

# Resources

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# Internet Resources

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

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





# Supplemental Teaching Tools

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# Writer at Work Rubric

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

# Lesson Planning with CDOS Alignment

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

# Career Development Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

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

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

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

Developed by Carol Bliefenrich, Narrowsburg Central School, Narrowsburg, NY 12764 [Blief@Yahoo.com](mailto:Blief@Yahoo.com) 1999.