

South Carolina Academic/Career Development Integration Activity

Title **A Working Day (EM-4)**
Subject **Math**

Grade Level(s) 5

SC Content Standard – Measurement: Grade 5. Standard 5-5. Through the process standards students will demonstrate an understanding of measurable attributes of objects, the units, systems, and processes of measurement, and apply appropriate tools and formulas to determine measurements.

Indicator: 5-5.8 Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds within a 24 hour period (AM and PM). (C3)

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM4. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Indicator CM4.K3. Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource, information, and technology management; interpersonal skills; honesty; and dependability) are important to success in school and employment.

Career Development Objectives

1. Students will demonstrate the ability to compute elapsed time.
2. Students will understand that hours of work vary by the job.
3. Students will understand work schedule concepts such as: shift work, overtime, and seasonal work.
4. Students will understand the importance of punctuality and dependability at school and work.

Assessment

1. Students will correctly solve the problems on the *A Working Day* worksheet.
2. Students will describe a variety of work schedules (participation in class discussion and observation).
3. Students will describe why it is important to be “on time” for school and work (participation in class discussion, observation).

Preparation

- Prior Learning—Instruction in computing elapsed time
- Handouts/Worksheets—*A Working Day* worksheet
- Resources/Materials—Writing materials
- Time Required—30 minutes and discussion time

Procedures

Part One

- In this activity, students will compute the amount of elapsed time in hours and minutes.

- Review with students how to compute elapsed time.
- Give students the *A Working Day* worksheet and review it with them.
- Have them solve the problems.

Part Two — Career Development Connections

- As you review the answer to each problem, engage students in a brief discussion about the work situation. Suggested discussion points follow.

1. Marcus is a male nurse....a nontraditional occupation for a man. He works on a Saturday. How do students feel about working on a weekend? What are some other jobs that require weekend and holiday work? Introduce the term *overtime*. Marcus had to work overtime because of unexpected emergencies.

2. Tina is an engineer...a nontraditional occupation for a female. She has a *standard* work schedule. Brainstorm other nontraditional occupations for women and men. How do the students feel about working in a nontraditional occupation?

3. Rene is a computer programmer and has to keep his skills up-to-date. Discuss the importance of lifelong learning. Explore occupations that typically require workers to travel. How might that affect a worker's personal and family life?

4. Hun is a hotel receptionist. She works the night shift. Introduce the concept of shift work. Would students like to work the night shift? What kinds of work settings might require shift work (e.g., hospitals, hotels, 24-hour stores, fire departments, police departments, prisons, and factories)?

5. Nate is a carpenter. His work might be *seasonal* in some parts of the country. Introduce the concept of *seasonal* work. What kinds of jobs might be *seasonal*...in what parts of the country?

- Ask students what their *ideal* work hours would be.
- Extend the conversation to the importance of coming to work on time (being punctual) and being dependable. Explore some examples: What if the teacher was late? What if a firefighter was late? What if an emergency room nurse was late? What if any worker was late?
- End discussion by reminding students that right now school is their *job*. It is important for them to be dependable and punctual *workers*.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 4. Students will demonstrate a positive attitude toward work and the ability to work together.

Competency 4.1. Recognize the personal qualities of responsibility, dependability, punctuality, and integrity in the work place.

Key Employability Skills

Personal Qualities—Responsibility

Managing Resources—Manage time

A Working Day

Directions: Solve the problems and show your work on this worksheet.
Write your answers in hours and minutes.

1. Marcus works as a nurse in the emergency room at City Hospital. On Saturday it was very busy, so he worked from 7:00 AM to 5:15 PM. How long did Marcus work?

2. Tina is an engineer at Jones Research Company. She works Monday to Friday from 8:30 AM to 4:30 PM. How many hours does she work in a day? How many hours does she work in a week?

3. Rene is a computer programmer. He has to keep his skills up-to-date, so he attends training workshops at least once a year. On Monday he traveled to New York City for a 2-day training workshop. He left his apartment at 6:00 AM, drove to the airport and took a plane to New York. He got to his hotel at 3:00 PM. Then he had some free time. He attended an orientation meeting from 7:00 PM to 8:30 PM.
Rene's boss will pay him for travel time on Monday and for attending the orientation meeting. For how many hours and minutes on Monday will Rene get paid?

4. Hun is a hotel receptionist. She works the night shift from 11:00 PM to 7:00 AM. How long is her work day?

5. Nate is a carpenter and his company is working on a big project, so he get lots of overtime. On Friday he worked from 8:00 AM to 6:30 PM. How long did he work?