  |  | | |  |
| Teacher Preface |  |  | |  | | |  |  | | |  |
| Tapping into Money | X |  | |  | | | X |  | | |  |
| What’s Your Guess? | X |  | |  | | | X |  | | |  |
| How Did You Spend…? |  |  | |  | | |  |  | | |  |
| Goods and Services |  |  | |  | | | X |  | | |  |
| The Buying Game |  |  | | X | | | X | X | | |  |
| Planning Ahead |  |  | |  | | | X | X | | |  |
| Money Manipulation |  |  | |  | | |  |  | | |  |
| A Fun Experiment | X |  | |  | | | X | X | | |  |
| Divide and Decide | X |  | |  | | | X | X | | |  |
| Can We Afford to Eat Out? | X |  | |  | | | X | X | | |  |
| This is Real Life? | X | X | |  | | | X | X | | |  |
| Planning Ahead | X |  | |  | | | X |  | | |  |
| **3-5 College and Career Readiness Anchor Standards: Reading and Foundational Skills** | **Reading:**  **Key Ideas and Details** | **Reading:**  **Craft and Structure** | | **Reading: Integration of Knowledge and Ideas** | | | **Reading:**  **Range of Reading and Level of Complexity** | **Foundational:**  **Phonic and Word Recognition** | | | **Foundational:**  **Fluency** |
| **Unit III: Banking and Investing** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. | | | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | 4. Read with sufficient accuracy and fluency to support comprehension. |
| All Kinds of Cards |  |  | | X | | |  |  | | |  |
| Making Greeting Cards | X |  | | X | | |  |  | | |  |
| Teacher Preface | X |  | |  | | |  |  | | | X |
| Eating Out Can be Educational | X |  | |  | | |  |  | | | X |
| The Breakfast Cereal Box |  |  | |  | | |  | X | | |  |
| Doing it in Order Makes a Difference |  |  | |  | | |  | X | | |  |
| The Purpose of Numbers | X |  | |  | | |  |  | | | X |
| Why Take More Math? | X | X | | X | | | X | X | | | X |
| Tapping into Money | X |  | |  | | |  |  | | | X |
| What’s Your Guess? | X |  | |  | | |  |  | | | X |
| How Did You Spend…? | X |  | |  | | |  |  | | | X |
| Goods and Services | X |  | |  | | |  |  | | | X |
| **Standards for Mathematical Practice; K-12** | **1. Make Sense of Problems and Perservere in Solving Them** | **2. Reason Abstractly and Quantitatively** | | **3. Construct Viable Arguments and Critique the Reasoning of Others** | | | **4-5. Model and Mathematics; Use Appropriate Tools Strategically** | **6-7. Attend to Precision and Look for and Make Use of Structure** | | | **8. Look for and Express Regularity and Repeated Reasoning** |
| **Life Skills Math** | Mathematically proficient students can solve problems and discuss how they solve them; explain to themselves the meaning of the problem and look for ways to solve it; may use concrete objects or pictures to help them conceptualize and solve problems; try different approaches and often will use another method to check their answers | Mathematically proficient students recognize that a number represents a specific quantity; connect the quantity to written symbols and create a logical representation of the problem at hand; considering both the appropriate units involved and the meaning of quantities | | Mathematically proficient students may construct arguments using concrete referents, such as objects, pictures, and drawings; explain their thinking and making connections between models and equations and refine their mathematical communication skills as they participate in mathematical discussions | | | Mathematically proficient students experiment with representing problem situations in multiple ways using multiple tools, including making a chart, list, or graph, and they can connect and explain the representation and use them | As students develop their mathematical communication skills, they use clear and precise language in discussions with others and in their own reasoning; they specifiy units of measure, the meaning of the symbols chosen | | | As students notice repetitive actions in computation to make generalization, they use models to explain calculations and understand and explain how algorithms work |
| The Buying Game | X |  | |  | | |  |  | | |  |
| Planning Ahead | X |  | |  | | |  |  | | |  |
| Money Manipulation |  |  | |  | | |  |  | | | X |
| A Fun Experiment |  |  | |  | | |  |  | | | X |
| Divide and Decide |  |  | |  | | |  | X | | | X |
| Can We Afford to Eat Out? | X |  | |  | | |  |  | | | X |
| This is Real Life! | X |  | |  | | |  |  | | | X |
| Why Should I Save? | X |  | |  | | |  |  | | | X |
| Saving for What You Want | X |  | |  | | |  |  | | | X |
| Money Business | X |  | |  | | |  |  | | | X |
| Learning about Checkbooks | X |  | |  | | |  |  | | | X |
| Wall Street | X |  | |  | | |  |  | | | X |
| Hunt and Find | X |  | |  | | |  | X | | | X |
| Creative Couponing | X |  | |  | | |  |  | | | X |
| Come to a Pizza Party | X |  | |  | | |  |  | | | X |
| Riding High | X |  | |  | | |  |  | | | X |
| **Standards for Mathematical Practice; K-12** | **1. Make Sense of Problems and Perservere in Solving Them** | **2. Reason Abstractly and Quantitatively** | | **3. Construct Viable Arguments and Critique the Reasoning of Others** | | | **4-5. Model and Mathematics; Use Appropriate Tools Strategically** | **6-7. Attend to Precision and Look for and Make Use of Structure** | | | **8. Look for and Express Regularity and Repeated Reasoning** |
| **Life Skills Math** | Mathematically proficient students can solve problems and discuss how they solve them; explain to themselves the meaning of the problem and look for ways to solve it; may uXse concrete objects or pictures to help them conceptualize and solve problems; try different approaches and often will use another method to check their answers | Mathematically proficient students recognize that a number represents a specific quantity; connect the quantity to written symbols and create a logical representation of the problem at hand; considering both the appropriate units involved and the meaning of quantities | | Mathematically proficient students may construct arguments using concrete referents, such as objects, pictures, and drawings; explain their thinking and making connections between models and equations and refine their mathematical communication skills as they participate in mathematical discussions | | | Mathematically proficient students experiment with representing problem situations in multiple ways using multiple tools, including making a chart, list, or graph, and they can connect and explain the representation and use them | As students develop their mathematical communication skills, they use clear and precise language in discussions with others and in their own reasoning; they specifiy units of measure, the meaning of the symbols chosen | | | As students notice repetitive actions in computation to make generalization, they use models to explain calculations and understand and explain how algorithms work |
| Let’s Pretend | X |  | |  | | |  |  | | | X |
| Figure the Percent | X |  | |  | | |  |  | | | X |
| Let’s Go Shopping | X |  | |  | | |  | X | | | X |
| Following a Recipe | X |  | |  | | |  | X | | | X |
| Now I’m the Cook |  |  | |  | | |  | X | | | X |
| Control Your Own Time | X |  | |  | | |  |  | | |  |
| Measurement Worksheets | X |  | |  | | |  | X | | | X |

**Appendix A**

**Idaho Core ELA/Literacy Standards:**

**Reading for Literature**

**Grades 3-8**

|  |  |  |  |
| --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standard** | **Third** | **Fourth** | **Fifth** |
| **Reading for Literature** | **STANDARD** | **STANDARD** | **STANDARD** |
| **CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | RL.5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic; summarize the text. |
| **CCRA.R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.** | RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | RL.4.3 Describe in depth the character of a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | RL.3.4 Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | RL.4.4 Determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | RL.5.4 Determine meanings of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| **CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | RL.5.5 Describe how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. |
| **CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.** | RL.3.6 Distinguish their own point of view from that of the narrator of those of the characters. | RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.** | RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem). |
| **CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | RL.3.8 (Not applicable to literature) | RL.4.8 (Not applicable to literature) | RL.5.8 (Not applicable to literature) |
| **CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characteristics (e.g., in books from a series). | RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.** | RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently. |
| **6-8 College and Career Readiness Anchor Standard** | **Sixth** | **Seventh** | **Eighth** |
| **Reading for Literature** | **STANDARD** | **STANDARD** | **STANDARD** |
| **CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as from inferences drawn from the text. | RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| **CCRA.R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.** | RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | RL.8.3 Analyze how particular lines of dialogue or incidents ina story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | RL.7.5 Analyze how a drama’s or poem’s for or structure (e.g., soliloquy, sonnet) contributes to its meaning. | RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| **CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.** | RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. | RL.7.6 Analyze how an author develops and contrast the points of view of different characters or narrators in a text. | RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| **CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.** | RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director and actors. |
| **CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | RL.6.8 (Not applicable to literature) | RL.7.8 (Not applicable to literature) | RL.8.8 (Not applicable to literature) |
| **CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| **CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.** | RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |

**Appendix B**

**Idaho Core ELA/Literacy Standards:**

**Reading for Informational Text**

**Grades 3-8**

|  |  |  |  |
| --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standard** | **Third** | **Fourth** | **Fifth** |
| **Reading for Informational Text** | **STANDARD** | **STANDARD** | **STANDARD** |
| **CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **CCRA.R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.** | RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| **CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| **CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| **CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.** | RI.3.6 Distinguish their own point of view from that of the author of a text. | RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided. | RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.** | RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| **CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | RI.3.8 Describe the logical connections between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence. | RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| **CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| **CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.** | RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently. | RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently |
| **6-8 College and Career Readiness Anchor Standard** | **Sixth** | **Seventh** | **Eighth** |
| **Reading for Informational Text** | **STANDARD** | **STANDARD** | **STANDARD** |
| **CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as from inferences drawn from the text. | RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments | RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| **CCRA.R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.** | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes). | RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | RI.8.3 Analyze how a test makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | RI.6.5 Analyze how a particular sentence, paragraph, chapter, or sections fits into the overall structure of a text and contributes to the development of the ideas. | RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| **CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.** | RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| **CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.** | RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words ot develop a coherent understanding of a topic or issue. | RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | RI.8.7 Evaluate the advantages and disadvantages of using different medium (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| **CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | R.I.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| **CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and biography on the same person). | RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree n matters of fact or interpretation. |
| **CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.** | RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. |

**Appendix C**

**Idaho Core ELA/Literacy Standards:**

**Foundational Skills**

**Grades 3-5 (No 6-8 Standards)**

|  |  |  |  |
| --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standard** | **Third** | **Fourth** | **Fifth** |
| **Foundational Skills** | **STANDARD** | **STANDARD** | **STANDARD** |
| **Phonics and Word Recognition** | | | |
| **No Anchor Standards** | RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multi-syllable words.  d. Read grade-appropriate irregularly spelled words. | RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **Fluency** | | | |
| **No Anchor Standards** | RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.5.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**Appendix D**

**Idaho Core ELA/Literacy Standards:**

**Writing**

**Grades 3-8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standard** | **Third** | | **Fourth** | | **Fifth** |
| **Writing** | **STANDARD** | | **STANDARD** | | **STANDARD** |
| **CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** | W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d. Provide a concluding statement or section. | | W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  d. Provide a concluding statement or section related to the opinion presented. | | W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  d. Provide a concluding statement or section related to the opinion presented. |
| **CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** | W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. Provide a concluding statement of section. | | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. | | W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. |
| **CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure. | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases to manage the sequence of events.  d. use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. | | W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. | |
| **Production and Distribution of Writing** | | | | | |
| **CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| **CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. | | W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. |
| **Research to Build and Present Knowledge** | | | | | |
| **CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** | W.3.7 Conduct short research projects that build knowledge about a topic. | | W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| **CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** | W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| **CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** | W.3.9 (Begins in grade 4) | | W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  \*Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  \*Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | | W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).  b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points[s]”). |
| **Range of Writing** | | | | | |
| **CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| --- | --- | --- | --- |
| **6-8 College and Career Readiness Anchor Standard** | **Sixth** | **Seventh** | **Eighth** |
| **Writing** | **STANDARD** | **STANDARD** | **STANDARD** |
| **Text Types and Purposes** | | | |
| **CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** | W.6.1 Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented. | W.7.1 Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  d. Establish and maintain. Provide a concluding statement or section that follows from and supports the argument presented. | W.8.1 Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** | W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented. | W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events. | W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| **Production and Distribution of Writing** | | | |
| **CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| **CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) | W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) | W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) |
| **CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | W.6.6 Using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | W.8.6 Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| **Research to Build and Present Knowledge** | | | |
| **CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** | W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues to exploration. |
| **CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** | W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** | W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  \*Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use of fiction use or alter history”).  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). | W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).  b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
| **Range of Writing** | | | |
| **CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Appendix E**

**Idaho Core ELA/Literacy Standards:**

**Speaking and Listening**

**Grades 3-8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3-5 College and Career Readiness Anchor Standard** | **Third** | | **Fourth** | | **Fifth** |
| **Speaking and Listening** | **STANDARD** | | **STANDARD** | | **STANDARD** |
| **Comprehension and Collaboration** | | | | | |
| **CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Explain their own ideas and understanding in light of the discussion. | | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly..  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions and carry out assigned roles.  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules to discussions and carry out assigned roles.  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| **CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **CCRA.SL.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. | | SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | |
| **Presentation of Knowledge and Ideas** | | | | | |
| **CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** | SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| **CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** | SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| **CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal  English when indicated or appropriate.** | SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | | SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

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| **6-8 College and Career Readiness Anchor Standard** | **Sixth** | | **Seventh** | | **Eighth** |
| **Speaking and Listening** | **STANDARD** | | **STANDARD** | | **STANDARD** |
| **Comprehension and Collaboration** | | | | | |
| **CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others’ ideas and expressing their own clearly..  a. Come to discussions prepared, having read or studied required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views. | | SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, and issues building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| **CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | | SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| **CCRA.SL.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence | | SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | |
| **Presentation of Knowledge and Ideas** | | | | | |
| **CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** | SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | | SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** | SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| **CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal  English when indicated or appropriate.** | SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | | SL.4.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) | | SL.5.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |

**Appendix F**

**Idaho Core ELA/Literacy Standards:**

**Language**

**Grades 3-8**

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| **3-5 College and Career Readiness Anchor Standard** | **Third** | | **Fourth** | | **Fifth** |
| **Language** | **STANDARD** | | **STANDARD** | | **STANDARD** |
| **Conventions of Standard English** | | | | | |
| **CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  b. Form and use regular and irregular plural nouns.  c. Use abstract nouns (e.g., childhood).  d. Form and use regular and irregular verbs.  e. Form and use the simple (e.g., I walked; I will walk) verb tenses.  f. Ensure subject-verb and pronoun-antecedent agreement)  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  h. Use coordinating and subordinating conjunctions.  i. Produce simple, compound, and complex sentences. | | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather a red small bag).  e. Form and use prepositional phrases.  f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  g. Correctly use frequently confused words (e.g., to, too, two; there, their). | | L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  b. Form and use the perfect (.g., I had walked; I have walked; I will have walked) verb tenses.  c. Use verb tense to convey various times, sequences, states, and conditions.  d. Recognize and correct inappropriate shifts in verb tense.  e. Use correlative conjunctions (e.g., either/or, neither, nor). |
| **CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize appropriate words in titles.  b. Use commas in addresses.  c. Use commas and quotation marks in dialogue.  d. For and use possessives.  e. Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use correct capitalization.  b. Use commas and quotations marks to mark direct speech and quotations from a text.  c. Use a comma before a coordinating conjunction in a compound sentence.  d. Spell grade-appropriate words correctly, consulting references as needed. | | L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.  c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  d. Use underlining, quotation marks, or italics to indicate titles of works.  e. Spell grade-appropriate words correctly, consulting references as needed. |
| **Knowledge of Language** | | | | | |
| **CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written standard English. | L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | L.5.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | |
| **Vocabulary Acquisition and Use** | | | | | |
| **CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | | L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| **CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | | L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | | L.5.6 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| **CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific wrds and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gather vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | | L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation). | | L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| **6-8 College and Career Readiness Anchor Standard** | **Sixth** | | **Seventh** | | **Eighth** |
| **Language** | **STANDARD** | | **STANDARD** | | **STANDARD** |
| **Conventions of Standard English** | | | | | |
| **CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Use intensive pronouns (e.g., myself, ourselves).  c. Recognize and correct inappropriate shifts in pronoun number and person.  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. | | L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of phrases and clauses in general and their function in specific sentences.  b. Choose among simple, compound, complex, compound-complex sentences to signal differing relationships among ideas.  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of verbals (gerunds, participles, infinitives) in particular sentences.  b. Form and use verbs in the active and passive voice.  c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. Recognize and correct inappropriate shifts in verb voice and mood. |
| **CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  b. Spell correctly. | | L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but no He wore an old[,] green shirt).  b. Spell correctly. | | L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission.  c. Spell correctly. |
| **Knowledge of Language** | | | | | |
| **CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader/listener interest, and style.  b. Maintain consistency in style and tone. | L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | L.8.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | |
| **Vocabulary Acquisition and Use** | | | | | |
| **CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., personification) in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | | L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | | L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| **CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Appendix G**

**Idaho Core Mathematics Standards**

**Grades 3**

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| **Operations and Algebraic Thinking 3.OA** |

**Represent and solve problems involving multiplication and division.**

1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.

2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

3. Use multiplication and division within 100 to solve words problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**Understand properties of multiplication and the relationship between multiplication and division.**

5. Apply properties of operations as strategies to multiply and divide.

6. Understand division as an unknown-factor problem.

**Multiply and divide within 100.**

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8x5=40, one knows 40÷5=8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

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| **Number and Operations in Base Ten 3.NBT** |

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9x80, 5x60) using strategies based on place value and properties of operations.

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| **Number and Operations—Fractions 3.NF** |

**Develop understanding of fractions as numbers.**

1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned in *b* equal parts; understand a fraction *a/b* as thequantity formed by a parts of size 1/*b*.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size a/*b* and that its endpoint locates the number *a/b* on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., ½=2/4, 4/6=2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

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| **Measurement and Data 3.MD** |

**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

**Represent and interpret data.**

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

a**.** A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

7. Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b*+*c* is the sum of *a* x *b* and *a* x *c*. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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| **Geometry 3.G** |

**Reason with shapes and their attributes.**

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

**Appendix H**

**Idaho Core Mathematics Standards**

**Grades 4**

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| **Operations and Algebraic Thinking 4.OA** |

**Use the four operations with whole numbers to solve problems.**

1. Interpret a multiplication equation as a comparison, e.g., interpret 35=5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

3. Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Gain familiarity with factors and multiples.**

4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

**Generate and analyze patterns.**

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

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| **Number and Operations in Base Ten 4.NBT** |

**Generalize place value understanding for multi-digit whole numbers.**

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of the comparisons.

3. Use place value understanding to round multi-digit whole numbers to any place.

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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| **Number and Operations—Fractions 4.NF** |

**Extend understanding of fraction equivalence and ordering.**

1. Explain why a fraction *a/b* is equivalent to a fraction *(n X a)* / *(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

3. Understand a fraction *a/b* with a > 1 as a sum of fractions 1/*b*.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction *a/b* as a multiple of *1/b*, and use this understanding to multiply a fraction by a whole number.

b. Understand a multiple of *a/b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number.

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

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| **Measurement and Data 4.MD** |

**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb**,** oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

**Represent and interpret data.**

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

**Geometric measurement: understand concepts of angle and measure angles.**

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

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| **Geometry 4.G** |

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**Appendix I**

**Idaho Core Mathematics Standards**

**Grades 5**

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| **Operations and Algebraic Thinking 5.OA** |

**Write and interpret numerical expressions.**

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

**Analyze patterns and relationships.**

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

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| **Number and Operations in Base Ten 5.NBT** |

**Understand the place value system.**

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

3. Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 x (1/10) + 9 x (1/100) + 2 x (1/1000).

b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4. Use place value understanding to round decimals to any place.

**Perform operations with multi-digit whole numbers and with decimals to hundredths.**

5. Fluently multiply multi-digit whole numbers using the standard algorithm.

6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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| **Number and Operations—Fractions 5.NF** |

**Use equivalent fractions as a strategy to add and subtract fractions.**

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

3. Interpret a fraction as division of the numerator by the denominator (*a/b = a ÷ b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product (*a/b*) x *q* as a parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* x *q* ÷ *b*.

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (*n* x *a*) / (*n* x *b*) to the effect of multiplying *a/b* by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

a. Interpret division of a unit fraction by a non-zero whole number.

b. Interpret division of a whole number by a unit fraction, and compute such quotients.

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

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| **Measurement and Data 5.MD** |

**Convert like measurement units within a given measurement system.**

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**Represent and interpret data.**

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

**Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5. Relate volume to the operations of multiplication abd addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism

b. Apply the formulas V = 1 x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

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| **Geometry 5.G** |

**Graph points on the coordinate plane to solve real-world and mathematical problems.**

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**Classify two-dimensional figures into categories based on their properties.**

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

4. Classify two-dimensional figures in a hierarchy based on properties.

**Appendix J**

**Idaho Core Mathematics Standards**

**Grades 6**

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| **Ratios and Proportional Relationships 6.RP** |

**Understand ratio concepts and use ratio reasoning to solve problems.**

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

2. Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with *b ≠ 0*, and use rate language in the context of a ratio relationship.

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems including those involving unit pricing and constant speed.

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

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| **The Number System 6.NS** |

**Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

**Compute fluently with multi-digit numbers and find common factors and multiples.**

2. Fluently divide multi-digit numbers using the standard algorithm.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

**Apply and extend previous understandings of numbers to the system of rational numbers.**

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7. Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

d. Distinguish comparisons of absolute value from statements about order.

8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

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| **Expressions and Equations 6.EE** |

**Apply and extend previous understandings of arithmetic to algebraic expressions.**

1. Write and evaluate numerical expressions involving whole-number exponents.

2. Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers.

b**.** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

3. Apply the properties of operations to generate equivalent expressions.

4. Identify when two expressions are equivalent (i.e., when the two expressions name the same numge3r regardless of which value is substituted into them).

**Reason about and solve one-variable equations and inequalities.**

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

7. Solve real-world and mathematical problems by writing and solving equations of the form *x* + *p* = q and *px* = *q* for cases in which *p*, *q* and *x* are all nonnegative rations numbers.

8. Write an inequality of the form *x* > *c* or *x* < *c* to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form *x* > *c* or *x* < *c* have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

**Represent and analyze quantitative relationships between dependent and independent variables.**

9. Use variables to represent two quantities in a real-world problem that change in relationship to another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

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| **Geometry 6.G** |

**Solve real-world and mathematical problems involving area, surface area, and volume.**

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas *V* = *1 w h* and *V* = *b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

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| **Statistics and Probability 6.SP** |

**Develop understanding of statistical variability.**

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**Summarize and describe distributions.**

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

5. Summarize numerical data sets in relation to their context, such as by:

a. Reporting the number of observations.

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**Appendix K**

**Idaho Core Mathematics Standards**

**Grades 7**

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| **Ratios and Proportional Relationships 7.RP** |

**Analyze proportional relationships and use them to solve real-world and mathematical problems.**

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

2. Recognize and represent proportional relationships between quantities.

a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

c. Represent proportional relationships by equations.

d. Explain what a point (*x, y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where r is the unit rate.

3. Use proportional relationships to solve multistep ratio and percent problems.

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| **The Number System 7.NS** |

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

a. Describe situations in which opposite quantities combine to make 0.

b. Understand *p* + *q* as the number located a distance |*q*| from *p*, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

c. Understand subtraction of rational numbers as adding the additive inverse, *p – q* = *p* + (-*q*). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

d. Apply properties of operations as strategies to add and subtract rational numbers.

2. Apply and extend previous understanding of multiplication and division and of fractions to multiply and divide rational numbers.

a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If *p* and *q* are integers, then -(*p/q*) = (-*p*)/*q* = *p*/(-*q*). Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in Os or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.

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| **Expressions and Equations 7.EE** |

**Use properties of operations to generate equivalent expressions.**

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form *px* + *q* = *r* and *p*(*x* + *q*) = *r*, where *p, q,* and *r* are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

b. Solve word problems leading to inequalities of the form *px* + *q* > *r* or *px* + *q* < *r*, where *p,q,* and *r* are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

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| **Geometry 7.G** |

**Draw, construct, and describe geometrical figures and describe the relationships between them.**

1. Solve problems involving scale drawings of geometric figures, including computing actual length and areas from a scale drawing and reproducing a scale drawing at a different scale.

2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of the circle.

5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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| **Statistics and Probability 7.SP** |

**Use random sampling to draw inferences about a population.**

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

**Draw informal comparative inferences about two populations.**

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.

4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

**Investigate chance processes and develop, use, and evaluate probability models.**

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy

a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.

c. Design and use a simulation to generate frequencies for compound events.

**Appendix L**

**Idaho Core Mathematics Standards**

**Grades 8**

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| **The Number System 8.NS** |

**Know that there are numbers that are not rational, and approximate them by rational numbers.**

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.²).

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| **Expressions and Equations 8.EE** |

**Work with radicals and integer exponents.**

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions.

2. Use square root and cube root symbols to represent solutions to equations of the form *x²* = *p* and *x³* = *p*, where *p* is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that 2 is irrational.

3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is that the other.

4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

**Understand the connections between proportional relationships, lines, and linear equations.**

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

6. Use similar triangles to explain why the slope *m* is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation *y* = *mx* + *b* for a line intercepting the vertical axis at *b*.

**Analyze and solve linear equations and pairs of simultaneous linear equations.**

7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with on solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successfully transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because of points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.

c. Solve real-world and mathematical problems leading to two linear equations in two variables.

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| **Functions 8.F** |

**Define, evaluate, and compare functions.**

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

3. Interpret the equation *y* = *mx* + *b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

**Use functions to model relationships between quantities.**

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

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| **Geometry 8.G** |

**Understand congruence and similarity using physical models, transparencies, or geometry software.**

1. Verify experimentally the properties of rotations, reflections, and translations:

a. Lines are taken to lines, and line segments to line segments of the same length.

b. Angles are taken to angles of the same measure.

c. Parallel lines are taken to parallel lines.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

**Understand and apply the Pythagorean Theorem.**

6. Explain a proof of the Pythagorean Theorem and its converse.

7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

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| **Statistics and Probability 8.SP** |

**Investigate patterns of association in bivariate data.**

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

**Appendix M**

**Employability Skills for Career-Ready Practice 2013**

**Content Standard 1.0 – Demonstrate Employability Skills for Career Readiness**

**Performance Standard 1.1 – Demonstrate Professional Knowledge and Skills**

1.1.1 Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand.

1.1.2 Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability.

1.1.3 Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.

1.1.4 Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.

1.1.5 Demonstrate diversity awareness by working well with all customers and co-workers.

1.1 6 Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues.

1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative.

**Performance Standard 1.2 – Demonstrate Professional Knowledge and Skills**

1.2.1 Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions.

1.2.2 Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly.

1.2.3 Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.

1.2.4 Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health.

1.2.5 Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace.

1.2.6 Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills.

1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.

1.2.8 Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work.

1.2.9 Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks.

1.2.10 Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service.

**Performance Standard 1.3 – Demonstrate Professional Knowledge and Skills**

1.3.1 Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner.

1.3.2 Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively.

1.3.3 Demonstrate proper Internet use and security by using the Internet appropriately for work.

1.3.4 Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications.

The following additional resources are found at <http://www.pte.idaho.gov>.

* *Definitions and Instructional Strategies for Employability Skills for Career Readiness Standards*
* *Correlation and Alignments of Employability Skills for Career Readiness Standards and the Idaho Core Standards and the Idaho Science Standards*
* *Alignment of Employability Skills for Career Readiness Standards and the Idaho Core Standards Mathematical Practices*