

| | |
|---|-------------|
| Agricultural Education | PAGE |
| 1. What We Need | CT 1 |
| 2. Work in Our Economy | CT 1 |
| Business and Information Technology Education | PAGE |
| 3. Advice for the Office | CT 2 |
| 4. News Writing | CT 2 |
| 5. Story Summaries | CT 3 |
| 6. Keyboarding and Computer Skills | CT 3 |
| 7. Mind the Business. | CT 4 |
| 8. Success or Failure | CT 4 |
| 9. Law and Business | CT 5 |
| 10. Follow the Law | CT 5 |
| 11. Stocks | CT 5 |
| 12. Labor and Management | CT 6 |
| Career Development | PAGE |
| 13. Choosing Jobs | CT 7 |
| 14. Skills for Hire | CT 8 |
| 15. Help Wanted (graphic organizer 1) | CT 8 |
| 16. Jobs in the Comics | CT 9 |
| 17. Comic Characteristics | CT 10 |
| 18. Political Employment | CT 10 |
| 19. That's Classified (graphic organizer 2) | CT 11 |
| 20. Hunt for Employment | CT 11 |
| 21. Person in Charge | CT 12 |
| 22. What's Your Specialty | CT 12 |
| 23. Salary Comparisons | CT 13 |
| 24. How's the Job Market? | CT 14 |
| Family and Consumer Science Education | PAGE |
| 25. Feed a Family (graphic organizer 3) | CT 14 |
| 26. Fast Food for You? | CT 15 |
| 27. Kitchen Essentials | CT 15 |
| 28. Watch Them Grow | CT 16 |
| 29. Taxes for Services | CT 17 |
| Health Occupations | PAGE |
| 30. Health Careers | CT 17 |
| Marketing Education | PAGE |
| 31. Marketing Magic | CT 18 |
| 32. Competition | CT 19 |
| 33. Resale in the Classified Section | CT 20 |
| 34. Compare and Save | CT 20 |
| Technology Education | PAGE |
| 35. Age of Information | CT 21 |
| Trade and Industrial Education | PAGE |
| 36. Labor and Trade | CT 21 |
| 37. Public Services and Taxation | CT 22 |
| 38. International Trade | CT 22 |
| 39. Service and Production | CT 23 |

Goals: To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Review the activity titled PEOPLE SOLVING ENVIRONMENTAL PROBLEMS in the Science section of this teacher's guide.

Activities: Using newspaper stories about sources of energy and the use of energy, discuss the needs, benefits, distribution, pollution and costs associated with society's use of energy.

Using content from newspapers, have students create a poster or other type of display that shows the effects of air, water, climate and location on humans.

CAREER/TECH • WORK in OUR ECONOMY

Goals: To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers and the background information students need to understand the connection between articles they find in the newspaper and economic concepts they are studying. Review the Economic Development activities outlined in the Social Studies section of this teacher's guide.

Activities: Have students watch for news stories, feature stories or news photos dealing with the economy and work-related issues. Use those to stimulate class discussion. Ask questions to encourage careful analysis of economic issues. Examples of such questions are:

1. How does the law of supply and demand relate to the economy?
2. What economic systems operate under communism, socialism and capitalism?
3. What factors affect the local employment picture?
4. What are several examples of wise and unwise use of natural resources?
5. How can new developments, such as a new synthetic material, change the international balance of trade?

CAREER/TECH • ADVICE for the OFFICE

- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of newspapers.

- Activities:** Ask students to find letters to Dear Abby or other columnists who deal with office problems or co-worker conflicts. Ask them how they would handle the situations if they were the employees or bosses.
Have them write letters to a columnist about work-related problems they have experienced. Then ask them to exchange letters with other students and come up with solutions to the problems, as if they were the experts.

CAREER/TECH • NEWS WRITING

- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Discuss the parts of speech, abbreviations, capitalization and correct usage. Work with students on writing paragraphs, stressing correct grammar and organization. Refer to the Language Arts section of this teacher's guide for more ideas related to teaching grammar and language usage with newspapers. In particular, review activities on pages LA 10-LA 19.

- Activities:** Have students find examples of the different parts of speech in the newspaper. Have them look for capitalization and abbreviations, stressing sections where they are likely to find many examples, such as abbreviations in the Classified section and weather pages.

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Discuss summarization with students, stressing that summaries explain what a story is about. Stress that newspapers often summarize stories and place the summaries on the first or second page of the paper with references to the pages where the complete stories appear.

Activities: Use news summaries to explain what summaries are. Ask each student to find a story in the newspaper and write his own summary. Then ask each student to compare the newspaper's summary with his own.
 Have students look for summary paragraphs in all types of news writing. The first paragraphs in straight news stories contain answers to the who, what, when and where questions. In a feature, the summary or kernel appears in the body of the story. The opening and closing paragraphs of editorials summarize the positions taken in the editorials, and summaries of books and movies appear in reviews.

CAREER/TECH • KEYBOARDING and COMPUTER SKILLS

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To work with a variety of technologies.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers.

Activities: Have students use classified ads to identify occupations that require keyboarding and related computer skills such as word processing. Ask them to find the differences in salaries in similar jobs that don't require keyboarding or word processing skills.
 Ask students to locate all references to computer skills in the Help Wanted section and identify the skills that require extensive training and experience. They should look for corresponding salary information.

CAREER/TECH • MIND the BUSINESS

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Discuss factors that a person about to open a new business must consider. Remind students that the decision to open a business should involve a great deal of research. Once the decision has been made that the business can succeed and make a profit, a great deal of work is yet to be done.
Provide copies of the newspaper and have students look through classified ads, pointing out characteristics of classified ads and noting any services or items that might be beneficial to someone about to open his/her own business.

Activities: Have students assume that they are about to open a business of their choice. Ask them to determine what they will need to get ready for their grand opening. Using classified ads, have students select what they will need: a location, labor, equipment, etc. If what they need is not advertised in the newspaper, have them prepare their own classified ads for the items they need. Ask them to determine as best they can what the total costs will be.

CAREER/TECH • SUCCESS or FAILURE

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Point out to students that for a variety of reasons, some businesses don't make it and have to close their doors. For example, some fail because of poor management, a bad location or by selling inferior or undesirable products.

Activities: Have students examine past issues of the newspaper and find evidence of businesses that have failed in the community. Have them read the business news section, ads for liquidation sales and news stories for their information. Then have them compile a list of reasons why businesses fail.
Have students look through newspaper ads and pick out businesses that have been in operation a long time in the community. Ask students why these businesses have succeeded.
Follow up by having them interview people who own, manage and/or work at the businesses that have been in place for a long time. They should write feature stories about established businesses.

CAREER/TECH • LAW and BUSINESS

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. If one day's paper contains an expanded business section, use that day's newspaper.

Activities: Have students read newspaper reports, particularly those in business sections that answer questions, such as what types of business exist in your local community, how do laws affect business practices and which businesses are considered small businesses. Ask: Do the laws affect businesses differently depending on their size or type of business?

CAREER/TECH • FOLLOW the LAW

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations and technological systems.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers.

Activities: Have students use the newspaper to find out about the court system.
Have students follow stories of cases before the courts. Ask them to explain what is happening at each stage and what basis each has in law.
The Supreme Court hands down its rulings on Monday of each week. Ask students to read summaries and detailed reports of Supreme Court rulings that appear in Tuesday editions of newspapers.

CAREER/TECH • STOCKS

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations and technological systems.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

CAREER/TECH • STOCKS, continued

Preparation: Use the newspaper to study the stock market, familiarizing students with terminology and abbreviations they need to understand the stock market reports. Explain that most communities have one or more corporations whose stock prices are quoted on a stock exchange. If a local industry is owned by a larger company, the stock prices of the larger company may be listed on the stock exchange. Most corporations are owned by a large number of people who have purchased shares of stock in the company. A stock market exchange is a place where stocks are bought and sold. Remind students that some daily newspapers report the prices of stocks on a daily basis (except Sunday and Monday).

Activities: Have students complete the following:

1. Identify any local corporations whose stock prices are reported in the newspaper.
Describe what they produce and where they are located.
2. Trace the prices quoted for the stocks over a one-week period. If someone had invested in the corporations, would (s)he have made or lost money? Graph the prices of the stock.
3. Follow the stock over a longer period and graph its price.
4. Have students use stock market news to discuss:
 - a. the standards for buying a good stock
 - b. the goal of the investor
 - c. the value potential of a stock
 - d. the proper purchase time
 - e. the value of the stock market even to those who will never own stock

CAREER/TECH • LABOR and MANAGEMENT

Goals: To identify, organize, plan and allocate resources.

To acquire and use information.

To contribute to the development of reading, writing, listening, speaking and mathematical skills.

To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of current newspapers.

Provide students with background information about labor-management contracts and organized labor unions. In class, discuss the relationship between management, workers and unions.

Activities: Ask students to locate newspaper stories about labor-management contracts, disputes, etc. and have them compile a vocabulary list of related terms. Examples of terms to include are right-to-work laws, jurisdictional strike, Taft-Hartley Act, closed shop, injunction and union shop.

Have students use news stories dealing with organized labor to explain the way unions function, the collective bargaining process, mediation, the ways strikes affect the economy and employment, the powers of unions vs. the powers of management and the advantages and disadvantages of union organization. Discuss the stories in class.

Goals: To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers and explain that people view their work as a job and/or a career. Discuss why people work:

- To earn income
- To meet wants and needs
- To develop/maintain a certain lifestyle
- To strengthen self-esteem
- To experience job satisfaction

Activities: Have students read about someone who discusses his work or have them focus on the job of someone who is featured in the newspaper. Ask them to explain what that person gets from his/her job. Ask if the reasons fit in the categories above for why people work.
 Ask if the person views his/her work as a job or a career.

CAREER/TECH • CHOOSING JOBS

Goals: To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Have them look for stories about people at work and for jobs in the Classified section.

Activities: Have students consider why people choose one job over another. Ask them to read Help Wanted in the Classified section and stories that tell about people's work. Have them evaluate jobs based on the following factors:

1. Pay
2. Good working conditions
3. Being in charge
4. Being your own boss
5. Chance to help others
6. Security or independence
7. "Good" people to work with
8. Enjoying responsibility and making decisions
9. Opportunity to accomplish something
10. Chance for promotions
11. Staying busy
12. Working alone
13. Learning new things
14. Helping the country's economy

CAREER/TECH • CHOOSING JOBS, continued

Career Development

Activities, continued: Have students evaluate why society requires a variety of different kinds of jobs. Ask: What makes a job desirable?
Have students look in newspapers for evidence of the many kinds of jobs society requires. Ask: What makes a job necessary? Then they should use factors to evaluate again the question about what makes a job desirable.

CAREER/TECH • SKILLS for HIRE

Career Development

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers and explain that just as job-seekers have criteria for the types of jobs they want, employers are looking for certain skills in their employees.

Employers value:

- Work ethic
- Positive self-concept
- Sociability
- Self-management
- Integrity
- Respect for others
- Basic skills

Activities: Have students select jobs from the classified ads and have discussions about those jobs. Have them evaluate each job, according to the attributes that employers value. Ask students what they can do now while they are in school to develop the attributes that will lead to their becoming workers who companies and/or individuals will want to hire. Ask if the same attributes will make them successful students.

CAREER/TECH • HELP WANTED

Career Development

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with a variety of technologies.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide students with current newspapers and a copy of the student worksheet CT 8-1. Also provide manuals or materials which have information about various jobs, such as educational requirements, job responsibilities or special skills which might be needed to perform a job.

Activities: Have students use the Help Wanted of the Classified section of the newspaper to locate two jobs of which they have no knowledge. Then have them write a brief paragraph telling what they think the job is, based on the ad. They should then research the jobs and compare their original description with the actual job description. Have them use available materials for their research or interview people who have held the job or have knowledge about the job.

From newspapers, have students choose three people who have different occupations. Provide the student worksheet CT 8-1. Ask them to read carefully and answer the following questions:

1. Which job requires the most formal education? Why? What kind of educational background might be required?
2. Which person probably earns the highest salary? Is that occupation more or less valuable to society than the others? Do you agree with the relative salary levels discussed today?
3. Which job is most in the public eye? What skills are required for occupations with that type of visibility? How do these skills differ from other job requirements? How does a person acquire such skills?
4. Which job requires the highest degree of personal ethics? Why? What other jobs require a high degree of personal ethics? Are there jobs where ethics don't matter?
5. Of the jobs discussed in class today, which would you most like to have? Which do you feel matches talents, abilities and education you already possess? *

**Florida Vocational Journal*

CAREER/TECH • JOBS in the COMICS

Goals: To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of the Sunday or daily comics.

Activities: Ask students to read four comic strips and make a list of the jobs that the comic strip characters hold. Then have them write a brief description of each job. Examples of characters they might choose are Lois (Hi and Lois) who works in real estate, the Sergeant (Beetle Bailey) who is a career serviceman and Gil Thorpe who is a high school coach.

CAREER/TECH • COMIC CHARACTERISTICS

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide students with copies of the Comics and the Classified section. As a class, have them look through the Help Wanted section and discuss what types of information are usually included in job descriptions. Ask them why they think it is important to include such specifics. Also have them note abbreviations that are used regularly in the section.

Activities: Ask students to choose their favorite comic strip characters. Have each student write a classified ad to help his/her character obtain a job he/she is qualified for. To vary the activity, have students exchange their ads and try to locate jobs in the Help Wanted section for the comic characters they receive.

CAREER/TECH • POLITICAL EMPLOYMENT

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of the newspaper. Have students choose two politicians who are frequently in the news. Over a period of time, have them collect news stories, editorials, cartoons and columns about those politicians.

Activities: Have them use the information they find in the newspaper and research other materials to answer the following questions:

1. How did the politicians get their jobs? Were they elected or appointed?
2. What experience do they have for the jobs they hold?
3. Are there any special educational or age requirements for their jobs?
4. What are their job responsibilities?

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To work with and operate effectively within social organizations and technological systems.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of the Classified section and the student worksheet CT 11-2.

Activities: Ask students to make a list of all the jobs that they have ever had. Then have them choose one and write their own ads to be placed in the Classified section. Ask: How many words did you use? Using the scale found in the Classified section, how much will your ad cost for one day? for a week? Can you rewrite your ad so that it costs less?

After students become familiar with the Classified section section of the newspaper, have each locate a job that requires no high school, some high school, one year at a community college or technical school, a college degree and a graduate degree. Have students find a job that requires no experience and one that does require experience. Ask: Are any requirements hard to match with jobs?

Have students use the Classified section to locate and circle jobs in the section that match each of the following requirements: requires travel, will train you, requires experience, requires a B.A. or B.S. degree, pays the most money, requires keyboarding skills, requires working with people, requires a car, requires working outdoors, requires working at night, requires math skills, requires writing skills and requires a uniform.

CAREER/TECH • HUNT for EMPLOYMENT

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To work with others by participating as a team member.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of newspapers. Have students use the indexes on the front page and in Classified section and the section headings or flags to become familiar with the newspaper. Scanning activities like the one below require students to look for items in the entire newspaper.

Activities: The following scavenger hunt requires students to use the entire newspaper. It was outlined in the September 1983 issue of the *Florida Vocational Journal*. Ask a student or team of students to locate and mark each of the following items in the newspaper:

CAREER/TECH • HUNT for EMPLOYMENT, continued

- Career Development
- Activities, continued:**
1. An equal opportunity employer
 2. A syndicated column offering career advice
 3. A private sector job
 4. A public sector job
 5. An employment agency
 6. A "fee paid" job listing
 7. A job requiring a "self-starter"
 8. An example of a "position wanted" ad
 9. A news story on national, state or local employment
 10. A comic strip with the workplace as a setting
 11. A job you would like to have when you are 40 years old

CAREER/TECH • PERSON in CHARGE

- Career Development
- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide students with copies of the newspaper.

Activities: Ask students to use any section of the newspaper to locate six jobs that require a boss or someone to be in charge. Have them explain why those jobs require a person in charge.

CAREER/TECH • WHAT'S YOUR SPECIALTY

- Career Development
- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To work with a variety of technologies.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of both local newspapers and newspapers from various cities throughout the United States. Familiarize students with the indexes in the Classified section. You may also refer students to the Classified section of online newspapers. For links to North Carolina newspapers, visit <http://www.ncpress.com>. For links to national and international newspapers, visit <http://www.naa.org>.

Activities: Have students scan the paper for examples of jobs that require unusual training and experience. Have them locate the "employment wanted" section in the newspaper. Then have them choose two specialized jobs. Ask them to choose

Activities,

continued: one that they would like. Have them answer the following questions:

1. What are the requirements for the job you want?
2. Do you need to go to college?
3. Should you consider a technical school or take a job where you learn while you work?

Have students compare the employment opportunities in other cities by reading the news and classified ads in their local paper and in newspapers from other cities. Ask them to choose one occupation and compare salary ranges, working hours and conditions in various areas of the country. Ask them to note whether higher wages are paid for the same job in some areas.

Have students read the apartment and real estate listings and grocery and retail ads to determine if the cost of living is different in other areas of the country. Students should use online newspapers as well as print newspapers to obtain information about locations other than their own community and region.

To obtain copies of print newspapers, follow the directions on Target Dating described in the Comparing Newspapers activity of the Language Arts section and in the Appendix.

CAREER/TECH • SALARY COMPARISONS

Goals: To identify, organize, plan and allocate resources.

To acquire and use information.

To contribute to the development of reading, writing, listening, speaking and mathematical skills.

To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide the Classified section of the newspaper.

Activities: Ask students to find a position in the Help Wanted section that tells the annual salary offered. Ask them to figure the amount they would make at this job each month, each week, each day and per hour. Then ask them to compute several more jobs of a similar nature and determine which employer pays the best salary.

CAREER/TECH • HOW'S the JOB MARKET?

- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions solving problems and reasoning.

Preparation: Provide copies of both a local newspaper and an out-of-town newspaper. Familiarize students with the Business and the Help Wanted sections of the newspaper.

Activities: Have students use news stories and classified ads to compile a summary of the job market. Have them answer the following questions:

1. Where are there shortages of workers?
2. What new areas are opening up which might demand more people?
3. Where do the greatest needs exist?
4. What skills are demanded?
5. What types of training programs are available?

Have students use an out-of-town newspaper to choose a job they like. Have them pretend they get the job and have them list all the details they need to know before planning a move. For example, have them consider the cost of a place to live, of moving, etc. They should search Classified section in their new location for a home or apartment and look through retail ads to determine where the cost of living is greater in their new community.

CAREER/TECH • FEED a FAMILY

- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To work with a variety of technologies.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: As a class, assess the special nutritional needs of children, adolescents, adults and older persons. Search the U.S. Department of Agriculture Web site for the latest nutrition guides. Provide copies of the newspaper and the student worksheet CT 14-3. For more ideas on using newspapers in a study of foods and nutrition, refer to pages H 16 – H 20 in the Health section of this teacher's guide.

Activities: Have students use the Food section from the newspaper to plan three dinner menus for a family of four (or their own family). Meals must be economical, yet nutritionally balanced. Students should consider the needs of different members of the family in their planning. Students should "buy" the items for the complete meals from the Food section, figuring the total cost and approximating the cost per person for each meal.

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To work with others by participating as a team member, serving clients/customers, negotiating and working with diversity.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of newspapers.

As a class, discuss how someone's food preferences may be affected by his/her environment, lifestyle, background, economic status and education. Discuss: People enjoy eating out at least once in a while. During the past few years there has been a tremendous increase in the number of fast-food restaurants in most communities. Fast-food restaurants reflect, at least to a degree, changing American lifestyles.

- Activities:** Give students instructions similar to the following:
 Examine the newspaper advertisements for places to eat in your community. Identify those restaurants that specialize in fast-foods and those that offer a full menu. Determine the food preferences of people in your community by analyzing the kinds of foods that are advertised. Identify the restaurants that belong to a chain or franchise.
 Read feature stories and weekly columns on eating out in your community. From what you read in the stories and columns, determine and list the characteristics of a good restaurant. Judge a restaurant where you eat using the list of characteristics as a checklist. Write a column about the restaurant. Survey your classmates to determine their food preferences and favorite places to eat.

CAREER/TECH • KITCHEN ESSENTIALS

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers with advertisements.

- Activities:** Have students shop the newspaper for kitchen equipment. They should display what they find in categories, such as basic utensils, large appliances and small appliances. Have them look for descriptive words for each item in the newspaper ads and explain the function of each piece of kitchen equipment.

CAREER/TECH • KITCHEN ESSENTIALS, continued

Activities, continued: Ask them to stock a home with items they find in the newspaper. Have them consider retail and classified ads. They should list items in categories and price ranges. When possible, use the prices listed in the newspaper. When prices are unavailable, have students estimate the prices or contact the stores. Have students spot the most and least expensive items. Ask students which items are essential and which are optional.

Extend the activity by having students look for recipes to prepare in their kitchens. Have them create a bank of cooking terms from newspaper recipes.

CAREER/TECH • WATCH THEM GROW

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Review activities on SI6 in the Science section of this teacher's guide. Explain that young children go through various developmental stages:

- Prenatal
- Infant development
- Toddler development
- Pre-school age

Activities: Have students use the newspaper to find parental advice with explanations about behaviors of young children. They should look in advice columns as well as in articles. Students should categorize the advice by developmental stage.

Students can also look through the newspaper for special community events that would be suitable for preschoolers. Additionally, they should look for activities that would not be suitable for preschoolers and explain why those are not appropriate.

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To work with and operate effectively within social organizations and technological systems.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of the newspaper. In class discussion, talk about what services community government provides for its taxpayers.

Activities: Have students look through daily newspapers for one week and clip stories that give examples of services, such as police or fire department news, snow removal and so on. Ask students to find stories that tell how taxes help pay for those services.

Instruct students to select a job that includes salary in the Classified section section. Have them figure the take-home pay on a monthly basis. For this exercise, use figures of deduction based on current tax law or these figures: 12 percent Federal Tax, eight percent State Tax, and nine percent Social Security or ones based on current tax law. Extend the activity to include a deduction for United Way contributions, a loan from the credit union and health insurance.

CAREER/TECH • HEALTH CAREERS

- Goals:** To identify, organize, plan and allocate resources.
 To acquire and use information.
 To contribute to the development of reading, writing, listening, speaking and mathematical skills.
 To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Refer to activities in the Health and Science sections of this teacher's guide that deal with careers in science (S 2 - S 3) and health (H 9).

Activities: Ask students to begin scanning the newspaper regularly for articles and job listings in the medical and health fields.

Ask students to look through the classified ads, specifically at the Medical section of the Help Wanted listings. Ask students to identify jobs, salaries and benefits of several health-related jobs. Discuss the availability of those jobs and what might affect their availability in the future.

Have students look for news stories and columns about health-related issues and careers. Ask them to summarize and draw conclusions from stories they find. Have them pay particular attention to events and information that affect those working in health occupations.

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with others by participating as a team member, serving clients/customers, negotiating and working with diversity.
To work with a variety of technologies.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide current issues of the newspaper. Refer to the activities on advertising appeals on pages LA 59 in the Language Arts section of this teacher's guide.

Activities: Have students locate sections of the newspaper where retail advertising is heavy.

Have students choose an ad which is well designed and one that is not as eye-catching. They should clip the ads. Ask them what makes the one ad effective and the other not as effective. Have them suggest ways to make the less effective ad more appealing.

To be a successful businessman requires strategy. Have students figure out strategies used by companies trying to increase demand for their goods or services. Ask them to clip ads from two firms and determine what the marketing strategy is for each. They should decide which they think is more effective and what the consequences will be for the companies.

Ask students to clip ads from the Services section of Classified section and analyze them. Have them write their own ad for a service they can provide.

In class discussion, have students suggest the characteristics of good ads from the point of view of the advertiser. Such characteristics include:

1. The consumer will want to buy the product.
2. The consumer will believe the product is a good buy, or that others will recognize the product as expensive and the consumer as one who can afford it.
3. The consumer will purchase items at regular price as well as items on sale.
4. The consumer will become a regular user of the product.
5. The consumer, on examination of the item in the store, will recognize its undesirable characteristics and switch to a more expensive item.
6. The consumer will have a favorable attitude toward the advertiser or his goods or services.

Desirable characteristics vary from ad to ad, of course. In class discussion, have students identify the characteristics of a good ad from the point of view of the consumer.

Such characteristics include:

1. A logical, practical need for the product is stated.
2. Information that permits quality comparisons is included.
3. The total price for a specified product is included.
4. Ads are for products in sufficient stock to meet demand or make clear that quantity is limited.
5. Descriptive adjectives are meaningful.

Activities,

continued: Business advertising is used, of course, to persuade people to buy a particular product. Some of the advertisements are specifically designed to appeal to certain people, the ones who are most likely to buy the product. Ask students to analyze ads. Give the following instructions:

1. Examine one issue of your newspaper. Identify one of more advertisements designed to appeal to women, men, children, high income shoppers, bargain shoppers, teenagers, people in different occupations. Refer to graphic organizer S 36-17.
2. Note where ads are placed in the newspaper. Explain why some ads are located where they are.
3. Select the ad that you like the best. Identify why you think it is the best of all that you have examined.
4. Take any two of the ads you have studied and change the target audience, i.e., from an appeal to high income individuals to a person looking for a bargain.

CAREER/TECH • COMPETITION

Goals: To identify, organize, plan and allocate resources.

To acquire and use information.

To work with others by serving clients/customers and negotiating.

To contribute to the development of reading, writing, listening, speaking and mathematical skills.

To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers.

Explain to students that competition involves a contest between two or more individuals or groups to win some prize or advantage. In a free enterprise economic system like ours, competition involves the rivalry between two or more business enterprises to sell particular goods and/or services. Discuss how competition affects both businesses and consumers. For example, have students consider situations where businesses have no competition. Ask: How may the lack of competition affect prices for the consumer? Why does competition between businesses benefit the consumer?

Activities: Have students use newspaper advertisements to identify at least five types of businesses in the community where there is a great deal of competition.

Follow up this activity by having students write a brief story describing the results of their study, explaining why there is more competition in some areas of business than others. Have them clip examples from newspapers of various ads that indicate how businesses compete with each other.

CAREER/TECH • RESALE in the CLASSIFIED SECTION

- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

- Preparation:** Provide copies of local newspapers and newspapers from other areas. Familiarize students with the Classified section of each newspaper, pointing out the organization of the section, the index and the wide range of categories included in the section.
Explain that people use classified ads to sell unwanted items. An examination of the Classified section reveals a wide range of items to be resold.

- Activities:** Give students the following instructions:
1. Read the For Sale ads in the newspaper. Notice the writing style that is used, including the use of abbreviations.
 2. Select an item that you would actually like to sell. Write a classified ad and post it on the bulletin board. Determine whether anyone is successful in selling his/her item.
 3. Analyze the For Sale ads to determine the most frequently-offered items. If possible, compare the ads with those you find in another community's newspaper.
 4. Examine the Classified section in one issue of the newspaper. Identify the three or four most frequently-advertised items, the number of pets or animals for sale, the most unusual three or four items, items you would most and least like to own.
 5. Write a feature story to explain what you can conclude about your community from the Classified section.
 6. Compare the classified ads in your newspaper with those in newspapers from other communities. How are they alike or different? Do the items for sale provide clues as to where the community is located? Discuss your findings.

CAREER/TECH • COMPARE and SAVE

- Goals:** To identify, organize, plan and allocate resources.
To acquire and use information.
To work with a variety of technologies.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

- Preparation:** Provide local newspapers and newspapers from other communities. Discuss: Wise shoppers compare prices before buying. The newspaper is an excellent source to help you check both prices and availability of goods. Newspapers, in addition, print coupons that may help you save money.

Activities: Give your students these instructions:

1. Think of three or four items that you would like to buy. Select different types of items, e.g., a new car, a stereo, a microwave oven, a certain brand of perfume, etc.
2. Examine the newspaper ads for a period of one week. Note the various prices for the items and identify the best buy.
3. Write a brief opinion on the value of making cost comparisons in your community.
4. Compare the costs of items in your community with the costs of the same items in other communities.

CAREER/TECH • AGE of INFORMATION

Goals: To identify, organize, plan and allocate resources.

To acquire and use information.

To contribute to the development of reading, writing, listening, speaking and mathematical skills.

To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers and explain different eras:

Agriculture Era before 1750

Industrial Era 1750-1950

Information Era 1950-Present

Activities: Have students find items in newspapers that might be used in each age. Ask them to find evidence that they live in the Information Age.

CAREER/TECH • LABOR and TRADE

Goals: To identify, organize, plan and allocate resources.

To acquire and use information.

To work with and operate effectively within social organizations and technological systems.

To contribute to the development of reading, writing, listening, speaking and mathematical skills.

To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Discuss different points of view in regard to labor and management of businesses. Consider the role of the worker, producer, consumer and government regulators.

Activities: Ask students to look in the newspaper for stories about labor and management conflicts and agreements. Look for terms such as unions, collective bargaining, strikes, mediation and arbitration. Create a word bank dealing with labor and management. Refer to LA 11 – LA 12 for strategies on teaching vocabulary.

Also have students follow different points of view. Assign roles to students of workers, producers, consumers and government regulators.

CAREER/TECH • PUBLIC SERVICES and TAXATION

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations and technological systems.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers. Discuss the role of government in a free enterprise system and point out that consumers share costs for public services through taxation.

Activities: Using newspapers, have students keep an ongoing list of public services provided to their community and the types of rates of taxation.
Students should follow discussions that focus on which community needs are adequately met and which are not and whether taxes should be raised or lowered. After students become familiar with the issues, they should take positions on how community needs should be met and whether taxes should be raised, lowered or kept the same.

CAREER/TECH • INTERNATIONAL TRADE

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with and operate effectively within social organizations and technological systems.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide newspapers.

Activities: Have students search newspapers for facts and opinions about issues related to trade. Ask them to locate responses to the following questions:

1. What effects do the trade agreements and disagreements have on price and availability of goods and services in the United States? other countries?
2. Do any nations impose tariffs on imports? If so, how do these affect relationships among the countries? How are jobs affected?
3. Does the United States have a trade deficit? Is that a problem?
4. Are companies moving in or out of the United States? Why? What are the consequences on the economy? How are individuals, communities, states, etc., affected?
5. How do decisions regarding trade affect you? How might you be affected in the future?

Goals: To identify, organize, plan and allocate resources.
To acquire and use information.
To work with a variety of technologies.
To contribute to the development of reading, writing, listening, speaking and mathematical skills.
To contribute to the development of thinking creatively, making decisions, solving problems and reasoning.

Preparation: Provide copies of the newspaper. Discuss fundamental differences between service and production businesses. Ask students to think of ways the two types of businesses differ, such as staffing needs, equipment needs, skills needed in employees and advertising needs.

More and more services are being provided by individuals and businesses. In fact, more people are involved in providing services than are actually engaged in the process of producing goods. Ask students why they think service businesses are increasing.

Activities: Have students examine the Classified section of their newspaper and retail ads throughout the newspaper. Have them list the numerous kinds of services that are available to people in the community. Ask them to develop a system for classifying the different types of services. Determine which services seem abundant or in short supply. Have them write stories about their findings, including what they believe are needed community services that are not currently provided.