

Resources

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- New York State Occupational Information Coordinating Committee (NY-SOICC) (1991), *Developmental Guidance: Classroom Activities for Use with National Career Development Guidelines (Grades 7-9)*. (NY: New York State Department of Labor). Phone: 518-457-3805.
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Internet Resources

Academic Innovations	http://www.academicinnovations.com
Association for Career and Technical Education	http://www.avaonline.org/
Association of Supervision and Curriculum Development (ASCD)	http://www.ascd.org
America's Career Infonet	http://www.acinet.org
America's Learning eXchange	http://www.alx.org
Blue Web'N Learning Sites	http://www.kn.pacbell.com/wired/bluewebn/
Career Development and Occupational Studies (CDOS)	http://www.emsc.nysed.gov/workforce/cdos.html
CareerZone	http://www.nycareerzone.org
Center on Education and Work	http://www.cew.wisc.edu/cew/
Center on Education and Training for Employment	http://www.cete.org/
Contextual Teaching and Learning	http://www.contextual.org/
Copernicus Education Gateway	http://www.edgate.com/
Cornell Youth and Work Program	http://www.human.cornell.edu/youthwork/
Council of Chief State School Officers	http://ccsso.org/
Elmira College—Students in Free Enterprise	http://www.elmira.edu/Stulife/SIFE/BUSINESS.HTM
Florida School-to-Work/Tech Prep Clearinghouse	http://www.fsu.edu/~flstwtp/fl-stwtp.html
Florida School-to-Work Clearinghouse	http://www.flstw.fsu.edu/
Future Farmers of America (FFA)	http://www.agriculture.com/contents/FFA/index.html
Health Occupations Students of America (HOSA)	http://www.hosa.org
Jobs for the Future	http://www.jff.org
K-12 Education Links Collection	http://k-12.pisd.edu/links.htm
National Center for Research in Vocational Education	http://vocserve.berkeley.edu
National Central Regional Educational Laboratory <i>Pathways</i> Program	http://www.ncrel.org/ncrel/sdrs/pathways.htm
National School-to-Work Learning Center	http://www.stw.ed.gov/
New York State Education Department	http://www.nysed.gov/
Occupational Information Network (O*NET)	http://www.doleta.gov/programs/onet/
Office of Workforce Preparation & Continuing Education	http://www.nysed.gov/workforce/
SCANS 2000	http://www.scans.jhu.edu/

SCT BOCES—Elmira, NY	http://www.sctboces.org
Searchopolis	http://www.searchopolis.com/
STAWRS Kids (Simplified Tax & Wage Reporting System)	http://www.tax.gov/kids
TeachNET	http://www.cew.wisc.edu/teachnet/
Technology Student Association (TSA)	http://www.tsawww.org
TERC	http://www.terc.edu/
TILT Lesson Plans	http://www.sctboces.org/tilt/assign.htm
United States Department of Education	http://www.ed.gov
United States Department of Justice Kids and Youth	http://www.usdoj.gov/kidspage/
United States Department of Labor	http://www.dol.gov
United States Department of Treasury Kid's	http://www.treas.gov/kids/
WestEd	http://www.WestEd.org

Supplemental Teaching Tools

Writer at Work Rubric

	AWARD-WINNING WRITER	LOCAL JOURNALIST	SCHOOL NEWS WRITER	WRITER IN TRAINING
CONTENT	<ul style="list-style-type: none"> • I have clearly stated and focused main idea. • I use important and relevant details that both support and develop my main idea. • I have conclusion that clearly summarizes the information or gives my opinion. • I fully understand the task and am able to complete it while making connections to the topic. 	<ul style="list-style-type: none"> • I have a thoughtful main idea. • I use specific details to develop the main idea. • I have a conclusion that summarizes the information or gives my opinion. • I complete the task and make some connections. 	<ul style="list-style-type: none"> • I need help writing a main idea sentence. • I use some details to support the main idea. • I have an incomplete or weak ending. • I am able to complete part of the task without help. 	<ul style="list-style-type: none"> • I need help understanding the topic. • I need the teacher's help writing sentences that make sense about a topic.
ORGANIZATION	<ul style="list-style-type: none"> • The opening of my paragraph has a clear focus or purpose. • I write information in a logical sequence (in order). • I tie all of my ideas together with transition words. 	<ul style="list-style-type: none"> • The opening of my paragraph has a purpose. • I write information in sequence. • I have a beginning, middle, and end. 	<ul style="list-style-type: none"> • I need the teacher's help to write a beginning and an ending. • I can write facts for the middle of my passage without help. 	<ul style="list-style-type: none"> • I need my teacher to show me how to write about a topic and put my ideas in order.
MECHANICS PARAGRAPHING CAPITALIZATION PUNCTUATION GRAMMAR SPELLING	<ul style="list-style-type: none"> • I know the rules of proper writing. I use correct capitalization, punctuation, grammar, and paragraph form. • I indent at the beginning of a paragraph. • I make minor spelling errors and take risks spelling words above grade level. • I edit my own work. 	<ul style="list-style-type: none"> • Most of the time I use correct capitalization, punctuation, and grammar. • I usually indent a paragraph. • I make very few errors spelling grade-level words. • I use a checklist when editing my work. 	<ul style="list-style-type: none"> • I sometimes forget to capitalize the word at the beginning of a sentence and to use a period at the end. • I need the teacher to remind me to indent. • I need to look at a basic sight word sheet to spell correctly. • I need help editing my work. 	<ul style="list-style-type: none"> • I forget to use capitals and periods. • I need to learn how to write a complete sentence. • I need my teacher's help when I edit my work.
LANGUAGE USE	<ul style="list-style-type: none"> • I write an easy-to-read passage with clear, descriptive language. • I use sophisticated vocabulary that is above my grade level. • My passage is interesting, well-written, and engages the reader. 	<ul style="list-style-type: none"> • I write a factual paragraph using some descriptive words or ideas. • I use grade-level vocabulary. • My passage is brief but interesting. 	<ul style="list-style-type: none"> • I write simple sentences. • I use basic vocabulary. • My passage is short and sometimes I repeat an idea. 	<ul style="list-style-type: none"> • I use sight words and simple vocabulary when I write. • I need help expressing myself on a topic.

Lesson Planning with CDOS Alignment

Content Area	Title of Lesson	
Standard 1—Career Awareness See the connection to the world of work	OBJECTIVES:	
Standard 2—Integrated Learning Understand how the skills used in this activity are useful in the world of work		DESCRIPTION:
Standard 3a—Foundation Skills BASIC SKILLS Read Write Listen Speak Mathematics	MODIFICATIONS:	
THINKING SKILLS Evaluate facts Solve problems Make decisions		MATERIALS/RESOURCES:
PERSONAL QUALITIES Plan Organize Self-manage Act independently		ASSESSMENT/EVALUATION:
INTERPERSONAL SKILLS Cooperate Participate as a team member		
TECHNOLOGY Select appropriate technology Use appropriate technology		
MANAGING INFORMATION Access information Communicate information appropriately		
MANAGING RESOURCES Use resources effectively to complete tasks		
SYSTEMS Understand and work effectively within a given system		

Career Development Rubric

Name: _____ Date: _____

Assignment: _____

This Student Can:	Remarkable Evidence	Acceptable Evidence	Minimal Evidence	No Evidence	N/A
Standard 1—Career Awareness See the connection to the world of work					
Standard 2—Integrated Learning Understand how the skills used in this activity are useful in the world of work					
Standard 3a—Foundation Skills BASIC SKILLS					
Read					
Write					
Listen					
Speak					
Use mathematics skills					
THINKING SKILLS					
Evaluate facts					
Solve problems					
Make decisions					
PERSONAL QUALITIES					
Plan					
Organize					
Self-manage					
Act independently					
INTERPERSONAL SKILLS					
Cooperate					
Participate as a team member					
TECHNOLOGY					
Select appropriate technology					
Use appropriate technology					
MANAGING INFORMATION					
Access information					
Communicate information appropriately					
MANAGING RESOURCES					
Use resources effectively to complete tasks					
SYSTEMS					
Understand and work effectively within a given system					

*Use this rubric to assess the presence of the career development skills in the content areas—K-12

** The categories of evidence can be viewed as a continuum from the highest level at the far left of Remarkable Evidence to the lowest level at the far right of No Evidence.

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