

# Elementary Career Education Reference Guide

Pre-Kindergarten - Fifth Grades

**Career and Technology Education**  
**Jeanie Bragg - CTE Counselor Division III**  
**2008 -2009**

Denton Independent School District

# **Career Education Information Guide**

**Career Education Guide and Supplementary  
Materials Prepared for the  
DISD Elementary School Counselor**

**Career and Technology Education Counselor  
Elementary Liaison**

Jeanie Bragg – CTE Division III, Guyer High School

# PREFACE

Changes in today's social and cultural environment emphasize the need to revise and reform education to focus not only on obtaining skills and knowledge but also on the development of personal, educational, career, and social growth in the individual. The base of knowledge and the methods of interaction encompassed in the field of counseling today prepare the school counselor to guide each student's development and integration into the school and community experience.

The goal of such comprehensive school guidance and counseling is to assist the student, through appropriate prevention and intervention, in the transition from student to responsible adult. Therefore, preparation for entry into a global economy and international workforce is vital for the success of the student. School guidance and counseling programs prepare students throughout the educational process to use resources, set goals, solve problems, make decisions, and implement plans.

Recognizing that all students have needs that are similar throughout their development while varied according to their circumstances, it is recommended that school districts plan and implement comprehensive school guidance and counseling programs for students at all levels from pre-kindergarten through post-secondary education. Group approaches such as classroom guidance, co-teaching with classroom teachers, and resource center are not only efficient but also may be more effective than individual ones. Because such programs focus on developing skills to be used throughout the life cycle, they promote production rather than reaction. They teach and encourage students to become personally responsible for their own educational and career development.

In order to meet the challenge of the 21<sup>st</sup> century we as educators must be proactive rather than reactive. Our students must have the preparation needed in order to be competitive within the highly technical global economy. Texas School Counselor Association, 1996

## Texas Education Agency Guidance Information

A Model Developmental Guidance and Counseling Program for Texas Public Schools. . . A Guide for Program Development Pre-K –12<sup>th</sup> Grade is available from Publications Distribution Office, Texas Education Agency, P.O. Box 13817, Austin, Texas 78711-3817.

*At the desk where I sit, I have learned one great truth.  
The answer for all our national problems -  
The answer for all the problems of the world -  
comes to a single word. That word is  
"EDUCATION."*

--Lyndon B. Johnson--

# Table of Contents

## **SECTION I: Introduction**

- Introduction: A Note to the School Counselor
- Denton Independent School District Mission Statement
- Denton Independent School District Goals
  - Vision, Teaching & Learning, Climate, Parent and Community Involvement, Human Resources, Growth & Change
- About this Guide: Introduction
  - Clarity of Purpose, Commitment, Comprehensiveness, Collaboration, Coherence, Coordination, Competency
- Preparing Students for the Workforce -The School Counselor Role
  - Resources, Interpersonal, Information, Systems, Technology, Foundation
- Implementation of Achieve Texas and Career Clusters
  - What is Achieve Texas?, Goals of Achieve Texas, Sixteen Career Clusters and Their Pathways
- Career Development Best Practices Models – Career Development Continuum
  - Career Development Continuum - Career Awareness
  - Career Development Continuum - Career Exploration
  - Career Development Continuum – Graduation / Career Education Plan
  - Career Development Continuum – Career Concentration
  - Career Development Continuum – Career Concentration Specialty
  - Career Development Continuum – Post-Secondary Transition Plan
  - Career Development Continuum – Post Secondary Options
  - Career Development Continuum – Employment Advancement
- A Model Comprehensive, Developmental Guidance & Counseling Program (TEA)
  - Components of a Comprehensive, Developmental School Guidance and Counseling Program
  - Content Areas and Competency Indicators for Each Grade Span
- National Career Development Guidelines, National Occupational Informational Coordinating Committee
- DISD Career Guidance Program Activities
  - Elementary School, Middle School, High School, Other Guidance Activities
- School Wide Activities / Overview
- Classroom Ideas / Overview
- Career Education Contest / Overview
- Simple and Sensational Career Day Schedule / Overview

## **SECTION II: Career Education Integrated Curriculum and Activities**

- School Wide Activities
- Career Education Teacher Activity Packet -Integrated Classroom Activities
- Pre Kindergarten**
  - Social Studies Matrix: Pre-Kindergarten
  - Classroom Activities: Pre-Kindergarten Career Activities
- Kindergarten**
  - Social Studies Matrix: Kindergarten
  - Classroom Activities: Kindergarten Career Activities
  - Classroom Discussion or Journal Topics: Pre-Kindergarten and Kindergarten
  - Team or Group Projects: Pre-Kindergarten and Kindergarten

**First Grade**

Social Studies Matrix: First Grade

Classroom Activities: First Grade

Classroom Discussion or Journal Topics: First Grade

**Second Grade**

Social Studies Matrix: Second Grade

Classroom Activities: Second Grade

Classroom Discussion or Journal Topics: Second Grade

**Third Grade**

Social Studies Matrix: Third Grade

Classroom Activities: Third Grade

Classroom Discussion or Journal Topics: Third Grade

**Fourth Grade**

Social Studies Matrix: Fourth Grade

Classroom Activities: Fourth Grade

Classroom Discussion or Journal Topics: Fourth Grade

**Fifth Grade**

Social Studies Matrix: Fifth Grade

Classroom Activities: Fifth Grade

Classroom Discussion or Journal Topics: Fifth Grade

**Music Career Activities****Art Career Activities****Physical Education and Health Career Activities**

Special Programs

Career Education Contest

Simple and Sensational Career Day

Simple and Sensational Career Day Sample Schedule

**SECTION III: Career Education Materials and Forms**

Publicity and Promotion

Other Publicity

Remember Special People

Career Day Contacts Form

Career Day Activities / School-wide Activities Form

Career Day Activities/ Teacher Schedule Form

Career Day Presenters Sign-In

Sample Parent Invitation Letter

Sample Speaker Confirmation Letter

Sample Speaker Verification of Schedule Letter

Sample Presenter Thank You Letter

Sample Certificate of Appreciation

Sample Student Certificate of Participation

Sample Teacher Certificate of Recognition

**SECTION IV: Texas Essential Knowledge and Skills**

Texas Essential Knowledge and Skills Used in the Teachers Guide

Business

# SECTION I

## Introduction

**Education today, more than ever before,  
must see clearly the dual objectives:  
Education for Living and  
Educating for making a living.**

**--James Mason Wood--**

## Introduction: A Note to the School Counselor

The school counselor wears many hats and performs many duties. Therefore, the school counselor's time is extremely valuable. With this in mind we encourage you to integrate career education within your already developed comprehensive guidance program. This guide is correlated to the National Career Development Competencies developed by the National Occupational Information Coordinating Committee. This resource guide was developed in such a way to provide flexibility for the individual school counselor and campus needs. Select the activities that will best suit your campus.

### The purpose of this guide is to:

- Assist with the career guidance portion of elementary comprehensive guidance program
- Provide career guidance support materials including:
  - Career guidance information
  - Suggested school-wide career activities
  - Integrated classroom career guidance activities that are keyed into the TEKS
- Provide information about the Career and Technology Education Guidance Department sponsored district wide "Career Month."
- Provide a way for all elementary schools in the Denton Independent School District to provide a district wide career activity utilizing student involvement.
- Provide an opportunity for the Denton Elementary schools to partner with the business community
- Increase parent and community involvement in the educational process of the elementary students.
- Provide information about the Achieve Texas Initiative and Federal Career Clusters

If the Career and Technology Education Guidance Department can assist you in anyway contact:

**CTE Counselor – Elementary Liaison**  
**Jeanie Bragg**, Division III Career and Technology Education Counselor  
[jbragg@dentonisd.org](mailto:jbragg@dentonisd.org) or (GHS) 369 -1033

*"Where your talents meet the needs of the world,  
Therein lies your career."* Albert Schweitzer

## **Denton ISD Mission Statement**

Mission Statement. . . in pursuit of excellence . . .

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and of demonstrating the skills necessary to contribute productively in a complex and ever-changing world.

## **Denton ISD District Goals**

### **I. Vision ... In pursuit of excellence, the district will:**

- develop a culture where learning is our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning

### **II. Teaching & Learning... In pursuit of excellence, the district will:**

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs and promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates

### **III. Climate... In pursuit of excellence, the district will:**

- celebrate and respect the diversity in our Denton ISD Community.
- promote and nourish a safe learning and working environment which is supportive, cooperative, and ensures open communication.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities as active citizens of their community, nation, and world

### **IV. Parent and Community Involvement...In pursuit of excellence, the district will:**

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools

**V. Human Resources...In pursuit of excellence, the district will:**

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, and employ teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in the workforce

**VI. Growth & Change...In pursuit of excellence, the district will:**

- review and adjust policies and procedures effectively to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate

## About this Guide:

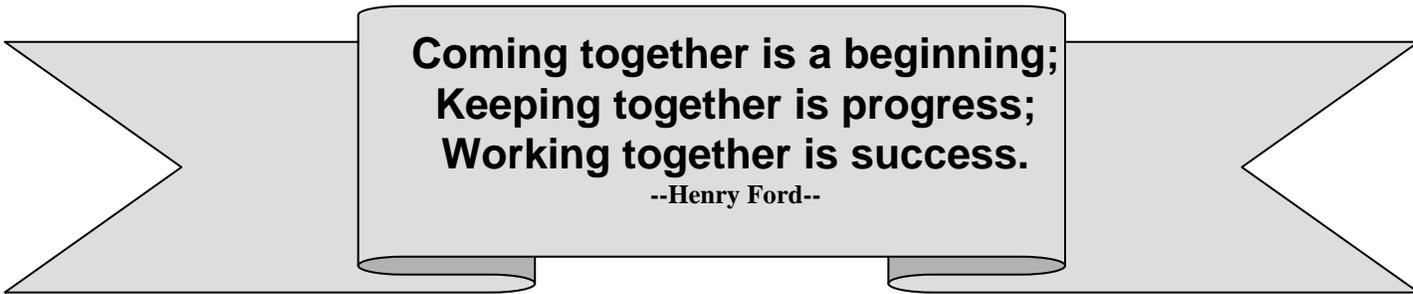
**Introduction:** Although a guidance program is in place in each of our DISD Elementary schools, a goal of the Career and Technology Education Department is to provide all Denton students with equal access to a career education program. Since 1997, with the help of all elementary counselors and teachers, we as a district were able to emphasize the importance of career education through a district-wide program. In addition to this endeavor integration of career curriculum into the already developed comprehensive guidance program is encouraged. The Career and Technology Education Guidance Department is committed to providing the support to you in order for your students to receive the school-to-career transition education needed to be successful. Since career education is vital to the success of our students a district-wide Career Education initiative is ongoing.

One purpose of this resource guide is to pull together many of the best practices in career development being used that are designed and developed by guidance professionals and/or organizations. Throughout the guide original sources are credited. To obtain additional information from these resources visit the organizations website.

For this program's purpose the seven essential elements of career planning that have been identified by the National Consortium of State Career Guidance Supervisors will be utilized. The "Seven C's" that are used for the "Planning for Life Program" which involve teacher commitment, parent involvement, community participation and student learning are listed below:

- **Clarity of Purpose:** Shared understanding of the program's purpose by school, family, business and community.
- **Commitment:** Ongoing investment of resources in the program by school, family, business, labor, industry and community.
- **Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career education opportunities are fairly presented.
- **Collaboration:** The degree to which schools, family, business and community share program ownership.
- **Coherence:** The degree to which the program provides a documented plan for all students and furnishes specific assistance and progress assessment.
- **Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.
- **Competency:** Evidence of student competency attainment.

(Planning for Life Program, The U.S. Army Recruiting Command)



**Coming together is a beginning;  
Keeping together is progress;  
Working together is success.**

--Henry Ford--

## PREPARING STUDENTS FOR THE WORKFORCE

### The School Counselor Role

The American School Counselor Association (ASCA) states what schools must teach students to prepare them for the workforce and the role of the school counselor relates directly to these elements. These role statements illustrate how the four components of a comprehensive school counseling program (guidance curriculum, responsive services, individual planning, and system support) fit directly to the acquisition of these elements and the closely related National Career Development Guidelines Competencies (NCDGC), which provides developmental competencies that are appropriate for each age level.

**Resources:** Guidance curriculum is used to teach students about allocation of the resources of time, money, materials, facilities, and people, along with the interrelationships of life roles.

**Interpersonal:** Guidance curriculum is used to teach students how to participate as team members, teach others, serve clients, be a leader, negotiate, and work with cultural diversity. The guidance curriculum should also cover establishing a positive self-concept and positive attitudes towards learning; how society influences work; and the skills needed for interacting positively with others and seeking, maintaining, and changing jobs.

**Information:** Through guidance curriculum, students are taught how to acquire, evaluate, organize, maintain, interpret, and communicate information. Also taught is how the needs of society affect work.

**Systems:** Individual planning and guidance curriculum are used to teach understanding, improving, and designing systems. Also taught are how to monitor and correct performance and the skills involved in decision making and career planning.

**Technology:** Guidance curriculum is used to teach students how to select, apply, maintain, and troubleshoot technology. Also included is teaching students skills to locate, evaluate, and interpret career information.

**Foundation:** This group of competencies includes both basic skills (reading, writing, mathematics, listening, and speaking); thinking skills (creative thinking, decision making, problem solving, seeing things in the Mind's Eye, knowing how to learn, and reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, and integrity/honesty). Basic skills are taught through the guidance curriculum. Also included is teaching students the relationship between education and career planning. Thinking skills and personal qualities are addressed through a combination of individual planning, guidance curriculum, and responsive services.

## Implementation of AchieveTexas and Career Clusters

### What is AchieveTexas?

**AchieveTexas** is an education initiative designed to prepare all students for a lifetime of success. It allows ALL students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

**AchieveTexas** is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative ([www.careerclusters.org](http://www.careerclusters.org)) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway programs of study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student’s interest or career goal.

### **Goals of AchieveTexas:**

- ✿ Career Clusters and Career Pathways are an integral part of the Texas education system.
- ✿ Every student prepares a personalized graduation plan in middle school to plan for grades 9–16 and beyond. The student chooses a Career Cluster and Pathway to guide his or her learning in the context of personal career interests. Plans are evaluated and updated annually.
- ✿ Clusters span all grades (P–16). Career awareness begins in elementary school and transitions into career exploration in middle school. Career concentrations in high school help students transition into career preparation in postsecondary. All participants experience career advancement in employment.
- ✿ The education system is seamless between high school and postsecondary institutions. Students have opportunities in a Career Pathway to earn dual credit and articulated credit that flows seamlessly into postsecondary education or training.
- ✿ Partnerships are in place throughout the system. Partnerships are established statewide and locally between business and education. Educational institutions form meaningful partnerships.
- ✿ Academics are woven throughout the P–16 curriculum. There is an integration of academic and technical knowledge and skills within the curriculum. Interdisciplinary teaching takes place and academics are taught in context. Curriculum alignment occurs between secondary and postsecondary education.
- ✿ Career guidance is dramatically enhanced. All students have access to quality assessment and career information resources. Career counseling is provided with a strong emphasis on career and college readiness.
- ✿ All students take part in extended learning opportunities. Every student chooses extended learning experiences such as service learning, internships, apprenticeships, and work-based learning.
- ✿ Professional development supports the cluster system. Professional development is a critical part of the teacher’s career. Schools of education train teachers for the cluster system.

Above information is located on the Achieve Texas website - <http://www.achievetexas.org/index.html>

**Sixteen Career Clusters and Their Pathways:** Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. States' Career Clusters Initiative -<http://www.careerclusters.org/index.cfm>

## Sixteen Career Clusters and Their Pathways

### **Agriculture, Food & Natural Resources**

Food Products and Processing Systems  
Plant Systems  
Animal Systems  
Power, Structural & Technical Systems  
Natural Resources Systems  
Environmental Service Systems  
Agribusiness Systems

### **Architecture & Construction**

Design/Pre-Construction  
Construction  
Maintenance/Operations

### **Arts, Audio/Video Technology & Communications**

Audio and Video Technology and Film  
Printing Technology  
Visual Arts  
Performing Arts  
Journalism and Broadcasting  
Telecommunications

### **Business, Management & Administration**

Management  
Business Financial Management & Accounting  
Human Resources  
Business Analysis  
Marketing  
Administrative & Information Support

### **Education & Training**

Administration and Administrative Support  
Professional Support Services  
Teaching/Training

### **Finance**

Financial & Investment Planning  
Business Financial Management  
Banking & Related Services  
Insurance Services

### **Government & Public Administration**

Governance  
National Security  
Foreign Service

### **Hospitality & Tourism**

Restaurants and Food/Beverage Services  
Lodging  
Travel & Tourism  
Recreation, Amusements & Attractions

### **Human Services**

Early Childhood Development & Services  
Counseling & Mental Health Services  
Family & Community Services  
Personal Care Services  
Consumer Services

### **Information Technology**

Network Systems  
Information Support and Services  
Interactive Media  
Programming and Software Development

### **Law, Public Safety, Corrections & Security**

Correction Services  
Emergency and Fire Management Services  
Security & Protective Services  
Law Enforcement Services  
Legal Services

### **Manufacturing**

Production  
Manufacturing Production Process Development  
Maintenance, Installation & Repair  
Quality Assurance  
Logistics & Inventory Control  
Health, Safety and Environmental Assurance

### **Marketing, Sales & Service**

Management and Entrepreneurship  
Professional Sales and Marketing  
Buying and Merchandising  
Marketing Communications and Promotion  
Marketing Information Management and Research  
Distribution and Logistics  
E-Marketing

**Government & Public Administration (cont.)**

Planning  
 Revenue and Taxation  
 Regulation  
 Public Management and Administration

**Health Science**

Therapeutic Services  
 Diagnostic Services  
 Health Informatics  
 Support Services  
 Biotechnology Research and Development

**Science, Technology, Engineering & Mathematics**

Engineering and Technology  
 Science and Math

**Transportation, Distribution & Logistics**

Transportation Operations  
 Logistics Planning and Management  
 Services  
 Warehousing and Distribution Center  
 Operations  
 Facility and Mobile Equipment Maintenance  
 Transportation Systems/Infrastructure Planning, Management and  
 Regulation  
 Health, Safety and Environmental Management Sales and Service

**Career Development Best Practices Models**

The following Career Development Model identifies career guidance stages for grades Pre-kindergarten through post secondary. These stages include career awareness, career exploration, graduation / career education planning, career concentration, career concentration specialty, post secondary options, and employment advancement.



Academic Social Development	Academic Rigor Relevance	Graduation /Career Education	Academic / Entry Level CTE Courses Rigor Relevance	Academic / CTE Coherent Sequence Rigor Relevance	Post Secondary Transition Plan	Post Secondary Education Training / Technical Training	Professional Development / Continuing Education
Career Awareness	Career Exploration		Career Concentration	Work Based Career Concentration Specialty		Post Secondary Options	Employment Advancement
Pre-K-5	6-8		9-10	11-12		13+	lifelong learning

**Career Awareness (Pre-Kindergarten – Fifth Grades):** To assist students in learning more about themselves, understand the world of work, and develop respect for all types of work, and provide foundational knowledge about the federal career clusters as defined by the US Department of Labor/Employment and Training Administration.

**Career Awareness Activities:**

- Academic / Career Education Curriculum Integration
- Career Presentations
- Field Trips
- Career Fairs
- Career On Wheels

Career Interviews  
Career Games / Puzzles  
Career Announcements  
Career Family Activity Calendar  
Career Parent Involvement  
Role Playing Activities  
Reading/Book Study  
College Day / Educator Panels  
Tour of the Advanced Technology Complex  
Parent Seamless Education Transition Meeting  
Post-Secondary Education/Training Options

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**Career Exploration (Sixth – Eighth Grades):** To assist students in developing a greater knowledge and understanding of educational and career opportunities utilizing a self discovery approach to identify interests, talents, and work values. This provides the framework for students to make educated and meaningful career and education choices through investigating occupations and understanding the relationship between academic school subjects and future career goals. This culminates in a graduation plan including post secondary education and training options that is based on sequential career cluster/pathways to ensure success in future endeavors.

**Career Exploration Activities:**

CTE Courses – Career Investigation, Career Connections, Technology, Keyboarding  
Field Trips  
Interest Assessment  
Speakers  
Career Day/Career Fairs  
Computerized Career Research  
Oscar - <http://www.ioscar.org/tx/>  
Reality Check - [www.lmci.state.tx.us/realitycheck/](http://www.lmci.state.tx.us/realitycheck/)  
Shadowing /Mentoring  
Career Interviews Career Planning  
Financial Aid Awareness  
Graduation Plan Development  
Educational Models / Career Pathways  
Develop an Individualized Plan – IEP, PGP

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**Graduation / Career Education Plan (Transition to 9<sup>th</sup> Grade):** To help students develop a sequential plan of study that supports their career focus based on the sixteen federal career pathways identified by the US Department of Labor/Employment and Training Administration. This plan includes credentialization which may include licensure, certifications, and articulated technical credit toward the chosen career field. This plan generally is four to six years and includes post-secondary education and training options.

**Graduation / Career Education Plan Activities:**

Career Aptitude Interest Assessment  
Decision Making / Goal Setting  
Career / Education Planning (Four Year Plan with Post-Secondary Goals)

DISD Educational Models – Coherent Sequencing of Courses  
Achieve Texas – Federal Career Clusters  
Acceleration of High School Credits  
Career Profile / Folder

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**Career Concentration (Ninth – Tenth Grades):** To help students utilize all resources in the school, home, and community to research specific careers through a variety of methodologies. Students start developing a career specific skill portfolio in entry level Career and Technology courses which also includes transferable skills within the Career Pathway. Students experience rigor and relevance within their academic curriculum by making connections between academic courses and their career pathway.

**Career Concentration Activities:**

Career and Technology Entry Level Classes  
Career Assessment  
Computer Career Research  
    Discover – ACT Interest Inventory, Self Rated Aptitude, Work Values  
    My Roads - SAT  
Review / Update Graduation Plan  
Career Guidance Lessons  
    Career Direction  
    Goal Setting, Decision Making, Active Listening  
    Employability Skills Development  
Shadowing / Mentors  
Review and Update Four/Six Year Plan  
Tech Prep Courses –Locally Articulated-Statewide Articulated – CATMA Registration  
School-based Enterprises  
Public Education Information Management System – Formalized Sequential Plan  
Join Student Leadership Organization  
Develop an Individualized Plan – IEP, PGP

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**Career Concentration Specialty (Eleventh and Twelfth Grades):** To help students develop career specific skills to enhance their skill portfolio incorporating integrated academic and career curriculums. This process concentrates on building industry or post-secondary standards credentials including licensures, certifications and/or gaining articulated technical credit towards a desired degree. The result is providing the successful transition component from high school to post-secondary education and training.

**Career Concentration Specialty:**

Enrollment in Specialized CTE Courses  
Student Leadership Organization – Leadership Responsibility – Civic Activities  
Business/Industry Internships – Clinical Rotations- District Attorney Internship  
Review / Adjust Graduation Plan / Post-Secondary Education and Training Plan  
Business Presenters  
Tech Prep Courses –Locally Articulated-Statewide Articulated – CATEMA Registration  
Career Preparation – Work based Internships  
College Night – Financial Aid / Scholarships  
College Entrance Requirements

College Entrance Exams – THEA, ACT, SAT  
Recommendation Letters  
FAFSA – Free Application for Federal Student Aid  
University Specialized Programs – Talent Search, GoCenter/Go Force  
Guidance Curriculum  
Junior Juncture  
Senior Nuts and Bolts  
Do What You Are  
Brown Bag Lunch – Significant Topics  
Computerized Research  
Discover – ACT Post-Secondary Education Research – Computerize Portfolio  
My Roads – SAT Post-Secondary Comparisons  
Partner with Workforce Sources, Military Representatives, and other post-secondary student resources  
Paths to Scholarships - Selected Students  
Credentialization - Certification / Licensures  
Dual Credit / AP Courses / IB  
Develop an Individualized Plan – Transition Center, IEP, PGP

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**Post Secondary Transition Plan (End of High School)** – To help students transition from high school to post-secondary options including college/university, community college, technical specialty schools, military, and workforce.

**Post Secondary Transition Activities:**

Follow the time-line from the 11<sup>th</sup> and 12<sup>th</sup> Grade Year  
Senior Round-up  
Transition Plan Survey  
Transition Plan Meeting – Individual Meeting  
GoForce / Talent Search  
Tech Prep Credit Card

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**Post Secondary Options (After High School Graduation)** - Provide post-secondary education and/or training that is beyond high school. This includes community college, college/university, technical school, apprenticeships, and military training.

- Coordinate with institutions, agencies or organizations.
- 

**Employment Advancement** – Education and training provided to promote advancement in current position, increase opportunities within career field and/or enable a person to make a change in career.

- Continuing Education / Upgrade skills
- Maintain Credentials
- Update Employment Information / Resume
- Maximize Transferable Skills

**A Model Comprehensive, Developmental Guidance & Counseling Program for Texas Public Schools**

## Components of a Comprehensive, Developmental School Guidance and Counseling Program

Guidance Curriculum	Individual Panning
<p>Provides developmental guidance content in a systematic way to all students K-12</p> <ul style="list-style-type: none"> <li>● Self-confidence Development</li> <li>● Motivation to Achieve</li> <li>● Decision-making, Goal-setting, Planning, and Problem-solving Skills</li> <li>● Communication Skills</li> <li>● Cross-cultural Effectiveness</li> <li>● Responsible Behavior</li> </ul>	<p>The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources – staff, information, and activities – and to focus resources toward the students and to assist individual students to develop and implement personalized plans. This includes most activities centered around individual planning.</p>
Responsive Service	Support System
<p>The purpose of the responsive services component is to intervene on behalf of those students who immediate personal concerns or problems put their continued personal-social, career, and / or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting.</p>	<p>The purpose of the system support component is to provide services and management activities which indirectly benefit students. The services include: Consultation with teacher; parent education program; professional development; program development/ management; and community outreach.</p>
<p>A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools, Texas Education Agency</p>	

### Content Areas and Competency Indicators For Each Grade Span

Grades Pre K- K	Grades 1- 3	Grades 4- 6
<p><b><u>Self-confidence Development</u></b>  <b>Have accurate self-concepts</b></p> <ul style="list-style-type: none"> <li>● Become aware of some of their personal traits</li> <li>● Describe themselves physically</li> </ul> <p><b>Appreciate their uniqueness</b></p> <ul style="list-style-type: none"> <li>● Identify likenesses/differences between themselves and others</li> <li>● Describe what makes them feel good about themselves</li> </ul> <p><b>Manage their feelings</b></p> <ul style="list-style-type: none"> <li>● Identify their feelings</li> <li>● Become aware of why managing their feelings is important</li> </ul> <p><b><u>Motivation to Achieve</u></b>  <b>Develop their own academic potential</b></p> <ul style="list-style-type: none"> <li>● Become aware of what learning is and that they are</li> </ul>	<p><b><u>Self-confidence Development</u></b>  <b>Have accurate self-concepts</b></p> <ul style="list-style-type: none"> <li>● Become aware of the importance of liking themselves</li> <li>● Describe themselves physically, emotionally and intellectually</li> <li>● Identify some of their strengths and limitations</li> <li>● Become aware of their personal traits and characteristics that contribute to the uniqueness of each individual</li> <li>● Identify their beliefs</li> </ul> <p><b>Appreciate their uniqueness</b></p> <ul style="list-style-type: none"> <li>● Analyze how they feel about their own personal characteristics</li> <li>● Demonstrate a positive attitude about themselves</li> <li>● Discuss individual rights and privileges</li> </ul> <p><b>Manage their feelings</b></p> <ul style="list-style-type: none"> <li>● Recognize their feelings while they experience them</li> <li>● Describe why it is important to take care of their emotions</li> <li>● Become aware of how they manage their feelings</li> </ul> <p><b><u>Motivation to Achieve</u></b>  <b>Develop their own academic potential</b></p> <ul style="list-style-type: none"> <li>● Explain the benefits they derive from learning</li> <li>● Become aware of the relationship between learning and effort</li> <li>● Identify the subject they like/dislike and in which they</li> </ul>	<p><b><u>Self-confidence Development</u></b>  <b>Have accurate self-concepts</b></p> <ul style="list-style-type: none"> <li>● Demonstrate awareness of what contributes to an accurate self-concept</li> <li>● Describe their strengths and limitations</li> <li>● Describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest</li> <li>● Review information and their feelings about themselves and determine whether they think their concept of themselves is accurate</li> <li>● Demonstrate understanding of how their school performance contributes to their self-concept</li> <li>● Analyze how their relationships with others have affected/affect their self-concept</li> <li>● Become aware of some of their beliefs and describe how they contribute to their self-concept</li> </ul> <p><b>Appreciate their uniqueness</b></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding that having positive feelings of their self-worth is valuable</li> <li>● Demonstrate a positive attitude toward themselves as unique and worthy people</li> <li>● Demonstrate awareness of what contributes to their feelings of self worth</li> <li>● Describe some of their personal standards</li> <li>● Demonstrate understanding of how their personal uniqueness is affected by the educational environment</li> </ul> <p><b>Manage their feelings</b></p> <ul style="list-style-type: none"> <li>● Demonstrate awareness of their feelings in various situations</li> <li>● Demonstrate skills for handling emotions</li> <li>● Express anger appropriately</li> <li>● Identify the experiences that create strong feelings</li> <li>● Become aware of the need to have time for themselves</li> </ul>

<p>learners</p> <ul style="list-style-type: none"> <li>● Become aware of what benefits are derived from learning</li> <li>● Become aware of their learning interests; describe learning that they enjoy most</li> <li>● Participate in the school setting in a positive/active way</li> </ul> <p><b>Take advantage of the educational opportunities afforded them in elementary and secondary school</b></p> <ul style="list-style-type: none"> <li>● Become aware of the skills and attitudes needed to achieve in school</li> <li>● Describe the school and the adults who are there to help them</li> <li>● Participate in school activities</li> </ul> <p><b>Recognize careers that will allow them to fulfill their potential</b></p> <ul style="list-style-type: none"> <li>● Describe a job they might want to do “when they grow up”</li> </ul> <p><b>Develop their leadership skills</b></p> <ul style="list-style-type: none"> <li>● Take turns as class leaders</li> </ul> <p><b><u>Decision-making, Goal-setting, Planning, Problem-solving Skills</u></b></p> <p><b>Make decisions</b></p> <ul style="list-style-type: none"> <li>● Become aware of the choices they make</li> <li>● Realize the difficulty of choosing between two desirable alternatives</li> </ul> <p><b>Develop a plan of action</b></p> <ul style="list-style-type: none"> <li>● Participate in daily planning</li> <li>● Become aware of the need to use time effectively</li> </ul> <p><b>Set goals</b></p> <ul style="list-style-type: none"> <li>● Become aware that people set goals</li> </ul> <p><b>Gather information</b></p> <ul style="list-style-type: none"> <li>● Become aware of different jobs/workers and their contributions to society</li> </ul> <p><b>Solve problems</b></p> <ul style="list-style-type: none"> <li>● Define “problem”</li> <li>● Identify problems</li> </ul> <p><b>Manage change</b></p> <ul style="list-style-type: none"> <li>● Describe how they are different this year</li> </ul> <p><b>Manage the transitions from one school level to the next</b></p> <ul style="list-style-type: none"> <li>● Describe how their present school environment differs from the one they were in previously</li> <li>● Describe how the people who are available can help them when needed</li> </ul> <p><b><u>Interpersonal Effectiveness</u></b></p> <p><b>Respect others</b></p> <ul style="list-style-type: none"> <li>● Become aware that others</li> </ul>	<p>do well/do poorly</p> <ul style="list-style-type: none"> <li>● Become aware of how their interests and beliefs help motivate them in the school setting</li> <li>● Describe what is important/not important to them in school</li> <li>● Become aware of the various kinds of tests they take and how the test results can help them set educational goals</li> <li>● Become aware that success and disappointment are a normal part of life and learning (and that we can learn from our mistakes)</li> </ul> <p><b>Take advantage of the educational opportunities afforded them in elementary and secondary school</b></p> <ul style="list-style-type: none"> <li>● Explain their likes and dislikes about school</li> <li>● Become aware of the influence of school on all aspects of their lives</li> <li>● Feel satisfaction from their school achievement</li> <li>● Become aware of the school as both a work setting and a place of academic learning and of the relationship between education and work</li> <li>● Become aware that performance in school related to performance in adult roles</li> </ul> <p><b>Recognize careers that will allow them to fulfill their potential</b></p> <ul style="list-style-type: none"> <li>● Recognize a variety of jobs that people do in their school/community</li> <li>● Describe their responsibilities at home and which tasks they prefer</li> </ul> <p><b>Develop their leadership skills</b></p> <ul style="list-style-type: none"> <li>● Describe the responsibilities of identified school/community leaders</li> <li>● Identify group roles</li> </ul> <p><b><u>Decision-making, Goal-setting, Planning, Problem-solving Skills</u></b></p> <p><b>Make decisions</b></p> <ul style="list-style-type: none"> <li>● Describe the steps in a decision making process</li> <li>● Describe the ways they make decisions</li> <li>● Become aware that some decisions are changeable, some are not</li> <li>● Become aware that some choices are made for them and some they make for themselves</li> </ul> <p><b>Develop a plan of action</b></p> <ul style="list-style-type: none"> <li>● Describe the steps in a planning process</li> <li>● Describe some of the planning they do</li> <li>● Develop plans for specific activities</li> <li>● Explain that achieving goals requires planning</li> <li>● Understand the importance of planning and preparing for their future careers in the world of work</li> <li>● Become aware of different methods for using time effectively</li> </ul> <p><b>Set goals</b></p> <ul style="list-style-type: none"> <li>● Describe the steps in a goal-setting process</li> <li>● State some personal goals</li> <li>● Identify ways they contribute to class goals</li> </ul> <p><b>Gather information</b></p> <ul style="list-style-type: none"> <li>● Become aware of the world of work and its components</li> <li>● Become aware of the relationship between their personal attributes and the process of choosing a career</li> <li>● Become aware of quality of life and its components; identify the quality of life components most important to them</li> </ul> <p><b>Solve problems</b></p> <ul style="list-style-type: none"> <li>● Identify a problem in an uncomfortable situation and describe how they can contribute possible solutions</li> <li>● Become aware that to solve problems effectively a systematic process is used/can be used</li> <li>● Demonstrate understanding of stress and conflict and ways of managing these feelings/situations</li> </ul> <p><b>Manage change</b></p>	<ul style="list-style-type: none"> <li>● Understand ways they manage their feelings</li> <li>● Identify the situations where managing their feelings is difficult</li> </ul> <p><b><u>Motivation to Achieve</u></b></p> <p><b>Develop their own academic potential</b></p> <ul style="list-style-type: none"> <li>● Explain the benefits they derive from learning</li> <li>● Relate their learning abilities to the subjects they are studying</li> <li>● Assume responsibility for their own learning</li> <li>● Demonstrate understanding of the importance of giving maximum effort in school</li> <li>● Become aware that success and failure are parts of life and learning</li> <li>● Identify the subject matter which they like/dislike and in which they do well/do poorly</li> <li>● Apply methods for using motivation and interest for the purpose of modifying weaknesses and limitations while maintaining and improving strengths</li> <li>● Express pride in their intellectual accomplishments</li> <li>● Apply learned study skills successfully</li> <li>● Understand how using a variety of learning styles can improve their school performance</li> </ul> <p><b>Take advantage of the educational opportunities afforded them in elementary and secondary school</b></p> <ul style="list-style-type: none"> <li>● Describe good study skills/habits which contribute to success in school</li> <li>● Identify ways they may handle sources of school frustration</li> <li>● Demonstrate awareness of the importance of educational achievement to career opportunities</li> <li>● Identify educational opportunities available to them in middle/junior high school</li> <li>● Identify school subject matter as related to potential careers</li> </ul> <p><b>Recognize careers that will allow them to fulfill their potential</b></p> <ul style="list-style-type: none"> <li>● Become aware that school is part of the preparation for a potential career</li> <li>● Identify the importance of all work that contributes to society</li> <li>● Demonstrate understanding of the traditional work ethic</li> <li>● Demonstrate awareness of the relationship of leisure time activities, work, and education</li> <li>● Describe their quality of life and factors that influence those qualities of life</li> </ul> <p><b>Develop their leadership skills</b></p> <ul style="list-style-type: none"> <li>● Describe the qualities of people they perceive to be effective leaders</li> <li>● Recognize their leadership skills and qualities and those of others</li> <li>● Describe the consequences of taking responsibility</li> </ul> <p><b><u>Decision-making, Goal-setting, Planning, Problem-solving Skills</u></b></p> <p><b>Make decisions</b></p> <ul style="list-style-type: none"> <li>● Define and explain the importance of each of the steps in the decision-making process</li> <li>● Analyze their own skills for making personal and educational decisions</li> <li>● Describe how their beliefs contribute to their decisions</li> <li>● Describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul> <p><b>Develop a plan of action</b></p> <ul style="list-style-type: none"> <li>● Define and explain the importance of each of the steps in the planning process</li> <li>● Describe how their beliefs contribute to their planning</li> <li>● Describe how planning enhances their lives</li> <li>● Identify the need for organization and time management skills</li> <li>● Understand the importance of planning and preparing for potential careers in the world of work</li> </ul> <p><b>Set goals</b></p> <ul style="list-style-type: none"> <li>● Define an explain the importance of each of the steps in the goal-setting process</li> <li>● Demonstrate understanding of the skills needed for goal-setting; construct some personal goals</li> <li>● Describe how their beliefs contribute to their goals</li> <li>● Distinguish between short-, intermediate-, and long-term goals</li> </ul> <p><b>Gather information</b></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of the purpose and nature of work</li> <li>● Apply relevant information they have about themselves</li> </ul> <p><b>Solve problems</b></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of the use of a problem-solving process</li> <li>● Demonstrate understanding of their own strategies for problem-solving</li> <li>● Describe appropriate methods for managing stress</li> </ul> <p><b>Manage change</b></p> <ul style="list-style-type: none"> <li>● Analyze ways they have/do not have control over their environment</li> <li>● Identify ways they have control over themselves and their quality of life</li> <li>● Demonstrate understanding of changes that have occurred in themselves and in their peers</li> <li>● Demonstrate understanding of changes that have occurred in their environment</li> </ul> <p><b>Manage the transitions from one school to the next</b></p> <ul style="list-style-type: none"> <li>● Analyze their thoughts and feelings about the transition to middle school/junior high</li> <li>● Analyze the changes they make in adapting to the makeup of the new educational</li> </ul>
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<p>have feelings</p> <ul style="list-style-type: none"> <li>● Become aware of how others are similar to/different from themselves</li> <li>● Demonstrate caring for others</li> </ul> <p><b>Relate well with others</b></p> <ul style="list-style-type: none"> <li>● Become aware of their own responsibilities in working with others</li> <li>● Become aware of how they can demonstrate respect and/or caring for others</li> <li>● Describe their work and play relationships with others</li> </ul> <p><b>Maintain their personal integrity while participating in groups</b></p> <ul style="list-style-type: none"> <li>● Express their wants and needs</li> <li>● Identify when they are part of a group</li> </ul> <p><b>Develop healthy friendships</b></p> <ul style="list-style-type: none"> <li>● Describe characteristics in themselves that enable them to be a good friend</li> <li>● Describe characteristics of others they enjoy being with</li> </ul> <p><b>Function effectively as group members</b></p> <ul style="list-style-type: none"> <li>● Become aware of how people in a group work together</li> <li>● Take part in making group rules</li> <li>● Become aware of their responsibilities in the family, school, and community</li> </ul> <p><b>Communication Skills</b></p> <p><b>Understand basic communication skills</b></p> <ul style="list-style-type: none"> <li>● Recognize that they listen to and speak with a variety of people</li> </ul> <p><b>Express themselves</b></p> <ul style="list-style-type: none"> <li>● Verbalize ideas, thoughts and feelings</li> <li>● Express their feelings appropriately</li> <li>● Make positive statements to/about others</li> </ul> <p><b>Listen to others</b></p> <ul style="list-style-type: none"> <li>● Become aware of the need to be a good listener</li> <li>● Recognize that others may communicate differently than they do</li> <li>● Listen to others and repeat their ideas</li> </ul> <p><b>Cross-cultural Effectiveness</b></p> <p><b>Appreciate their own culture</b></p> <ul style="list-style-type: none"> <li>● Express pride in their families</li> </ul> <p><b>Respect others as individuals and accept them for their cultural membership</b></p> <ul style="list-style-type: none"> <li>● Recognize that there are</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize what they can/cannot control in their lives</li> <li>● Identify changes that have occurred in themselves</li> </ul> <p><b>Manage the transitions from one school level to the next</b></p> <ul style="list-style-type: none"> <li>● Find strategies for feeling secure in a new class or school group</li> <li>● Become aware of changes that will occur as they continue through school</li> </ul> <p><b>Interpersonal Effectiveness</b></p> <p><b>Respect others</b></p> <ul style="list-style-type: none"> <li>● Identify traits and behaviors admired in others</li> <li>● Describe how they demonstrate respect for others</li> <li>● Identify benefits from diversity among peoples</li> </ul> <p><b>Relate well with others</b></p> <ul style="list-style-type: none"> <li>● Acquire skills needed to cooperate, compete, and compromise with others</li> <li>● Consider and respect others</li> <li>● Understand "fair play"</li> <li>● Express positive attitudes toward social involvement</li> <li>● Become aware of how people help each other feel good about themselves</li> </ul> <p><b>Maintain their personal integrity while participating in groups</b></p> <ul style="list-style-type: none"> <li>● Identify sources and effects of peer pressure</li> <li>● Describe some things that are important to their peers</li> </ul> <p><b>Develop health friendships</b></p> <ul style="list-style-type: none"> <li>● Describe the processes involved in making and keeping friends</li> <li>● Identify persons they care about</li> <li>● Analyze what is important to persons they care about and why it is important to them</li> </ul> <p><b>Function effectively as group members</b></p> <ul style="list-style-type: none"> <li>● Become aware of the groups to which they belong and other groups that are available to them</li> <li>● Become aware that groups have "norms" / expectations of their members</li> <li>● Identify characteristics of different groups</li> <li>● Become aware of their abilities and motivations as members of groups</li> <li>● Become aware of the skills needed for effective participation in a group</li> </ul> <p><b>Communication Skills</b></p> <p><b>Understand basic communication skills</b></p> <ul style="list-style-type: none"> <li>● Describe listening and speaking skills that allow them to understand others and others to understand them</li> <li>● Become aware that good communication skills help people work well together</li> </ul> <p><b>Express themselves</b></p> <ul style="list-style-type: none"> <li>● Identify ways individuals express feelings</li> <li>● Describe ways to express the need for help</li> <li>● Become aware that independent views can be expressed in an acceptable manner</li> <li>● Speak appropriately</li> </ul> <p><b>Listen to others</b></p> <ul style="list-style-type: none"> <li>● Become aware of and accept/tolerate opinions of others in group discussions</li> <li>● Listen attentively</li> </ul> <p><b>Cross-cultural Effectiveness</b></p> <p><b>Appreciate their own culture</b></p> <ul style="list-style-type: none"> <li>● Become aware that happiness can come from feeling secure in their own family and cultural group</li> <li>● Feel pride in their own culture</li> <li>● Recognize the traditions/beliefs of their culture</li> </ul> <p><b>Respect others as individuals and accept them for their cultural membership</b></p> <ul style="list-style-type: none"> <li>● Respects others as unique individuals</li> <li>● Demonstrate awareness of others' cultural membership</li> <li>● Become aware that others are both individuals and members of cultural groups</li> <li>● Become aware of customs and expectations of</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>● Describe how the people who are available can help them when needed</li> </ul> <p><b>Interpersonal Effectiveness</b></p> <p><b>Respect others</b></p> <ul style="list-style-type: none"> <li>● Become aware that each individual is unique</li> <li>● Demonstrate understanding that similarities and differences among people are valuable</li> <li>● Evaluate traits and behaviors admired in others</li> <li>● Demonstrate understanding of a variety of ways to solve conflicts with others</li> <li>● Speak respectfully to adults and peers</li> <li>● Respect others' ideas/opinions/feelings</li> </ul> <p><b>Relate well with others</b></p> <ul style="list-style-type: none"> <li>● Specify characteristics in others they like/dislike, appreciate/do not appreciate</li> <li>● Recognize how their actions affect others' feelings</li> <li>● Analyze the importance of helping others/being helped by others</li> <li>● Become aware of the skills needed for effective functioning in the home, community, and school</li> <li>● Demonstrate understanding of the importance of cooperation</li> <li>● Demonstrate understanding of the different ways they interact with peers and adults in different settings</li> <li>● Analyze the advantages and disadvantages of working together with others in school and at work</li> <li>● Analyze the similarities and differences between cooperation and competition</li> <li>● Offer/accept helpful criticism</li> </ul> <p><b>Maintain their personal integrity while participating in groups</b></p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to function effectively in groups without loss of personal integrity</li> <li>● Demonstrate understanding that peer pressure influences them positively/negatively</li> </ul> <p><b>Develop healthy friendships</b></p> <ul style="list-style-type: none"> <li>● Choose friends consistent with personal belief standards</li> <li>● Distinguish between the characteristics of close friends and those persons who are not close friends</li> <li>● Demonstrate understanding that, as they meet more people, they develop new friendships</li> <li>● Analyze the skills needed to make and keep friends while maintaining their own standards</li> </ul> <p><b>Function effectively as group members</b></p> <ul style="list-style-type: none"> <li>● Describe how people depend on each other to fulfill their needs</li> <li>● Identify their own needs for group affiliation</li> <li>● Differentiate between the types of groups of which they are members</li> <li>● Become aware of the independence and interdependence of the groups of which they are members</li> <li>● Become aware of their contributions to their groups</li> </ul> <p><b>Communication Skills</b></p> <p><b>Understand basic communication skills</b></p> <ul style="list-style-type: none"> <li>● List and defines/describe the basic communication skills</li> <li>● Analyze how communication skills affect their relationships with others</li> <li>● Be aware of non-verbal communication</li> </ul> <p><b>Express themselves</b></p> <ul style="list-style-type: none"> <li>● Use effective communications skills to manage peer pressure</li> <li>● Express their feelings clearly and appropriately</li> <li>● Demonstrate understanding that independent views can be expressed in an acceptable way</li> <li>● Analyze how what they say affects others' actions and feelings</li> <li>● Express themselves honestly</li> <li>● Speak clearly and to the point</li> <li>● Express feelings and opinions without offending others</li> </ul> <p><b>Listen to others</b></p> <ul style="list-style-type: none"> <li>● Become aware of the of the differences in the way one listens to and speaks with friends as contrasted with those who are not close friends</li> <li>● Demonstrate concern and respect for the feelings, interests and opinions of others</li> <li>● Distinguish between thoughts and feelings of others</li> <li>● Analyze how what others say affects their actions and feelings</li> <li>● Respect others' opinions</li> </ul> <p><b>Cross-cultural Effectiveness</b></p> <p><b>Appreciate their own culture</b></p> <ul style="list-style-type: none"> <li>● Identify the groups to which they belong because of their background, their family, and their heritage</li> <li>● Identify the cultural practices their families appreciate and how they affect their feelings of self-worth</li> <li>● Discuss their own culture openly and honestly with others</li> </ul>
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<p>different languages</p> <p><b>Relate effectively with others based on appreciation for differences/similarities in cultural membership</b></p> <ul style="list-style-type: none"> <li>● Become aware of the meaning of cultural backgrounds</li> <li>● Become aware that friends may have different/similar cultural backgrounds</li> </ul> <p><b>Realize how stereotyping affects them and their relationships with others</b></p> <ul style="list-style-type: none"> <li>● Become aware of the meaning of stereotyping</li> </ul> <p><b>Responsible Behavior</b></p> <p><b>Behave responsibly</b></p> <ul style="list-style-type: none"> <li>● Behave appropriately in the various school settings</li> <li>● Become aware of school/classroom rules</li> <li>● Be able to follow rules and directions and complete tasks</li> <li>● Describe areas in school in which they are self-sufficient and in which they are not</li> </ul> <p><b>Take responsibility for their own behaviors</b></p> <ul style="list-style-type: none"> <li>● Identify their own behaviors</li> <li>● Accept rewards and consequences for their behavior</li> </ul> <p><b>Be self-disciplined</b></p> <ul style="list-style-type: none"> <li>● Know and follow the rules</li> </ul>	<p>others' cultures</p> <p><b>Relate effectively with others based on appreciation for differences/similarities in cultural membership</b></p> <ul style="list-style-type: none"> <li>● Be aware of the difference/similarities between their own culture and that of others</li> <li>● Demonstrate appreciation for the culture of others</li> </ul> <p><b>Evaluate how stereotyping affects them and their relationships with others</b></p> <ul style="list-style-type: none"> <li>● Become aware of the meaning of stereotypes</li> <li>● Describe prejudicial actions that they have seen</li> </ul> <p><b>Responsible Behavior</b></p> <p><b>Behave responsibly</b></p> <ul style="list-style-type: none"> <li>● Know the school rules</li> <li>● Understand that school rules are to provide order to enhance the learning environment for everyone</li> <li>● Become aware of the differences between acceptable and unacceptable social behaviors in the various school settings</li> <li>● Become aware of their responsibilities in school</li> <li>● Become aware of their feelings concerning the school rules</li> <li>● Use knowledge of school rules and expectations when faced with choices which could interfere with learning</li> </ul> <p><b>Take responsibility for their own behaviors</b></p> <ul style="list-style-type: none"> <li>● Explain the relationship between rules of conduct and their responsibilities to themselves and others</li> <li>● Use behaviors which demonstrate respect for the feelings, property, and interests of others</li> <li>● Describe the relationship between behaviors and good/bad consequences</li> </ul> <p><b>Be self-disciplined</b></p> <ul style="list-style-type: none"> <li>● Describe situations where they have no control, some control, or almost total control over themselves</li> </ul>	<ul style="list-style-type: none"> <li>● Describe their own culture's customs and expectations</li> </ul> <p><b>Respect others as individuals and accept them for their cultural membership</b></p> <ul style="list-style-type: none"> <li>● Become aware that cultural heritages and traditions differ</li> <li>● Respect others' cultures by referring to their culture appropriately</li> <li>● Become aware that others are both individuals and members of cultural groups</li> </ul> <p><b>Relate effectively with others based on appreciation for differences/similarities in cultural membership</b></p> <ul style="list-style-type: none"> <li>● Discuss similarities/differences among various cultural groups</li> <li>● Be aware of conflicts resulting from culture-related beliefs and biases</li> <li>● Become aware of how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships</li> <li>● Discuss how cultural differences among people relate to the uniqueness of individuals and the enrichment of the total group</li> </ul> <p><b>Evaluate how stereotyping affects them and their relationships with others</b></p> <ul style="list-style-type: none"> <li>● Be aware that they should develop criteria for when to generalize and when not to</li> <li>● Become aware of reasons why stereotypes are attached to groups and why this represents faulty logic</li> <li>● Understand how prejudicial actions that they have seen are hurtful to individuals</li> <li>● Become aware of stereotypes that are prevalent in society</li> </ul> <p><b>Responsible Behavior</b></p> <p><b>Behave responsibly</b></p> <ul style="list-style-type: none"> <li>● Adhere to class and school behavioral expectations</li> </ul> <p><b>Take responsibility for their own behaviors</b></p> <ul style="list-style-type: none"> <li>● Demonstrate consideration and respect for the feelings, property, and physical well-being of others</li> <li>● Become aware that their beliefs affect their behaviors</li> <li>● Identify personal behavioral beliefs and those of their basic groups</li> <li>● Identify behaviors that illustrate respect for themselves and for others</li> <li>● Identify and demonstrate social behaviors which encourage acceptance by others</li> <li>● Describe how emotions affect their behavior</li> <li>● Recognize that judgments are made on their behaviors and attitudes</li> </ul> <p><b>Be self-disciplined</b></p> <ul style="list-style-type: none"> <li>● Maintain control over themselves</li> <li>● Demonstrate personal behavior that recognizes human worth and dignity in relating to others</li> <li>● Become aware of situations that produce a variety of behaviors</li> </ul>
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No matter how high the cost of education ...

the price of ignorance will always be higher!

**National Career Development Guidelines, National Occupational Informational Coordinating Committee**

<b>CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL</b>			
<b>Self- knowledge</b>			
<b>Elementary</b>	<b>Middle/Junior High School</b>	<b>High School</b>	<b>Adult</b>
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
<b>Educational and Occupational Exploration</b>			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand and use career information	Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
<b>Career Planning</b>			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

<b>DEVELOPMENT TRAITS</b>	<b>CAREER NEEDS</b>	<b>PARENT INVOLVEMENT</b>
<b>Prekindergarten-3<sup>rd</sup> Grade:</b>		
Needs and seeks attention and praise	Distinguish between work and play	Listen and encourage
Has boundless energy	Identify different types of work	Encourage involvement in a variety of sports/hobbies
Considers fantasy as reality	Experience different types of work activities	Positively reinforce child for completing chores
Needs confidence building	Describe how decisions are made	Praise efforts toward work as well as accomplishments
Shows a variety of tension releasing behaviors	Demonstrate a positive attitude	Show an interest and stress importance of school
	Identify personal feelings	Give toys that promote role playing
		Make decisions with-not for your children
<b>4<sup>th</sup> Grade – 6<sup>th</sup> Grade:</b>		
Is more independent	Identify personal interests, abilities, strengths, and weaknesses	Encourage good work habits at home. Gradually add responsibilities. Effort/experience are more important than quality
Feels that belonging to a group and friends are important	Describe how work at home and/or school relates to jobs in community	Avoid assigning jobs at home by sex to avoid stereotyping
Can assume more responsibility	Describe how work is important and attainable to all people	Show various workers in your community
Has a surprising scope of interests	Describe how personal beliefs and values effect decision making	Participate in the school's career education program
Can think on own, but is influenced by others		Listen as your child makes decisions. Keep in mind peer pressure
<b>7<sup>th</sup> Grade – 8<sup>th</sup> Grade:</b>		
Is undergoing dramatic physical changes	Demonstrate effective skills in working with others	Discuss your child's skills, interests, abilities, and goals
Is sensitive and has a need for approval	Show an appreciation for the similarities and differences among people	Encourage participation in service-oriented activities in the community
Tries to build a unique identity apart from parent's influence	Describe individual skills and aptitudes required to fulfill life roles	Help children meet a variety of workers by arranging job observations, field trips, or personal interviews
Wants more independence	Identify strategies or managing personal finances	Use guided money management and allow your child to make economic choices
Is curious but not ready for planning	Describe skills needed in a variety of occupations	Allow children to work part-time outside the home
Expresses feelings more openly	Demonstrate skills needed to obtain and keep a job	
<b>High School:</b>		
Develops a sense of self-identity	Understand how individual personality, abilities, and interests relate to career goals	Help your child make independent decisions
Begins a more prominent and realistic work/career search	Understand how education relates to college majors, further training and /or entry into the job market	Encourage exploration of all kinds of post secondary education opportunities
Develops a concern about social issues	Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements	Involve yourself in your child's future planning
Matures sexually with physical and emotional changes	Be able to use a wide variety of career information resources	Give certain economic responsibilities
Increases independence	Show responsible decision making	Encourage job awareness
		Be flexible as the decision-making process evolves. It takes patience and numerous modifications
Presentation Handout		Source Unknown

# DISD CAREER GUIDANCE PROGRAM ACTIVITIES

“Connecting Education to Careers . . . Helping students achieve success through career preparation” is the emphasis of the Denton Independent School District Career Guidance Department.

## **The CTE counselor helps students:**

- Gain the latest occupational information
- Expand and consider a variety of career options.
- Narrow potential occupational goals
- Plan course selections utilizing the Achieve Texas philosophy which support career goals.
- Interpret career interest assessments
- Prepare individualized four/six-year high school plans (Educational Models)
- Develop post-secondary plans utilizing the seamless education model
- Facilitate the development of Tech Prep degree plans

## **Elementary School**

- Counselor’s Guide and Resource Kit
- Teacher Guide - Integrated Career / Academic Curriculum
- Parent Handout-Family Activity Calendar
- High School Mentoring Projects – Ready, Set, Teach, County Fair, Career Fairs, and Other Activities
- Business and Community Involvement

## **Middle School**

- Student Portfolio
- Advanced Technology Complex or High School Tours
- Career Connection Course / Real Game Simulation
- Business and Community Involvement
- Career Curriculum Based Webpage

## **High School**

- Beginning of Year Informational Handout / Parent
- CTE Course Selection / Coherent Sequence of Courses
- Four/Six Year Planning / Portfolio
- CareerScope Assessment
- Career Directions
- “Do What You Are Assessment”
- Junior Juncture
- Tech Prep Program/CATEMA
- Senior Roundup
- Career and Technology Education PowerPoint/ ATC Media Tech DVD
- Student shadow, mentors, rotations and work based learning opportunities.
- Career Research Webpage searches

## **Other Guidance Activities**

- Community and Parent Presentations
- Coherent Sequence PEIMS Identification
- Transportation Scheduling (ATC)
- Career and Technology Education Guidance Newsletter
- CTE Staff Development
- Career Assessments

## SCHOOL WIDE ACTIVITIES

**Definition-** Activities that can be organized for school wide participation. These activities can be utilized independently or in conjunction with other career projects.

**Goal / Purpose:**

- Deliver career guidance to persons equitably to ensure excellence of delivery for each person.
- Provide quality career guidance for all students rather than limiting it to specific student groups.
- Involve all professional educators in the delivery of career guidance to the greatest extent possible.
- Provide the opportunity for the school counselor to assume leadership in the implementation of career development outcomes.
- Provide an opportunity for the elementary school to partner with the community and business / industry to provide career education activities.

## CLASSROOM IDEAS

**Definition:** Activities that may be used within the classroom or team to enhance the students' knowledge about the transition from educational opportunities to career opportunities. The teacher can use the entire activity or modify it to better fit the individual situation. The activities include classroom activities and discussion topics which may be used in conjunction with school-wide activities.

**Goal / Purpose:**

- Provide integrated career activities that are keyed to the Texas Essential Knowledge and Skills.
- Provide quality career guidance for all students rather than limiting it to specific student groups.
- Involve all professional educators in the delivery of career guidance to the greatest extent possible.
- Establish the importance of “learning” as a lifelong process.
- Emphasize that career guidance is developmental in nature; it stems from self-awareness.
- State that career guidance views people's work values as part of their total system of personal values, thus viewing work as an integral part of a person's total lifestyle.

## CAREER EDUCATION CONTEST

**Definition-** The Career and Technology Education Guidance Department and CTE leadership organizations are available to assist in career awareness activities and contests. Campuses can contact the CTE Counselor to request assistance in any career education project.

**Goal / Purpose:**

- To promote quality career guidance for all students rather than limiting it to specific student groups.
- Promote career development as a lifelong process.

## SIMPLE AND SENSATIONAL CAREER DAY SCHEDULE

**Definition:** A sample career day schedule is provided. Starting with morning activities and providing career activities throughout the day. This is an easy to follow guide.

**Goal / Purpose:**

- Provide quality career guidance for all students rather than limiting it to specific student groups.
- Provide an easy to follow career guidance activity for the school counselor.

## CAREER SUPPORT MATERIALS AND FORMS

- Publicity and Promotion
- Career Day Contacts Form
- Career Day School-wide Activities Form
- Career Day Activities Teacher
- Presenters Sign In Form

**Sample Letters/Forms :**

- Parent Invitation Letter
- Speaker Confirmation Letter
- Speaker Verification of Schedule Letter
- Presenter Thank You Letter
- Certificate of Appreciation
- Certificate of Participation
- Special Recognition

**“People with goals succeed because they know where they’re going.”**

--Earl Nightingale--

# SECTION II

## **Career Education Integrated Curriculum and Activities**

*“The quality of a person’s life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.”*

--Vincent T. Lombardi--

## School Wide Activities

Provided below are suggestions for school-wide career related activities in order to heighten your students' awareness about career opportunities. Feel free to modify any activity to better fit your school situation. These activities can be administered independently or used together.

- Designate a "Career Week" and provide a special activity each day.
- Designate a "Career Day" and have planned activities.
- Sponsor "Theme Days" that relate to careers.
  - "Top Career Choices" ---- students wear career hats
  - "Dress for Success" ----- students wear career outfits or costumes
  - "Career Hat Day" ----- students design logo for hats / pattern included
- Invite parents to speak to their child's class about their job. Have the parent talk about the importance of reading, writing, math, science, technology etc. . . at his/her job.
- Invite guest speakers from the business community to talk to classes about careers. Have the speaker talk about the importance of reading, writing, math, science, technology etc. . . at his/her job.
- Have a school-wide assembly with a keynote speaker such as a city official, radio personality, or sports figures who talks about careers and the importance of doing well in school.
- Hold a "Careers on Wheels" Expedition on the school parking area. Invite a variety of businesses to bring a work vehicle and park it in an area of the parking lot designated for "Careers on Wheels." Organized groups rotate to each vehicle and talk to the person about the career.
- Have a speaker "Activity Fair." Invite people who work within a variety of careers. Set up tables in the gym, cafeteria or library. Have small groups of students rotate from table to table in an organized fashion.
- Take a field trip to local businesses and visit with or interview workers about their job.
- Class door decoration activity: Students decorate the classroom door with career ideas.
- Each class decorates the classroom bulletin board with a career theme.
- Fifth grade students write career month announcements to be announced over the public address system each day.
- The school holds a "Career Carnival." where each class provides a booth that sponsors career games and activities.
- Hold a "Career Fair." where each student makes a project which is displayed in the gym, cafeteria or large room. All students in the school visit the projects at the "Career Fair."
- Play a school wide career game and involve all students. Example. . . "Who am I" game at an assembly, or over the intercom or in room television.
- Announce Career (Day/Week/Month) on the school marquee.
- Participate in a Career Education Contest.
- Announce / Article about Career (Day/Week/Month) in the PTA Newsletter
  - For outside speakers you may wish to make a certificate or thank you letters to show appreciation for their involvement with the project.

## Integrated Classroom Activities

Provided on the following pages are samples of integrated classroom activities. Teachers can modify as needed for their individual needs. Teachers may choose to use the activities during a “Career Month” or integrate the activities into a theme or unit using a Social Studies Sequence Matrix provided in this section. The activities are keyed into the Texas Essential Knowledge and Skills. (TEKS) Discussion and journal writing ideas are included in the teacher activity card.

### Social Studies Matrix: Pre-Kindergarten

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Me, Myself, and I	Me and My Family	The Places I Go and the People I Meet	The World Around Me

### Classroom Activities: Pre – Kindergarten Career Activities

- Talk about jobs that parents do to earn a living and provide for the needs of the family. Instruct students to draw pictures of: “My Mother works...” and “My Father works...” (SS/K.5B) (SS/K.6A,B) (LA/K.1B) (LA/K.2A) (M/K.13A)
- Make a paper bag puppet dressed for work and have a career puppet show describing jobs for the class. (SS/K.7A)
- Bring an item that is related to a career for “Show and Tell.” (LA/K.2A)

### Social Studies Matrix: Kindergarten

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Stories About Us	See It, Solve It	All Together Now	Express Yourself	I Spy	Join In

### Classroom Activities: Kindergarten Career Activities

- In group time, talk about why people have jobs and careers. Identify jobs in the home, school, and community. Then let students draw a picture about a career. (SS/K.7A,B) (LA/K.1A,B,D) (M/K.13A)
- Provide a covered “career box” loaded with career related items. Students reach into the box and grab an item and guess what the item is before removing it from the box. Remove item from box and the class decides who would use the item and to which career it is related. (SS/K.7A,B) (LA/K.2A) (LA/K.4C) (LA/K.8A)
- Provide a “career table” with items used in career related fields. Have students in small groups examine each item and discuss with each other what the item is used for. (SS/K.7A) (LA/K.3A) (LA/K.4C) (LA/K.8A)
- Ask relevant questions about career uniforms such as, “Why do firefighters wear boots, fire hats and raincoats?” Ask students to make a paper plate puppet dressed for a job that may interest them. Have a class parade of the puppets. (SS/K.7A) (LA/K.12A,C)
- Ask students what basic needs people have. (food, clothing and shelter) Discuss how these basic needs can be met. Have each student draw a picture of how

someone in his or her family makes a living. (SS/K.5B) (SS/K.6A,B) (LA/K.2A) (LA/K.1A,B,D)

- Take a class walking tour of your school building to discover the different workers at the school. Draw a picture of a person working at your school. (SS/K.7A) (LA/K.8C)

### Classroom Discussion or Journal Topics: Pre-Kindergarten and Kindergarten

- Discuss what “work” means. “What is a job?”
- Discuss the statement “He/She is doing a good job.”
- Discuss why school is important.
- Discuss the kinds of “jobs” the student’s family members have.

### Team or Group Projects: Pre-Kindergarten and Kindergarten

- Invite guest speakers to talk about the importance of education in preparation for a career.
- Have your class decorate the classroom door for career month.
- Have your class participate in a “Career Parade.”

### Social Studies Matrix: First Grade

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
We Belong All About Me Families, Home, Neighborhoods, Communities	We Live In the World Maps and Globes Christopher Columbus	America Has a Past Cultures and Traditions Benjamin Franklin	The Working World: Jobs, Careers, and Technology Harriet Tubman Martin Luther King, Jr.	America the Beautiful Historical figures and American Symbols	Money USA: Economics Wants and Needs Tomas Rivera Ceasar Chavez

### Classroom Activities: First Grade

- On the chalkboard write, “What is a job?” After a discussion about work/job values/skills have the students list jobs that relate to production of goods and services. Explain that a career is a job that one plans to do for a long time. (SS/1.9A,B) (AL/1.1A,D) (LA/1.3C)
- Talk about the different ways used by families to meet basic needs (food, shelter, and clothing). Ask students to draw and color a picture showing the ways people can earn a living. (SS1.14A,B) (SS1.6C) (LA/1.1A,B,D) (LA/1.2A) (M/1.11A) (S/1.3A)
- Make a list of fairy tales and nursery rhymes that the students know. Ask for suggestions of what jobs might be appropriate for some of the characters in the tales or rhymes. For example, The Three Little Pigs probably were in construction with the third one being an architect. Jack be Nimble could have been a physical fitness instructor. (LA/1.1A,C,D) (LA/1.2A) (LA/1.3C) (SS/1.3A)
- Let each student choose a different letter of the alphabet and make a drawing of a career that starts with the letter. For example: A - Artist. Have students (with pictures) line up in order of the alphabet. Let each student name their “Letter” and “Career.” (LA/1.5E) (LA/1.7A) (LA/1.1A,C,D) (M/1.9A) (M/1.11A) (SS/1.14A)
- Ask the students, “What is an interview?” For homework ask students to interview their parents about their careers and report about the type of work they do. This report could be oral, written or a drawing. (SS1.14A) (LA/1.1A,B,D) (LA/1.2A,B) (LA/1.3C) (SS/1.18A,B) (SS/1.17A)

- Make hats representing careers. Have a hat parade and visit the office of the principal or the counselor. (SS/1.18B) LA/1.2A) (LA/1.3C)
- Discuss the literary terms of “Author” and “Illustrator.” Pair students with one being the author and one the illustrator. Then have students complete a career story. (LA/1.14F) (LA/1.1A,D) (SS/1.18A) (SS/1.9B)

### Classroom Discussion or Journal Topics: First Grade

- As you begin the unit on careers discuss classroom jobs that need to be done in order for the class to run smoothly. Have students apply for jobs such as paper passer, line leader, chalkboard cleaner, door opener, etc. This application can be done orally or written. Rotate the jobs daily or weekly.
- Discuss work performed by family and community members and how they help one another. (DISD)
- Discuss the ways in which science and technology have changed the lives of people including childcare, work recreation, transportation and communication. (DISD)
- Discuss the difference between wants and needs and how this affects family economic decisions. Talk about scarcity, alternative choices, and opportunity cost and how these factors impact economic choices. (DISD)

### Social Studies Matrix: Second Grade

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Citizenship and Map Skills	Our Life in Denton	Our Life in Texas	Our Life in the USA	Innovations Then and Now	Economics

### Classroom Activities: Second Grade

- On a poster have printed: “A picture is worth a thousand words.” Ask students what this means, helping them to understand that a person would have to use many words to describe everything one picture shows. Provide students with a variety of magazines. Have each student find a picture that depicts someone working. Make a collage of these pictures showing as many different jobs as you can. List these careers and as students think of other careers, add them to your list. (LA/2.1A,B,D) (LA/2.3C) (LA/2.11A) (LA/2.12A) (LA/2.14D) (LA/2.20B) (M/2.12A) (SS/2.9A)
- As a class make a list of careers. Let each student choose and write about one of these careers, telling what they do, what they wear, what tools they might need, etc. (LA/2.14A,B) (SS/2.18B) (S/2.3A,C)
- Make a stick puppet of a career. Divide the class into groups with careers that pertain to the same field or related fields (“Career Family”) and make up a story using their puppets. (LA/2.3A,C) (LA/2.2A) (SS/2.17A,E)
- Discuss the different types of jobs that must be done in and around the school building in order for the students to be able to attend school. Make a list of the people who work at your school. Write “Thank you” notes to each of these workers for how they help. (LA/2.1A,B,D) (LA/2.3C) (LA/2.11A) (LA/2.14A,D) (SS/2.19B)
- Talk about specific careers and have students do a related activity: For example, after students learn what an architect does, have the students draw a floor plan of

their house. Talk about different kinds of farms and have students bring their favorite fruit to school and make a fruit salad. Discuss the dairy farm, list dairy products and let the students draw and color a triple dip ice cream cone. (SS/2.10A,B,C) (LA/2.1A,B,D) (LA/2.2A) (LA/2.3C) (S/2.3A) (M/2.12A)

- Explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work. Have students draw a picture of the career they would like to explore further. Write a sentence telling how they would spend the money they earned. (SS/2.9A,B) (LA/2.1A,B,D) (LA/2.14A) (M/2.12A) (S/2.3A)

### Classroom Discussion or Journal Topics : Second Grade

- Have a class discussion about “What I like to do” and “What I do not like to do.” Relate students’ “likes” and “dislikes” to types of careers.
- Discuss available jobs in Denton, Texas. How does our geographic location affect job opportunities?
- Discuss with the students “What makes a good citizen.” (good manners, kind words, obeying the rules, respecting authority, accepting responsibility for their own actions, and demonstrating appropriate way to resolve conflicts). Have the students identify people they know who exemplify good citizenship. (DISD)
- Discuss how income from jobs provides opportunity to make economic choices. Talk about how an individual’s economic choices influence production of goods and services. Define “complement” and “substitute” products. Have each student think of a complement or substitute product and share with the group. (DISD)

### Social Studies Matrix: Third Grade

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Geography: Where In the World are You?	Government: We the People	Economics: It's Your Money	Citizenship: Remember the Heroes	Communities: It Takes a Village. .	Denton: Pioneer Quilts

### Classroom Activities: Third Grade

- Remind students that a career is a job someone learns to do for a living and plans to do for a long time. Explain that your career is teaching. Provide magazines for students to find pictures of careers. Make “Career Mobiles” using the pictures. Make a list of all the careers on the mobiles. Add other careers to your list as they are discussed or studied. (LA/3.1A,B) (LA/3.14A,D) (M3.15A) (SS3.17A,B)
- Identify historic entrepreneurial figures, such as Henry Ford or Sam Walton. Have students choose a career they may like and draw and write a picture/story. (SS/3.8D) (LA/3.1A,B,D) (LA/3.11B) (LA/3.14A) (SS/3.17A,B)
- Students will make finger puppets of careers. Let the students in pairs plan a short puppet show about how the characters earn their living, how they are going to spend their money, and for what they are going to save money. (SS/3.6A) (M/3.15A) (LA/3.2A,B) (LA/3.13A) (LA/3.14A) (SS/3.17A)
- Ask students to interview their parents, asking them “What do you like about your

job?" Let student report orally or written. (LA/3.1A,D) (LA/3.2A,B) (LA/3.4A,C) (SS/3.17A,C)

- Discuss careers that are involved with reading and writing. Talk about what authors do (write stories). Explain that authors make up some stories (fiction) and report true accounts of other stories (non-fiction). Talk about other careers in which writing is necessary. (Newspaper editor and reporter, playwright, book publisher, teacher, lawyer, etc.) (LA/3.1A,B,D) (LA/3.11A,B,E) (SS/3.14A,B) (SS/3.17A) (SS/3.14A,B) (SS/3.17A)
- Let students choose a career from your class career list and make a poster about it including tools needed to do the job, clothes worn, or other interesting things pertaining to it. Let students give an oral report about their career poster. (LA/3.3A) (LA/3.4A,B,C) (LA/3.11A) (SS/3.17A,B)
- Discuss ways people in your community communicate with each other within the various career areas. For example, firefighters communicate with police and hospitals. List ways this improves the community. Choose one and write about it. (SS/3.11B) (LA/3.1A,B,D) (LA/3.3C) (SS/3.17A,B,C)
- Talk to students about the impact of scientific research on society. List contributions of scientists for example, development of new products to make our lives safer and better. Have students talk about what they would like to discover or invent. (S/3.3D,E) (LA3.1A,B,D) (LA/3.3C) (SS/3.15A,B) (SS/3.17A)

### Classroom Discussion or Journal Topics: Third Grade

- Discuss various careers that people choose. As a class write poem verses about careers. Example: Doctor, doctor, what do you do? It is my job to take care of you!
- Ask students if they have ever moved from one house into another. What workers helped you sell your house, buy another house, (real estate) and what workers helped actually move your furniture from one house to another?
- Discuss the impact of individual and group decisions on communities in a democratic society. Identify services provided by local, state, and national governments. (DISD)
- Discuss earning, spending, saving and investing money. Invite a banker or financial advisor to assist in this discussion. (DISD)
- Discuss how a business operates; include entrepreneurship, supply and demand, and the effects of supply and demand on the price of goods. (DISD)

### Social Studies Matrix: Fourth Grade

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six
Images of Texas: Geography & Regions	Settling the Western Hemisphere: Explorers & Native Americans of Texas	People of Many Cultures Texas Diversity	Road to Independence & Statehood	A New Texas: From Reconstruction to the Texas Oil and Cattle Boom	Rights & Responsibilities of Young Texans

## Classroom Activities: Fourth Grade

- Provide magazines for students to find pictures of careers. Instruct students to group these careers into categories (Career Families.) Divide students into groups and let each group make a “Career mobile” of careers pertaining to one category (Career Cluster). Compare the number of careers in the categories (Career Families) (M/4.14A,B) (LA/4.1A) (LA/4.2A) (SS/4.23C) (SS/4.24A,B)
- Talk to students about job trends in Texas, the United States, and the World. Explain the impact of mass production, specialization and division of labor on the economic growth. Have students develop a timeline showing the stages of a product from development to consumption. (SS/4.20D) (SS/4.14A) (LA/4.1A,C) (LA/4.2A) (M/4.14A) (SS/4.13A,D,E) (SS/4.23D)
- Ask students to interview their grandparents about where they worked for their first “Career Job” and what type of work they did. If their grandparents are not available, ask their parents where and what type of work the student’s grandparents did. Let students write a report or draw a picture. Discuss how jobs have changed in the various regions in Texas through the years and why. (SS/4.13A) (LA/4.4A,B) (LA/4.5B) (SS/4.13A) (S/4.9A) (SS/4.23C,D)
- In order to emphasize the patterns of work and economic activities in Texas, discuss how people in different regions of Texas earn their living, past and present. How are careers affected by immigration, migration, and limited resources? Have students label a map showing what jobs are located in the different regions of Texas. (SS/4.13A,C) (LA/4.1A,B) (LA/4.2A) (M/4.14A) (SS/4.13A, C)
- Students can make finger puppets of the careers of their family members. In small groups let students tell about these careers. (LA/4.4A,B) (LA/4.5A,B) (SS/4.13A) (S/4.9A,B)
- Students can write riddles describing careers and the class can play a game of “Guess Who I am!” (LA/4.5A,C,D,E) (SS/4.13A) (SS/4.23C)
- Discuss how scientific discoveries and technological innovations have met the needs of individuals, businesses, and society in Texas. On the chalk board have the class make a list of several of these discoveries. Choose one discovery and write a report. (SS/4.21B,C) (SS/4.14A,B) (S/4.2D,E) (LA/4.1A,C) (LA/4.2A) (LA/4.5B) (LA/4.13E) (SS/4.23B) (S/4.3B,D,E) (M/4.14A) (M/4.14A)

## Classroom Discussion or Journal Topics: Fourth Grade

- Mountain communities or seashore communities have lots of tourists in the summer. Much of the business depends on serving the needs of the tourists. Discuss and contrast how the geography in the four regions of Texas affects the local business in that region. How does it affect your own lifestyle? (DISD)
- Discuss the rights and responsibilities of an employer and employee.
- Discuss how the free-enterprise system works and the opportunity for entrepreneurship. (DISD)
- Discuss how the thriving economy in Texas provides opportunities for individual business owners and corporations. (DISD)

## Social Studies Matrix: Fifth Grade

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six
American Geography	Exploration: Discovering new Lands and Cultures	America's New identity A Fight for freedom	The United States of America: A New Nation	Slavery and Emancipation: What's Civil About War?	The Industrial Revolution: Impact on American Culture

## Classroom Activities: Fifth Grade

- In a class discussion, explain that in choosing a career, many people want to use their talents or use skills that they have learned. Ask students to make a list of things they do well naturally and things that they have learned to do. Next have students list several interests. Have students make a list of careers that they find interesting that would use their talents and skills. Keep the lists for future reference. (S/5.10A,B) (SS/5.26B) (LA/5.1A) (LA/5.4A) (LA/5.15A,C)
- Remind students that a career is a job someone learns to do for a living and plans to do for a long time. On a large sheet of paper list as many careers as the students can name. From this list let each student choose a career to research and write a report. This report needs to include what special training is needed to be able to do this job. It should also include what talents and skills that are needed to perform the tasks of this job. (S/5.10A,B) (LA/5.1A,C) (LA/5.4A) (LA/5.13A,D,E,F) (SS/5.4F) (S/5.3D)
- Using the student's list of skills and talents, let students study a career that would allow them to use their talents and skills. Let students write a paragraph on findings. (S/5.10A,B) (LA/5.1A,D) (LA/5.4A) (LA/5.15A,C) (SS/5.26B,D,E)
- Explain how industry and the mechanization of agriculture changed the American way of life. Have students draw cartoon strips depicting the ways jobs have changed from past to present. (SS/5.4F) (LA/5.1A,C) (LA/5.4A,) (S/5.3A,D,E) (SS/5.26D)
- Have students interview a person involved in a career which interest them or conduct research and write a report on the career choice. (LA/5.1A,C) (LA/5.2A) (LA/5.4A) (LA/5.15A,C) (SS/5.14A) (SS/5.26B,D,E)
- On the chalkboard, write the following question several times, "When am I going to use \_\_\_\_\_?" Fill in the blanks with various subject areas students study (language arts, science, math, social studies, etc.) Let students match subject areas to different careers. Encourage students to go beyond the surface ideas, for example: a person who writes reports uses language arts in their career even if they are not an obvious writer. (LA/5.1A,C) (LA/5.13A) (M/5.4A) (S/5.3D,E)(SS/5.13A) (SS/5.26B,D,E)
- Display the classified section of the local newspaper on the bulletin board. Explain that businesses often advertise to find workers they need. Help students identify the information the businesses are seeking (e.g. name of position, requirements, job description). Have students write classified ads for jobs that interest them. Create a bulletin board using these ads. (LA/5.1A,C) (LA/5.13E) (SS/5.14D) (M/5.14A) (SS/5.26D)

- Describe to students how the free enterprise system works in the United States and how people compete for jobs. Discuss the benefits and how supply and demand affects the labor market. Have students prepare a resume applying for a job that interest them. They can use the “ads” to write an application letter to go with their resume to “apply” for one of these jobs. (LA/5.1A,C) (LA/5.15A,B,C,F) (LA/5.17C,D) (M/5.14A) (SS/5.12B,C) (SS/5.13A,B) (SS/5.26D,E) (SS/5.27A)
- Describe the contributions of famous inventors and scientists such as Neil Armstrong, John Glenn, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan. Divide class into small groups and let each group choose a famous inventor or scientist and report on their life and contribution to society and the environment. (S/5.3D,E) (SS/5.24A,B,C,D) (LA/5.1A,C) (LA/5.2A) (LA/5.13A,E,G)

### **Classroom Discussion or Journal Topics: Fifth Grade**

- Discuss how sometimes supply of a product does not meet the demand for it. Talk about a time that the demand for a product affected the price of the product. Could another product substitute for it? What other businesses could supply the product?
- Discuss characteristics of a good citizen including belief in justice, truth, equality and responsibility. How do these traits relate to business and careers. (DISD)
- Discuss how scientific and technological innovations have impacted the United States politically, socially and economically. (DISD)

### **Music Career Activities**

- Discuss with your class how music is related to different kinds of jobs. For example: Advertising companies, choreography, fitness centers, dance studios, radio stations, television stations, retail stores, etc. Ask students to list additional jobs that use music. (Music/K.3B) (Music/1.5B) (Music/2.5C) (Music/3.5C) (Music/4.5C,D) (Music/5.5D)
- Discuss with students what a disc jockey does. (An announcer for a radio show that includes music) What qualities does a good disc jockey need (strong and friendly voice, sense of humor, knowledge of music, etc.) As students learn about different styles of music, let them find out what it is like to be a disc jockey. Talk about what kind of music is familiar to them and ask them to bring in teacher-approved selections of various types of music. Let them take turns announcing the music and sharing other information a listener might want to hear. Also practice recording on audio tape or videotape their performance. For younger children, let them listen to various musical jingles they have heard on the radio or television and let them pretend to be on radio or television. (Music/K.3A,B) (Music/1.6B) (Th./2.2D) (Th./3.1C) (Music/4.5C,D) (Music/5.5B) (Th./5.1E,F)
- Ask students what a choreographer does (creates movement routines to a song and teaches these movements to the group) Discuss what skills a choreographer must have. (Knowledge of music, dance, creativity, good communication skills, and excellent rhythm.) As you play various kinds of instrumental music, let students practice moving to the music. Divide the class in small groups and let them “choreograph” simple movement. Let each group teach the moves to the rest of the class. (Music/K.3A,B) (Th.K.2B) (Music/1.5A,B) (Th./1.1A) (Th./1.2A,B,D)

(Music/2.5A,B,C) (Th./2.1A,C) (Th.2.2D) (Music3.5B,C) (Th.3.1C,D) (Music/4.5C,D) (Th.5.2A,D)

- Discuss the various careers that are in the field of music, for example; music teachers with various specialties, entertainers, etc. Let students add to this list. (Music/5.5B) (Th.5.4B)
- Ask students what a composer does. Discuss the different types of music a composer might write. Divide into small groups and let each group compose a song about a career or compose a “jingle” for television or radio. Let groups share their compositions with the class. Use a tape recorder or video camera to record results. (Music/K.3A,B) (Music/1.5B) (Music/2.5C) ((Music/3.5C) (Music/4.5D) (Th./4.4B) (Music/5.5B)
- Discuss what a Music Teacher does. Explain to your students what you had to do to prepare yourself to become a Music Teacher. Make a list of the different kinds of Music Teachers. (Choral, voice, instrumental, etc.) Divide class into small groups and let each group choose one type of music teacher to study and report to class. Their report could be a dramatic demonstration, a rap, a song, etc. (Th./K.1A) (Th.K.2B) (Th./KC,D) (Th/K.5A,B) (Music/1.6B) (Th./1.1A) (Th./1.2B,D) (Th/K1.3C,D) (Music/2.6B) (Th./2.1C,D) (Th./2.2B,D) (Th./2,5A) (Th./3.1C,D) (Th./3.3C,D) (Th.3.5A,C) (Th./4.3C,D) (Th.4.4B) (Th.4.5A) (Music/5.5B) (Th./5.3C/D) (Th.5.4B) (Th.5.5A)

### Art Career Activities

- Discuss with your class how art is related to different kinds of jobs. For example: Architects, printers, florists, meteorologists (use of symbols to forecast common weather conditions) etc. Make a list of careers that use art in doing their job. (A/1.3C) (A/3.3C) (A/4.3C) (A/5.3C)
- Talk with students about the jobs done by a printer such as advertisements, flyers, business cards, stationery, invitations, etc. A printer must know about types of paper, color of ink, and type of lettering in order to meet the needs of the customer. Bring in several samples of printed materials including some company logos. Explain that logos make it easy for a person to recognize a company. Have students create their own logos showing their interests and skills or they may invent a logo for a company they might want to own in the future. (A/3.2B) (A/4.2B) (A/5.2B)
- Provide students with glue, tape and a pattern of a “Career Cap.” Discuss the term “business logo” . . . How do businesses use logos? Talk about workers who might wear this type of hat.
- Discuss with students that meteorologists study conditions that create various types of weather and report this information on television as weather forecasts. Ask students what symbols the meteorologists use on their weather maps. Make a list of other common weather needing symbols. Divide students into small groups and let them create symbols for the weather conditions on the list. (A/5.2B) (A/5.3C)
- Discuss the various careers that are in the art field, for example; Art teacher, painter, sculptor, commercial artist, etc. Add others to your list as students think of them. (A/1.3A,C) (A/2.3C) (A/3.3C) (A/4.3C) (A/5.3C)
- Discuss with students the types of artists that work with glass (lamp makers, jewelry designers, glass blowers, etc.) Ask students to recall any stained glass decorations

they might have seen such as windows in places of worship, lamp shades, or small “suncatchers” in their homes. Provide each student with a cardboard frame and let them create a suncatcher by pasting narrow strips of cardboard to the frame to form designs. Then let students cut and paste tissue paper of different colors behind the opening. These can be hung in a sunny window. Note: This activity can be made age appropriate by using a black lines on a paper and letting younger children color in a design. (A/K.2A,B) (A/1.3C) (A/2.2B) (A/3.2B) (A/4.2B) (A/5.2C)

- Explain that a florist arranges flowers. Let students discuss what types of floral arrangements they have seen. Help students create floral arrangements using various supplies. Younger students may make flowers from construction paper and glue them at the top of stems drawn on paper. Older students can use tissue paper to make flowers by folding it in half lengthwise and folding it accordion style across its width. Have students tear off a small strip along the folded end, and wrap a twist-tie tightly around the strips center. Pull apart the layers to create carnations. Tape the twist-ties to the tops of drinking straws. Arrange the “flowers” in containers of orange juice cans, milk cartons, etc. (A/K.2B, C) (A/1.2B,C) (A/2.2B,C) (A/3.2A,B,C) (A/4.2B,C) (A/5.2A,B,C)
- People in advertising careers try to persuade customers to buy things. Let the students discuss advertisements they have seen or heard. Assign students to small groups and give each group an item such as a pencil, hair ribbon, book, file folder, etc. Have each group write an advertisement for their item. They may want to write a script and act out the “ad.”

## Physical Education and Health Career Activities

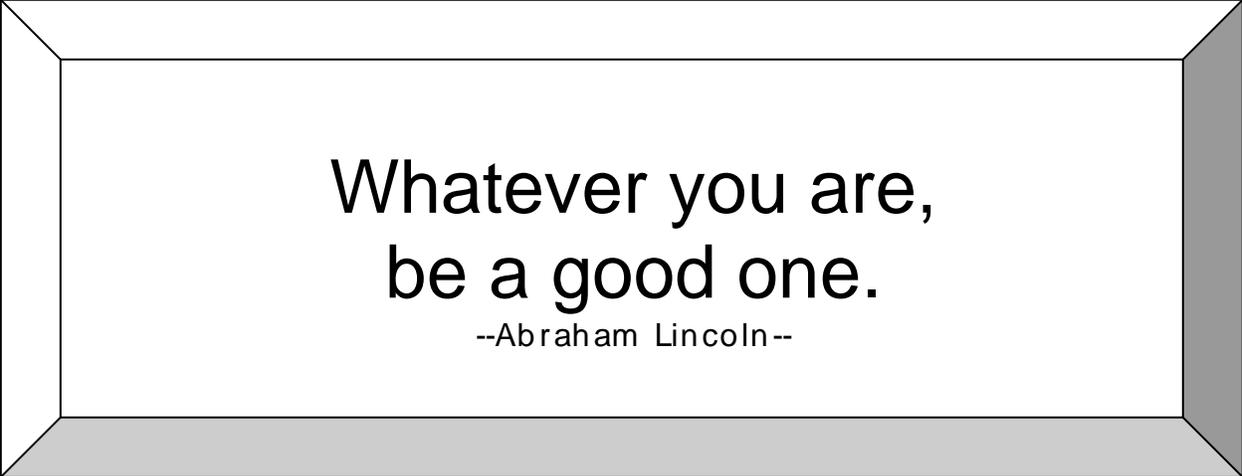
- Discuss the various kinds of careers relating to health and physical education. Make a list of the careers named and discuss some of the activities related to their career. Ask students if they know someone who is involved in any of these careers. (H.K.5A) (H.1.1B) (H.1.5A,B) (H.2.6A) (H3.5A,B) (H4.7A,B) (H.5.3B) (H.5.7A,B) (H.5.8D) (PE.K.5D)
- Invite guest speakers who have careers in the health/physical education/recreational/sports fields. Encourage them to include discussion of teamwork, sportsmanship, safety, game rules, preparation for success, and the importance of education in their chosen career. (H.K.2A,G) (H.1.1B) (H.1.2A,B,C,D,E,F) (H.1.5A,B) (H.1.6A,B) (H.2.1F) (H.2.6A,B) (H.2.7A,B) (H.2.9B) ((H3.5A,B) (H3.7A,B) (H.4.3B) (H4.7A,B) (H.4.8B) (H.5.3B) (H5.5H) (H.5.7A,B) (H.5.8D) (PE.K.5D) (PE.K-7A,B) (PE1.4A) (PE3.3E) (PE.4.4I) (PE.5.6B)
- Discuss what type of protective gear various careers need (for example: Fireman, Umpire, Underwater welder, Professional athletics, Astronauts, etc.). (H.K.2A) (H.1.2A) (H.2.9B) (PE.K.5C) (PE.1.5B) (PE2.5B) (PE3.5A,B) (PE.5.5A,B,C)
- Talk about the physical activity involved in careers; then let class act out the activities. (For example: Fireman: Climb ladders, pull hoses from trucks, swing hoses to fight fires, etc. Construction workers: Using jack hammer, hammers, saws, painting walls, etc. Astronaut: Walk in space, pretend to eat in weightlessness, lay on their backs with knees bent as if in ‘lift off” of rocket, etc. Military personnel: Group marching, pretend rope climbing, push ups, etc.). (H.1.1B) (H.3.9A,D) (PE.1.4A) (PE.1.7A,B)

## Special Programs

Special program classes are an integral part of the total school curriculum. Therefore, the special program teacher is a valuable part of bringing the total package together for students who are enrolled in a special class. Provided are career activities to complement the regular classroom curriculum. In order to provide the best learning experience and non duplication of activities, coordination with the classroom teacher is imperative.

### **Career related activities:**

1. Make a career collage.
2. Invent a product.
3. Discuss how products are transported and then make a mobile of various methods of distribution.
4. Compare different brands of the same food as to nutritional content.
5. Decorate your classroom door with a Careers theme.
6. Make career hats and/or badges.
7. Write a illustrated story, poem, or song about careers.
8. List five ways to earn money.



Whatever you are,  
be a good one.

--Abraham Lincoln--

## Career Education Contest

The Career and Technology Education Guidance Department and the CTE youth leadership organizations are always willing to assist with career education contests. A CTE representative will be available to judge the contest entries and awards will be given. If you wish to judge your own entries the CTE department will provide certificates or awards. In order to provide the flexibility for the individual school campuses two sample plans are provided. Contact the CTE Counselor in order to request assistance.

<b>Career Education Contest Sample Plans</b>		
<b>Plan 1</b>		
This plan can be administered by the classroom teacher or the art teacher:		
Pre K and Kindergarten	Draw and color a picture about a career entitled "When I grow up"	
Grades 1-3	Students draw and color a picture of themselves in a career and title the picture. (Can provide a narrative)	
Grades 4-5	Students draw and/or color a picture or poster that illustrates a career that matches their personal characteristics.	
<b>Plan 2</b>		
This plan can be administered by the classroom teacher or the art teacher.		
Pre K - Kindergarten	Student can do any project that deals with "A Career I Like"	
Grades 1-3	Student can do any project that deals with "Planning for a Career in _____"	
Grades 4-5	Student can do any project that deals with "How school can help me reach my career goal."	
Project ideas but not limited to:		
Shadow box	Illustrated Paragraph	Drawing
Mobile	Display board	Design a puppet
Lyrics to a song	Design a game	Color a picture
Poem or Story	Research Project	Other career project

## Simple and Sensational Career Day

**Goal:** To provide career guidance to all elementary students involving all professional educators in the delivery process.

## Simple and Sensational Career Day

### Sample Schedule

#### Morning:

- Students arrive at school in career costumes (career costumes optional)
- Announcement about career day activities.
- Teacher selects a career classroom activity or integrates a career activity in one of the following subject areas
  - Language arts
  - Science
  - Social Studies
  - Mathematics
  - Health
- Special area teachers select an integrated career activity
- Several parents visits child's class to talk about their careers.  
(You might schedule the visit so they can eat lunch with their child)

#### Afternoon:

- You may want several more parents to visit their child's class and talk about their career.
- Class participates in a career education contest.
- Afternoon assembly or Career Camp (optional)
- -Speaker talks about "How important it is to do well in school in order to reach your career goal"

**"Together Everyone Achieves More"**

# SECTION III

## Career Education Materials and Forms

**“Accept the challenges, so that you  
may feel the exhilaration  
of victory.”**

--General George S. Patton--

## Publicity and Promotion

After perfectly planning your school's career activity you will want to publicize the event. You may want to contact the DISD public relations person. The information will be needed 10 days prior to the activity. You will need to provide the following information:

- What school and where
- Description of activity
- When the activity will take place
- Who will be involved in the activity
- What outside speakers or groups will be involved (if any)\*

\*Try to involve your school adopters in the project,- they can be an excellent source of career information.

### Other Publicity:

Other sources of publicity may include:

- Article in your school newsletter (before and after)
- Announcement at a PTA meeting
- Announcement of the event on the school marquee
- Announcement on the school webpage
- Information on the CTE Website

### Remember Special People:

You will want to remember to invite and involve special people to your career activity especially if you have parent and community involvement, these may include:

- City Officials . . . Mayor, City Council
- City Personnel . . . City Manager, Fire Chief, Police Chief
- School Officials . . . Central Service Staff
- Chamber of Commerce representatives

**“The future belongs to those who believe in the beauty of their dreams.”**

**--Eleanor Roosevelt--**



# Career Day Contacts

Mr. Ms. Mrs. Dr.

<b>Name</b>	
<b>Company</b>	
<b>Telephone</b>	
<b>Email</b>	
<b>Address</b>	
<b>Occupation</b>	
<b>Notes</b>	
<b>Accepted / Confirmed</b>	
<b>Facilitator</b>	
<b>Room Number</b>	
<b>Time</b>	
<b>Reconfirm</b>	
<b>Thank you sent</b>	



# Career Day Activities

## School-wide Activities

8:00 AM \_\_\_\_\_

8:30 AM \_\_\_\_\_

9:00 AM \_\_\_\_\_

9:30 AM \_\_\_\_\_

10:00 AM \_\_\_\_\_

10:30 AM \_\_\_\_\_

11:00 AM \_\_\_\_\_

11:30 AM \_\_\_\_\_

12:00 PM \_\_\_\_\_

12:30 PM \_\_\_\_\_

1:00 PM \_\_\_\_\_

1:30 PM \_\_\_\_\_

2:00 PM \_\_\_\_\_

2:30 PM \_\_\_\_\_

3:00 PM \_\_\_\_\_

# Career Day Activities

## Teacher Schedule

Fill in activities:

- School wide activities
- Classroom activities
- Student career contest
- Parent career speakers

7:30 AM \_\_\_\_\_

8:00 AM \_\_\_\_\_

8:30 AM \_\_\_\_\_

9:00 AM \_\_\_\_\_

9:30 AM \_\_\_\_\_

10:00 AM \_\_\_\_\_

10:30 AM \_\_\_\_\_

11:00 AM \_\_\_\_\_

11:30 AM \_\_\_\_\_

12:00 PM \_\_\_\_\_

12:30 PM \_\_\_\_\_

1:00 PM \_\_\_\_\_

1:30 PM \_\_\_\_\_

2:00 PM \_\_\_\_\_

2:30 PM \_\_\_\_\_

3:00 PM \_\_\_\_\_



# School Letterhead

Current Date \_\_\_\_\_

Dear **PARENT NAME:**

We are sponsoring a career day on **DATE THAT YOUR SCHOOL WILL BE SPONSORING THE CAREER DAY at NAME OF SCHOOL.** In order for our students to learn more about careers, we are inviting you as a parent to visit with your child's class about your career. As you know, one of our priorities at **NAME OF SCHOOL** is to promote the importance of learning. In order to support this goal we are requesting that our presenters share the following information:

- How do you use reading, writing, and math skills (or other school subjects) on your job?
- How do you use technology in your career field?
- What type of education and training is needed for advancement into the career area?
- Will continued education and training be needed for advancement in the career area?
- Describe your job duties.
- Describe a typical work day.
- What talents and skills are necessary for success in your career field?
- What hobbies and interests do you have that are compatible with your field of work?
- What personality traits are helpful in your career?

If you are willing to participate in the project, return the form to your child's teacher before **DATE YOU WANT THE FORM BACK.** For more information contact **NAME OF CONTACT PERSON AND NUMBER.**

.....  
Please complete and return:

Name of Teacher \_\_\_\_\_

Name \_\_\_\_\_

Career \_\_\_\_\_

Time of Day you are available to speak:

Morning       Afternoon

Telephone Number \_\_\_\_\_

Email \_\_\_\_\_

Business Address \_\_\_\_\_

\_\_\_\_\_

**Sample letter sent to parent inviting them to speak at "Career Day."**

# School Letterhead

Current Date

Dear **PARENT NAME:**

Thank you for volunteering to speak to my class about your career. The students will be participating in several career related activities on career day. Your scheduled time is listed below:

Date \_\_\_\_\_ Time \_\_\_\_\_

Length of Presentation \_\_\_\_\_ Room Number \_\_\_\_\_

One of our priorities at **NAME OF SCHOOL** is to promote the importance of learning. As a presenter, I would like to suggest that you cover the following areas:

- How do you use reading, writing, and math skills (or other school subjects) on your job?
- How do you use technology in your career field?
- What type of education and training is needed for advancement into the career area?
- Will continued education and training be needed for advancement in the career area?
- Describe your job duties.
- Describe a typical work day.
- What talents and skills are necessary for success in your career field?
- What hobbies and interests did you have that were compatible with your field of work?
- What personality traits are helpful in your career?

Once again, thank you for taking the time to participate in this project. If you have any questions, or if you need any presentation aids, please call me at **SCHOOL NUMBER**. I am looking forward to your presentation.

Sincerely,

**NAME OF TEACHER**

Sample of confirmation letter sent by the teacher to the parent who has agreed to speak to the class

# School Letterhead

Current Date

Presenter Name

Company

Address

City, State Zip

Dear **PRESENTER'S NAME:**

Thank you for your interest in **NAME OF SCHOOL** career day to be held on **DAY OF THE WEEK OF THE ACTIVITY, DATE OF THE ACTIVITY, MONTH/DAY.** Please report 15 minutes prior to your presentation time at **PLACE THAT PRESENTERS WILL BE SIGNING IN.** The session times you have agreed to present are listed below:

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One of our priorities at **NAME OF SCHOOL** is to promote the importance of learning. As a presenter, I would like to suggest that you cover the following areas of interest and necessity to the students:

- How do you use reading, writing, and math skills (or other school subjects) on your job?
- How do you use technology in your career field?
- What type of education and training is needed for advancement into the career area?
- Will continued education and training be needed for advancement in the career area?
- Describe your job duties.
- Describe a typical work day.
- What talents and skills are necessary for success in your career field?
- What hobbies and interests did you have that were compatible with your field of work?
- What personality traits are helpful in your career?

If you have any questions, or if you need any presentation aids, please call **NAME OF COUNSELOR AND NUMBER.** We appreciate your willingness to invest time in our students who are...The Workforce of the Future!

Sincerely,

**(NAME OF COUNSELOR)**

**Sample letter to send to the presenter to verify presentation schedule and procedure for registration.**

# School Letterhead

Current Date

Presenter Name

Company

Address

City, State Zip

Dear **PRESENTER'S NAME:**

On behalf of our students and staff at **NAME OF SCHOOL**, we would like to thank you for the time you so freely shared with us to make our students aware of your occupation. You are to be commended for your role in helping us inform the students of today about the world of work.

The information you gave the students was excellent and up to date. Even more importantly, it came from someone whom the students recognized as an authority from the "real world." Career awareness activities such as our career month help young people broaden their horizons and realize they may utilize their particular talents in many ways. We know that your presence made a difference to many students and it is good to know that the community's commitment to our youth includes sharing time and expertise with them as you did this week.

Once again, thank you for participating in the **NAME OF SCHOOL AND ACTIVITY.**

Sincerely,

**NAME OF COUNSELOR**

Sample "thank you" letter to send to the presenter.

# CERTIFICATE OF APPRECIATION

Presented to

**Type Name**

*For serving as a career presenter in  
support of the  
Denton Independent School District  
Career Education Program*

Signature \_\_\_\_\_

Date \_\_\_\_\_



# CERTIFICATE OF PARTICIPATION

Presented to

**Type Name**

*For the successful completion of career  
education activities for  
Denton Independent School District*

Signature \_\_\_\_\_

Date \_\_\_\_\_



# Special Recognition

Presented to

**Type Name**

*For your participation in the  
Denton Independent School District  
Career Education Program*

Signature \_\_\_\_\_

Date \_\_\_\_\_



# **SECTION IV**

## **Texas Essential Knowledge and Skills (Used in the Teachers Guide)**

# Texas Essential Knowledge and Skills

## Pre-Kindergarten

### Pre-Kindergarten Social Studies

**K.5 - Geography.** The student understands the physical and human characteristics of the environment

(B) The student is expected to identify the human characteristics of places such as types of houses and ways of earning a living.

**K.6 - Economics.** The student understands that basic human needs are met in many ways.

(A) The student is expected to identify basic human needs.

(B) The student is expected to explain how basic human needs of food, clothing, and shelter can be met.

**K.7 - Economics.** The student understands the importance of jobs.

(A) The student is expected to identify jobs in the home, school, and community.

### Pre-Kindergarten Math

**K.13 - Underlying processes and mathematical tools.** The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(A) The student is expected to identify mathematics in everyday situations.

### Pre-Kindergarten Language Arts

**K.1 - Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.

(B) The student is expected to respond appropriately and courteously to directions and questions.

**K.2 - Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(A) The student is expected to connect experiences and ideas with those of others through speaking and listening.

## Kindergarten

### Kindergarten Social Studies

**K.5 - Geography.** The student understands the physical and human characteristics of the environment

(B) The student is expected to identify the human characteristics of places such as types of houses and ways of earning a living.

**K.6 - Economics.** The student understands that basic human needs are met in many ways.

(A) The student is expected to identify basic human needs.

(B) The student is expected to explain how basic human needs of food, clothing, and shelter can be met.

- K.7 - Economics.** The student understands the importance of jobs.
- (A) The student is expected to identify jobs in the home, school, and community.
  - (B) The student is expected to explain why people have jobs.

### **Kindergarten Mathematics**

- K.13 - Underlying processes and mathematical tools.** The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (A) The student is expected to identify mathematics in everyday situations.

### **Kindergarten Language Arts**

- K.1 - Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.
- (A) The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, or to enjoy and appreciate.
  - (B) The student is expected to respond appropriately and courteously to directions and questions.
  - (C) na
  - (D) The student is expected to listen critically to interpret and evaluate.
- K.2 - Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.
- (A) The student is expected to connect experiences and ideas with those of others through speaking and listening.
- K.3 - Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.
- (A) The student is expected to choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate.
- K.4 - Listening/speaking/communication.** The student communicates clearly by putting thoughts and feelings into spoken words.
- (A) na
  - (B) na
  - (C) The student is expected to clarify and support spoken messages using appropriate props such as objects, pictures, or charts.
- K.8 - Reading/vocabulary development.** The student develops an extensive vocabulary.
- (A) The student is expected to discuss meaning of words and develop vocabulary through meaningful/concrete experiences.
  - (B) na
  - (C) The student is expected to identify words that name persons, places, or things and words that name actions.
- K.12 - Reading/inquiry/research.** The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.
- (A) The student is expected to identify relevant questions for inquiry such as “why did the knight wear armor?”
  - (B) na
  - (C) The student is expected to draw conclusions from information gathered.

## **Kindergarten Art**

**K.2-Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.

- (A) The student is expected to create artworks, using a variety of colors, forms, and lines.
- (B) The student is expected to arrange forms intuitively to create artworks.
- (C) The student is expected to develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.

## **Kindergarten Music**

**K.3-Historical/cultural heritage.** The student relates music to history, to society, and to culture.

- (A) The student is expected to sing songs and play musical games from different cultures.
- (B) The student is expected to identify simple relationships between music and other subjects.

## **Kindergarten Theater**

**K.1-Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theater.

- (A) The student is expected to develop self-awareness through dramatic play.

**K.2-Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations.

- (B) The student is expected to assume roles through imitation and recreation.

**K.5-Response/evaluation.** The student responds to and evaluates theater and theatrical performances.

- (A) The student is expected to begin to identify appropriate audience behavior.
- (B) The student is expected to respond to dramatic activities.

## **Kindergarten Health Education**

**K.2-Health behaviors.** The student understands that behaviors results in healthy or unhealthy conditions throughout the life span.

- (A) The student is expected to identify the purpose of protective equipment such as a seat belt and a bicycle helmet.
- (B) The student is expected to demonstrate procedures for responding to emergencies including dialing 911.

**K.5-Health information.** The student understands how to recognize health information.

- (A) The student is expected to name people who can provide helpful health information such as parents, doctors, teachers, and nurses.

## **Kindergarten Physical Education**

**K.5-Physical Activity.** The student understand safety practices associated with physical activity and space.

- (C) The student is expected to explain how proper shoes and clothing promotes safe play and prevents injury.
- (D) The student is expected to explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard.

- K.7-Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- (A) The student is expected to follow rules, procedures, and safe practices.
  - (B) The student is expected to work in a group setting in cooperation with others.

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## First Grade

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### **First Grade Social Studies**

- 1.3 - History.** The student understands the concepts of time and chronology.
- (A) The student is expected to distinguish around past, present, and future.
- 1.6 - Geography.** The student understands various physical and human characteristics of the environment.
- (A) na
  - (B) na
  - (C) The student is expected to identify and describe the human characteristics of places such as types of houses and ways of earning a living.
- 1.9 - Economics.** The student understands the value of work.
- (A) The student is expected to describe the requirements of various jobs and the characteristics of a job well-performed.
  - (B) The student is expected to describe how specialized jobs contribute to the production of goods and services.
- 1.14 - Culture.** The student understands how families meet basic human needs.
- (A) The student is expected to describe ways that families meet basic human needs.
  - (B) The student is expected to describe similarities and differences in ways families meet basic human needs.
- 1.17 - Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- (A) The student is expected to obtain information about a topic using a variety of oral sources such as conversations, interviews, and music.
- 1.18 - Social studies skills.** The student communicates in written, oral, and visual forms.
- (A) The student is expected to express ideas orally based on knowledge and experiences.
  - (B) The student is expected to create visual and written material including pictures, maps, timelines, and graphs.

### **First Grade Mathematics**

- 1.9 - Probability and statistics.** The student displays data in an organized form.
- (A) The student is expected to collect and sort data.
- 1.11 Underlying processes and mathematical tools.** The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (A) The student is expected to identify mathematics in everyday situations.

## **First Grade Language Arts**

**1.1 Listening/speaking/purposes.** The student listens attentively and engages in a variety of oral language experiences.

- (A) The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.
- (B) The student is expected to respond appropriately and courteously to directions and questions.
- (C) The student is expected to participate in rhymes, songs, conversations, and discussions.
- (D) The student is expected to listen critically to interpret and evaluate.

**1.2 - Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

- (A) The student is expected to connect experiences and ideas with those of others through speaking and listening.
- (B) The student is expected to compare language and oral traditions (family stories) that reflect customs, regions, and cultures.

**1.3 - Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.

- (A) na
- (B) na
- (C) The student is expected to ask and answer relevant questions and make contributions in small or large group discussions.

**1.5 - Reading/print awareness.** The student demonstrates knowledge of concepts of print.

- (E) The student is expected to know the order of the alphabet.

**1.7 - Reading/letter-sound relationships.** The student uses letter-sound knowledge to decode written language.

- (A) The student is expected to name and identify each letter of the alphabet.

**1.14 - Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

- (F) The student is expected to understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures.

## **First Grade Art**

**1.2-Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.

- (B) The student is expected to place forms in orderly arrangement to create designs.
- (C) The student is expected to increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

**1.3-Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.

- (A) The student is expected to identify simple ideas expressed in artworks through different media.
- (C) The student is expected to identify the use of art in everyday life.

## **First Grade Music**

- 1.5-Historical/cultural heritage.** The student relates music to history, to society, and to culture.
- (A) The student is expected to sing songs and play musical games from diverse cultures.
  - (B) The student is expected to identify simple relationships between music and other subjects.
- 1.6-Response/evaluation.** The student responds to and evaluates music and musical performance.
- (B) The student is expected to begin to practice appropriate audience behavior during live performances.

## **First Grade Theater**

- 1.1-Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theater.
- (A) The student is expected to develop confidence and self-awareness through dramatic play.
- 1.2-Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations.
- (A) The student is expected to demonstrate safe use of movement and voice.
  - (B) The student is expected to assume roles through imitation.
  - (D) The student is expected to dramatize poems and songs.
- 1.3-Creative expression/performance.** The student applies design, directing, and theater production concepts and skills.
- (C) The student is expected to plan dramatic play.
  - (D) The student is expected to cooperate with others in dramatic play.

## **First Grade Health Education**

- 1.1-Health behaviors.** The student understands that personal health decisions and behaviors affect health throughout the life span.
- (B) The student is expected to describe activities that are provided by health care professionals such as medical check-up and dental exams.
- 1.2-Health behaviors.** The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.
- (A) The student is expected to identify and use protective equipment to prevent injury.
  - (B) The student is expected to name safe play environments.
  - (C) The student is expected to explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs.
  - (D) The student is expected to identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult.
  - (E) The student is expected to identify safety rules that help to prevent poisoning.
  - (F) The student is expected to identify and describe safe bicycle skills.
- 1.5-Health information.** The student recognizes health information.
- (A) The student is expected to identify people who can provide helpful health information such as parents, teachers, nurses, and physicians.
  - (B) The student is expected to list ways health information can be used such as knowing how to brush teeth properly.

**1.6-Health information.** The student recognizes the influence of media and technology on health behaviors.

(A) The student is expected to identify examples of health information provided by various media.

(B) The student is expected to cite examples of how media and technology can affect behaviors such as television, computers, and video games.

### **First Grade Physical Education**

**1.4-Physical activity and health.** The student knows the benefits of being involved in daily physical activity and factors that affect physical performance.

(A) The student is expected to distinguish between active and inactive lifestyles.

**1.5-Physical activity and health.** The student knows and applies safety practices associated with physical activities.

(B) The student is expected to describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.

**1.7-Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

(A) The student is expected to follow directions and apply safe movement practices.

(B) The student is expected to interact, cooperate, and respect others.

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## **Second Grade**

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### **Second Grade Social Studies**

**2.9 - Economics.** The student understands the importance of work.

(A) The student is expected to explain how work provides income to purchase goods and services.

(B) The student is expected to explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.

**2.10 - Economics.** The student understands the roles of producers and consumers in the production of goods and services.

(A) The student is expected to distinguish between producing and consuming.

(B) The student is expected to identify ways in which people are both producers and consumers.

(C) The student is expected to trace the development of a product from a natural resource to a finished product.

**2.17 - Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) The student is expected to obtain information about a topic using a variety of oral sources such as conversations, interviews, and music.

(B) na

(C) na

(D) na

- (E) The student is expected to interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.
- 2.18 - **Social studies skills.** The student communicates in written, oral, and visual form.
- (B) The student is expected to create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
- 2.19 - **Social studies skills.** The students uses problem-solving and decision-making skills, working independently, and with others, in a variety of settings.
- (B) The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

### **Second Grade Mathematics**

- 2.12 - **Underlying processes and mathematical tools.** The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (A) The student is expected to identify the mathematics in everyday situations.

### **Second Grade Science**

- 2.3 - **Scientific processes.** The student knows that information and critical thinking are used in making decisions.
- (A) The student is expected to make decisions using information.
- (B) na
- (C) The student is expected to explain a problem in his/her own words and identify a task and solution related to the problem.

### **Second Grade Language Arts**

- 2.1 - **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.
- (A) The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.
- (B) The student is expected to respond appropriately and courteously to directions and questions.
- (C) na
- (D) The student is expected to listen critically to interpret and evaluate.
- 2.2 - **Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others and the common elements of cultures.
- (A) The student is expected to connect experiences and ideas with those of others through speaking and listening.
- 2.3 - **Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.
- (A) The student is expected to choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate.
- (B) na
- (C) The student is expected to ask and answer relevant questions and make contributions in small or large group discussions.

- 2.11 - **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts.
- (A) The student is expected to distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve.
- 2.12 - **Reading inquiry/research.** The student generates questions and conducts research using information from various sources.
- (A) The student is expected to identify relevant questions for inquiry such as “Why do birds build different kinds of nests?”
- 2.14 - **Writing/purpose.** The student writes for a variety of audiences and purposes, and in various forms.
- (A) The student is expected to write to record ideas and reflections.
  - (B) The student is expected to write to discover, develop, and refine ideas.
  - (C) na
  - (D) The student is expected to write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.
- 2.20 - **Writing/inquiry/research/.** The student uses writing as a tool for learning and research.
- (B) The student is expected to record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, showing connections among ideas.

## **Second Grade Art**

- 2.2 - **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.
- (B) The student is expected to create effective compositions, using design elements and principles.
  - (C) The student is expected to identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.
- 2.3 - **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.
- (C) The student is expected to identify different kinds of jobs in art.

## **Second Grade Music**

- 2.5 - **Historical/cultural heritage.** The student relates music to history, to society, and to culture.
- (A) The student is expected to identify music from various periods of history and culture.
  - (B) The student is expected to sing songs and play musical games from diverse cultures.
  - (C) The student is expected to identify relationships between music and other subjects.
- 2.6 - **Response/evaluation.** The student responds to and evaluates music and musical performance.
- (B) The student is expected to show appropriate audience behavior during live performances.

## **Second Grade Theater**

- 2.1 - **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theater.

- (A) The student is expected to react to sensory experience.
- (C) The student is expected to participate in dramatic play, using actions, sounds, and dialogue.
- (D) The student is expected to role-play, imitate, and recreate dialogue.

**2.2 - Creative expression/performance.** The student interprets characters, using the voice expressively, and creates dramatizations.

- (B) The student is expected to role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.
- (C) The student is expected to dramatize poems and songs, using simple pantomime and puppetry.

**2.5 - Response/evaluation.** The student responds to and evaluates theater and theatrical performances.

- (A) The student is expected to identify and apply appropriate audience behavior.

## **Second Grade Health Education**

**2.1 - Health behaviors.** The student understands that personal health decisions and behaviors affect health throughout the life span.

- (F) The student is expected to describe the importance of individual health maintenance activities such as regular medical and dental checkups.

**2.6 - Health information.** The student understands how to recognize health information.

- (A) The student is expected to identify people who can provide health information.
- (B) The student is expected to identify various media that provide health information.

**2.7 - Influencing factors.** The student recognizes the influence of media and technology on personal health.

- (A) The student is expected to describe how the media can influence an individual/s health choices such as television ads for fast foods and breakfast cereals.
- (B) The student is expected to discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

**2.9 - Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships.

- (B) The student is expected to list and demonstrate good listening skills.

## **Second Grade Physical Education**

**2.5 - Physical activity and health.** The student knows and applies safety practices associated with physical activities.

- (B) The student is expected to identify safe cycling and road practices.

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# **Third Grade**

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## **Third Grade Social Studies**

**3.6 - Economics.** The student understands the purposes of spending and saving money.

- (A) The student is expected to identify ways of earning, spending, and saving money.

- 3.8 - **Economics.** The student understands how businesses operate in the U.S. free enterprise system.
- (D) The student is expected to identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.
- 3.11 - **Citizenship.** The student understands the impact of individual and group decisions on communities in a democratic society.
- (B) The student is expected to identify examples of actions individuals and groups can take to improve the community.
- 3.14 - **Culture.** The student understands the importance of writers and artists to the cultural heritage of communities.
- (A) The student is expected to identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world.
  - (B) The student is expected to explain the significance of selected individual writers and artists and their stories, poems, statues, painting, and other examples of cultural heritage to communities around the world.
- 3.15 - **Science, technology, and society.** The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present.
- (A) The student is expected to identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology.
  - (B) The student is expected to identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines in communities around the world.
- 3.17 - **Social studies skills.** The student communicates effectively in written, oral, and visual forms.
- (A) The student is expected to express ideas orally based on knowledge and experience.
  - (B) The student is expected to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.
  - (C) The student is expected to use standard grammar, spelling, sentence structure, and punctuation.

### **Third Grade Mathematics**

- 3.15 - **Underlying processes and mathematical tools.** The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (A) The student is expected to identify the mathematics in everyday situations.

### **Third Grade Science**

- 3.3 - **Scientific processes.** The student knows that information, critical thinking, and scientific problem solving are used in making decisions.
- (D) The student is expected to evaluate the impact of research on scientific thought, society, and the environment.
  - (E) The student is expected to connect Grade 3 science concepts with the history of science and contributions of scientists.

## **Third Grade Language Arts**

**3.1 - Listening/speaking/purposes.** The student listens attentively and engages actively in various oral language experiences.

- (A) The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.
- (B) The student is expected to respond appropriately and courteously to direction and questions.
- (C) na
- (D) The student is expected to listen critically to interpret and evaluate.

**3.2 - Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

- (A) The student is expected to connect experiences and ideas with those of others through speaking and listening.
- (B) compare language and oral traditions(family stories) that reflect customs, regions, and cultures.

**3.3 - Listening/speaking/audiences.** The student speaks appropriately to different audiences for different purposes and occasions.

- (A) The student is expected to choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate.
- (B) na
- (C) The student is expected to ask and answer relevant question and make contributions in small or large group discussions.

**3.4 - Listening/speaking/communication.** The student communicates clearly by putting thought and feelings into spoken words.

- (A) The student is expected to use vocabulary to describe clearly ideas, feelings, and experiences.
- (B) The student is expected to clarify and support spoken messages using appropriate props, including projects, pictures, and charts.
- (C) The student is expected to retell a spoken message by summarizing or clarifying.

**3.11 - Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts.

- (A) The student is expected to distinguish different forms of text, including lists, newsletters, and signs, and the functions they serve.
- (B) The student is expected to distinguish fiction from nonfiction, including fact and fantasy.
- (C) na
- (D) na
- (E) The student is expected to understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms.

**3.13 - Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

- (A) The student is expected to connect his/her own experiences with the life experiences, language, customs, and culture of others.

- 3.14 - **Writing/purpose.** The student writes for a variety of audiences and purposes and in various forms.
- (A) The student is expected to write to record ideas and reflections.
  - (B) na
  - (C) na
  - (D) The student is expected to write in different forms for different purposes such as lists to record, letters, to invite, or thank, and stories or poems to entertain.
- 3.17 - **Writing/grammar/usage.** The student composes meaningful texts applying knowledge of grammar and usage.
- (A) The student is expected to use correct irregular plurals such as *sheep*.

### **Third Grade Art**

- 3.2 - **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.
- (A) The student is expected to create artworks based on personal observations and experiences.
  - (B) The student is expected to develop a variety of effective compositions, using design skills.
  - (C) The student is expected to produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.
- 3.3 - **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.
- (C) The student is expected to relate art to different kinds of jobs in everyday life.

### **Third Grade Music**

- 3.5 - **Historical/cultural heritage.** The student relates music to history, to society, and to culture.
- (B) The student is expected to perform songs and musical games from diverse cultures.
  - (C) The student is expected to describe relationships between music and other objects.

### **Third Grade Theater**

- 3.1 - **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theater.
- (C) The student is expected to respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue.
  - (D) The student is expected to reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- 3.3 - **Creative expression/performance.** The student applies design, directing, and theater production concepts and skills.
- (C) The student is expected to plan dramatic play.
  - (D) The student is expected to cooperate and interact with others in dramatic play.
- 3.5 - **Response/evaluation.** The student responds to and evaluates theater and theatrical performances.
- (A) The student is expected to evaluate and apply appropriate audience behavior consistently.

- (B) The student is expected to incorporate music, movement, and visual components in dramatic play.

### **Third Grade Health Education**

3.5 - **Health information.** The student knows how to access health information.

- (A) The student is expected to demonstrate the ability to locate resources from parents and family members, school, and the community.
- (B) The student is expected to demonstrate the ability to locate school and community health helpers.

3.7 - **Influencing factors.** The student comprehends ways in which media and technology influence individual and community health.

- (A) The student is expected to describe how the media can influence knowledge and health behaviors.
- (B) The student is expected to identify ways in which health care has improved as a result of technology.

3.9 - **Personal/interpersonal skills.** The student uses social skills in building and maintaining healthy relationships.

- (A) The student is expected to demonstrate effective verbal and nonverbal communication.
- (D) The student is expected to demonstrate effective listening skills.

### **Third Grade Physical Education**

3.3 - **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

- (E) The student is expected to identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

3.5 - **Physical activity and health.** The student understands and applies safety practices associated with physical activities.

- (A) The student is expected to use equipment safely and properly.
- (B) The student is expected to select and use proper attire that promotes participation and prevents injury.

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## **Fourth Grade**

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### **Fourth Grade Social Studies**

4.13 - **Economics.** The student understand patterns of work and economic activities in Texas.

- (A) The student is expected to explain how people in different regions of Texas earn their living, past and present.
- (B) na
- (C) The student is expected to analyze the effects of immigrations, migration, and limited resources on the economic development and growth of Texas.
- (D) The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.

- (E) The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.
- 4.14 - **Economics.** The student understands how Texas, the United States, and other parts of the world are economically interdependent.
- (A) The student is expected to identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world.
- (B) The student is expected to identify oil and gas, agricultural, and technological products of Texas that are purchased to meet the needs in the United States and around the world.
- 4.20 - **Culture.** The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.
- 4.21 - **Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- (B) The student is expected to describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas.
- (C) The student is expected to predict how future scientific discoveries and technological innovations might affect life in Texas.
- 4.23 - **Social studies skills.** The student communicates in written, oral, and visual forms.
- (B) The student is expected to incorporate main and supporting ideas in verbal and written communication.
- (C) The student is expected to express ideas orally based on research and experiences.
- (D) The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- 4.24 - **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
- (A) The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- (B) The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

### **Fourth Grade Mathematics**

- 4.14 - **Underlying processes and mathematical tools.** The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (A) The student is expected to identify the mathematics in everyday situations.
- (B) The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

### **Fourth Grade Science**

- 4.2 - **Scientific processes.** The student uses scientific inquiry methods during field and laboratory investigations.

- (A) The student is expected to plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
- (B) The student is expected to collect information by observing and measuring.
- (C) na
- (D) The student is expected to communicate valid conclusions.
- (E) The student is expected to construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.

4.3 - **Scientific processes.** The student uses critical thinking and scientific problem solving to make informed decisions.

- (B) The student is expected to draw inferences based on information related to promotional materials for products and services.
- (C) na
- (D) The student is expected to evaluate the impact of research on scientific thought, society, and the environment.
- (E) The student is expected to connect Grade 4 science concepts with the history of science and contributions of scientists.

4.9 - **Science concepts.** The student knows that many likenesses between offspring and parents are inherited or learned.

- (A) The student is expected to distinguish between inherited traits and learned characteristics.
- (B) The student is expected to identify and provide examples of inherited traits and learned characteristics.

## **Fourth Grade Language Arts**

4.1 - **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings.

- (A) The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.
- (B) The student is expected to eliminate barriers to effective listening.
- (C) The student is expected to understand the major ideas and supporting evidence in spoken messages.

4.2 - **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speakers' message(s).

- (A) The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.

4.4 - **Listening/speaking/culture.** The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

- (A) The student is expected to connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.
- (B) The student is expected to compare oral traditions across regions and cultures.

4.5 - **Listening/speaking/audiences.** The student speaks clearly and appropriately to different audiences for different purposes and occasions.

- (A) The student is expected to adapt spoken language such as word choice, diction, and usage, to the audience, purpose, and occasion.
- (B) The student is expected to demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information.
- (C) The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate.
- (D) The student is expected to use effective rate, volume, pitch, and tone for the audience and setting.
- (E) The student is expected to give precise directions and instructions such as in games and tasks.

4.13 - **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources.

- (E) The student is expected to summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts.

### **Fourth Grade Art**

4.2 - **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.

- (B) The student is expected to design original artworks.
- (C) The student is expected to invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.

4.3 - **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.

- (C) The student is expected to identify the roles of art in American society.

### **Fourth Grade Music**

4.5 - **Historical/cultural heritage.** The student relates music to history, to society, and to culture.

- (C) The student is expected to perform music representative of American and Texas heritage.
- (D) The student is expected to identify connections between music and the other fine arts.

### **Fourth Grade Theater**

4.3 - **Creative expression/performance.** The student applies design, directing, and theater production concepts and skills.

- (C) The student is expected to plan brief dramatizations collaboratively.
- (D) The student is expected to interact cooperatively with others in brief dramatizations.

4.4 - **Historical/cultural heritage.** The student relates theater to history, society, and culture.

- (B) The student is expected to identify the role of live theater, film, television, and electronic media in American society.

4.5 - **Response/evaluation.** The student responds to and evaluates theater and theatrical performances.

- (A) The student is expected to identify and apply appropriate audience behavior at performances.

## **Fourth Grade Health Education**

4.3 - **Health information.** The student knows how to access health information.

(B) The student is expected to describe the importance of accessing health information through a variety of health resources.

4.7 - **Influencing factors.** The student comprehends ways in which the media and technology can influence individual and community health.

(A) The student is expected to explain how the media can influence health behaviors.

(B) The student is expected to describe ways technology can influence health.

4.8 - **Personal/interpersonal skills.**

(B) The student is expected to describe the importance of being a positive role model for good health.

## **Fourth Grade Physical Education**

4.4 - **Physical activity and health.** The student knows the benefits of being involved in daily physical activity and factors that affect physical performance.

(I) The student is expected to identify sources of information on skill improvements, fitness, and health such as books and technology.

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# **Fifth Grade**

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## **Fifth Grade Social Studies**

5.4 - **History.** The student understands political, economic, and social changes that occurred in the United States during the 19<sup>th</sup> century.

(F) The student is expected to explain how industry and the mechanization of agriculture changed the American way of life.

5.12 - **Economics.** The student understands the characteristics and benefits of the free enterprise system of the United States.

(B) The student is expected to describe how the free enterprise system works in the United States.

(C) The student is expected to give examples of the benefits of the free enterprise system in the United States

5.13 - **Economics.** The student understand the impact of supply and demand on consumers and producers in a free enterprise system.

(A) The student is expected to analyze how people in different parts of the United States earn a living, past and present.

(B) The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

5.14 - **Economics.** The student understands patterns of work and economic activities in the United States.

(A) The student is expected to analyze how people in different parts of the United State earn a living, past and present.

(B) na

(C) na

(D) The student is expected to describe the impact of mass production, specialization and division of labor on the economic growth of the United States.

5.24 - **Science, technology, and society.** The student understands the impact of science and technology on life in the United States.

(A) The student is expected to describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan.

(B) The student is expected to identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States.

(C) The student is expected to identify how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.

(D) The student is expected to analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers.

5.26 - **Social studies skills.** The students communicates in written, oral, and visual form.

(B) The student is expected to incorporate main and supporting ideas in verbal and written communication.

(C) na

(D) The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

(E) The student is expected to use standard grammar, spelling, sentence structure, and punctuation.

5.27 - **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

(A) The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

## **Fifth Grade Mathematics**

5.14 - **Underlying processes and mathematical tools.** The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(A) The student is expected to identify the mathematics in everyday situations.

## **Fifth Grade Science**

5.3 - **Scientific processes.** The student uses critical thinking and scientific problem solving to make informed decisions.

(A) The student is expected to analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.

(B) na

(C) na

- (D) The student is expected to evaluate the impact of research on scientific thought, society, and the environment.
- (E) The student is expected to connect Grade 5 science concepts with the history of science and contributions of scientists.

5.10 - **Science concepts.** The student knows that certain past events affect present and future events.

- (A) The student is expected to identify traits that are inherited from parent to offspring in plants and animals.
- (B) The student is expected to give examples of learned characteristics that result from the influence of the environment.

### **Fifth Grade Language Arts**

5.1 - **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings.

- (A) The student is expected to determine the purposes for listening as to gain information, to solve problems, or to enjoy and appreciate.
- (B) na
- (C) The student is expected to understand the major ideas and supporting evidence in spoken messages.

5.2 - **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s).

- (A) The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.

5.4 - **Listening/speaking/culture.** The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

- (A) The student is expected to connect his/her own experiences, information, insights, and ideas with the experience of others through speaking and listening.

5.13 - **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources.

- (A) The student is expected to form and revise questions for investigations, including questions arising from interest and units of study.
- (B) na
- (C) na
- (D) The student is expected to interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions.
- (E) The student is expected to summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.
- (F) The student is expected to produce research projects and reports in effective formats using visuals to support meaning as appropriate.
- (G) The student is expected to draw conclusions from information gathered from multiple sources.

5.15 - **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms.

- (A) The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve.

- (B) The student is expected to write to influence such as to persuade, argue, and request.
- (C) The student is expected to write to inform such as to explain, describe, report, and narrate.
- (D) na
- (E) na
- (F) The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.

5.17 - **Writing/spelling.** The student spells proficiently.

- (B) na
- (C) The student is expected to use resources to find correct spellings.
- (D) The student is expected to spell accurately in final drafts.

### **Fifth Grade Art**

5.2- **Creative expression/performance.** The student expresses ideas through original artworks using a variety of media with appropriate skill.

- (A) The student is expected to combine information from direct observation, experience, and imagination to express ideas about self, family, and community.
- (B) The student is expected to compare relationships between design and everyday life.
- (C) The student is expected to create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.

5.3 - **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.

- (C) The student is expected to identify the use of art skills in a variety of jobs.

### **Fifth Grade Music**

5.5 - **Historical/cultural heritage.** The student relates music to history, to society, and to culture.

- (B) The student is expected to describe various music vocations and avocations.
- (C) The student is expected to perform music representative of American and Texas heritage.

### **Fifth Grade Theater**

5.1 - **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theater.

- (E) The student is expected to integrate life experiences in dramatic play.
- (F) The student is expected to portray environment, characterization, and actions.

5.2 - **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations.

- (A) The student is expected to demonstrate safe use of the voice and body.
- (D) The student is expected to dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

5.3 - **Creative expression/performance.** The student applies design, directing, and theater production concepts and skills.

- (C) The student is expected to plan brief dramatizations collaboratively.
- (D) The student is expected to interact cooperatively with others in brief dramatizations.

5.4 - **Historical/cultural heritage.** The student relates theater to history, society, and culture.

- (B) The student is expected to analyze the role of live theater, film, television, and electronic media in American society.

5.5 - **Response/evaluation.** The student responds to and evaluates theater and theatrical performances.

- (A) The student is expected to analyze and apply appropriate audience behavior at a variety of performances.

### **Fifth Grade Health Education**

5.3 - **Health information.** The student knows how to utilize health information.

- (B) The student is expected to demonstrate ways to communicate health information such as posters, videos, and brochures.

5.5 - **Health behaviors.** The student comprehends behaviors that reduce health risks throughout the life span.

- (H) The student is expected to describe the value of seeking advice from parents and education personnel about unsafe behaviors.

5.7 - **Influencing factors.** The student comprehends ways in which media and technology influence individual and community health.

- (A) The student is expected to research the effect of media on health-promoting behaviors.
- (B) The student is expected to identify the use of health-related technology in the school such as audiometry and the Internet.

5.8 - **Influencing factors.** The student knows how various factors influence individual, family, and community health throughout the life span.

- (D) The student is expected to identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

### **Fifth Grade Physical Education**

5.5 - **Physical activity and health.** The student understands and applies safety practices associated with physical activities.

- (A) The student is expected to use equipment safely and properly.
- (B) The student is expected to select and use proper attire that promotes participation and prevents injury.
- (C) The student is expected to describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.

5.6 - **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

- (B) The student is expected to explain the concept and importance of team work.

**Career and Technology Director and  
Dean of the Advanced Technology Complex**

Marty Thompson

**DISD Director of Counseling Services**

Melanie Lewis

**Career and Technology Counselors**

Jeanie Bragg, John H. Guyer High School, Division III  
Patsy Chilcote, Billy Ryan High School, Division II  
Kimberly Keith, Denton High School, Division I

**Denton ISD Equal Opportunity Policy Statement-**

The Denton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Inquiries regarding these policies should be directed to the Executive Director of Human Resources (940) 369-0000.