



2015 Edition Corresponding Lesson Plans

Dear Educator:

This year's teacher guide is full of **new ideas** and **supplemental materials**. The lesson plans in this PDF can be used in almost any classroom or curriculum area. The material is designed to be flexible to fit the needs and time criteria unique to your classroom, regardless of whether you teach one major subject, a cluster of subjects or supervise an after-school program.

The first thing you'll notice on the next page is a **table of contents**, which makes searching for lessons the simplest it's ever been. The format is tailored to busy teachers who want the most important information at the top. Look for features like **vocabulary exercises**, **sample rubrics** and a **suggested length**.

Each lesson is paired with higher order thinking **skills**, as well as everything you need to teach the lesson (**materials**, **suggested length**, **subjects**, **supplemental worksheets**, **graphic organizers** and **reading comprehension quizzes**). The nuts-and-bolts of the lesson are bulleted and easy to read.

The lessons work great for a condensed unit or even spread out over the year as ***On Track Tuesday!***

As the teacher, do what you do best — tailor the lessons to fit your students. You can overlap, delete, edit, improvise or follow the directions as they are written.

We hope we have provided enough material to give you a firm foundation and enough "wobble-room" to customize the lessons in a way that will reach your students.

Sincerely,
The staff at *On Track*

P.S. You may want to have students write their names on their individual copies of the magazines. Then, collect after each section. At the end of the unit, send the magazines home in a large envelope with the letter on page three for their parents to read, too.

Table of Contents

Sample letter to parents	3
I. Ahem, Can I Have Your Attention Please?	4-13
a. Produce a newscast	4
i. Rubric	4
b. Famous speeches	5
i. Speech worksheet	6
c. Websites with a purpose	7
i. Group worksheet	8
d. Vocabulary worksheet	10
e. Tools for reading comprehension	11
f. Reading comprehension quiz & key	12
II. What Has Six Legs, A Fiery Tail And Goes Zap!	14-25
a. Scientific discovery	14
i. Rubric	15
b. Scientific method versus TV	16
i. Chart	17
c. Blogging for science	18
i. Group worksheet and self assessment	19
d. Vocabulary worksheet & key	20
e. Reading comprehension quiz & key	22
III. 7 Hot Tips For Great Grades	26-32
a. Write a song	26
b. Last lecture	26
c. Cause & Effect chart	27
d. Healthy choices worksheet	28
e. Vocabulary worksheet & key	29
f. Reading comprehension quiz & key	31
IV. Kevin Durant: An MVP Life	33-37
a. Basketball Hall of Fame	33
i. Rubric	33
b. Write an opinion paper	34
c. Vocabulary worksheet	35
d. Reading comprehension quiz & key	36
V. Jobs for the 21st Century	38-46
a. Career fair	38
b. Personality Worksheet	39
c. Project	40
d. Vocabulary worksheet & key	41
e. Reading comprehension quiz & key	43
VI. 10 Easy Steps for a Bright Future	47-51
a. Writing headlines	47
b. Vocabulary worksheet	48
c. Flow chart worksheet	49
d. Worksheet/Quiz & key	50

School Letterhead

Date

Re: Career Discovery

Dear Parent,

Your student has completed a career discovery unit to help determine his or her career interests and pathway. **On Track** was part of the unit. Read through it – you will find it very helpful as you talk with your child about his or her future.

Career discovery is important in directing your child's choice of courses in the years ahead. As he or she looks forward to high school, **now** is the time to continue the conversation at home about his or her future educational and career goals. Here are a few questions to discuss to get started:

1. What kind of personality did the Personality Style Quiz say you have? Do you agree with it?
2. What careers interested you? Do you know anyone in that profession? Would you like to talk to this person about his/her career to get "insider" thoughts on the career?
3. What courses should you take in high school to help prepare you for that career field?

We hope these questions will help stimulate your conversation with your child. Please email or call the following people to get more information about career pathways and opportunities in high school. We are here to help your student achieve their dreams of a successful future!

Guidance Counselor

Career Pathway/ CTE Contact

I. Ahem, Can I Have Your Attention Please?

Pages 2-3

COOPERATIVE GROUP ACTIVITY: Produce a newscast

- Divide the class into cooperative groups of three to four students each.
- Show sample newscasts recorded from your local news or via www.youtube.com.
- Each group should choose a general topic from the list below (or create a list of possible topics as a class.) For their topic, groups will create a newscast.
 - Weather
 - Famous people
 - Current sporting event
 - Current non-sporting event
 - National crisis
 - Upcoming holiday
- The newscast should consist of an introduction, at least two interviews from different perspectives, three to five non-interview shots (or B-roll) and a conclusion. This website has more information: <http://home.utah.edu/~u0288525/videosite/formats/news.html>
- The video should be 5-7 minutes long.

RUBRIC	POINTS EARNED	POINTS POSSIBLE
Introduction		5
Interview		10
Interview		10
3 Non-interview shots		10
Conclusion		10
Creativity & Presentation		5
TOTAL POINTS		50

Subjects: Technology, Language Arts, Media Studies

Skills: Inventing, Making decisions, Organizing, Elaboration.

Suggested length of lesson: One week.

Materials: Access to media like computer lab for video editing software and research, video cameras camera and/or magazines.

INDIVIDUAL RESEARCH ACTIVITY: Famous Speeches

- Students should select a famous speech. For example, Martin Luther King's *I have a dream*, Abraham Lincoln's *Gettysburg Address* or a speech from a novel like *The Hunger Games* trilogy.
- Research the orator, but also what was happening in the world (or the plot) during the time the speech was delivered (or what prompted the speaker to address a crowd on a certain subject.)
- If possible, have them view the person making the speech in a video or on www.youtube.com.
- Have students complete worksheet on next page.

Subjects: Social Studies, Language Arts, Debate

Skills: Research, Predicting, Analysis

Suggested length of lesson: One to three class periods.

Going Beyond: After completing the speech analysis, students write a speech (independently or with a partner) on a topic related to your subject area and present it to the class, using Powerpoint or other presentation software.

Name _____

**Ahem, Can I Have Your Attention Please?
Speech Worksheet**

Name of speech: _____

Orator: _____

Period of history: _____

Answer the following questions about your speech.

1. What was happening in the world/industry/politics/etc. that prompted this speech? _____

2. Who was the audience? _____

3. Summarize the speech in one to two sentences. _____

4. Review the text of the speech:

a. Which words jump out? _____

b. What other words could this person have used to make the same point? _____

c. How long was the speech? Do you think the amount of time contributed to its effectiveness? Why or why not? _____

5. If this same speech was made today to your generation, how would you respond? _____

COOPERATIVE GROUP ACTIVITY: Websites with purpose

- Show some examples of websites that communicate their message effectively. Analyze a few sites. Discuss what makes them effective.
 - Clear message.
 - Clean design that supports the message.
 - Easy to navigate.
 - Questions are easily answered or you can find a place to ask your questions easily.
- Discuss different purposes
 - Sales (Corporate)
 - Raising awareness (Nonprofit)
 - Connection/Networking
- Using the worksheet provided on the next page, students should analyze a website with their group and make recommendations for how to improve it.
*You may want to provide a list of appropriate sites related to your subject area.

Going Beyond: After completing the cooperative group assignment, consider starting a blog for keeping up with homework as a class. Each group can take turns maintaining it for a week with the same groups as above, or alternating roles.

Subjects: Business/Marketing, Technology, Language Arts

Skills: Prediction, Analysis, Strategy, Summarizing

Suggested length of lesson: One class period.

Names: _____

Websites with Purpose

Cooperative Group Worksheet (one per group)

Each group member should have a role. Divide your group into the following roles.

1. **Message Manager** — As a group, help the Message Manager identify the message. Then, the Message Manager focuses on looking at different pages of the website to analyze if it stays true to its message.
2. **Design Dictator** — As a group, help the Design Dictator describe the design of the site. Then, the Design Dictator analyzes different pages on the website based on how the design supports the message.
3. **Navigation Guru** — As a group, help the Navigation Guru identify any navigation issues. Then, the Navigation Guru makes recommendations on how to redesign the site to fix the issues.
4. **Query Conquistador** — As a group, help the Query Conquistador brainstorm possible questions related to the message. Then, the Query Conquistador searches the website to find answers to the questions.

Write the website address here: _____.

Analyze the website by answering the questions in the chart below. Complete the chart TOGETHER, but each person should make notes on scratch paper.

GROUP TASKS			
1. Identify the message.			
2. Describe the design. Start with descriptive words like colors and shapes.			
3. List navigation problems.			
4. Brainstorm questions.			

Take the notes from the chart on the previous page and apply them to your role independently. Then, independently analyze the website based on your role. Together, compile them below.

FINDINGS/RECOMMENDATIONS	
Message Manager	
Design Dictator	
Navigation Guru	
Query Conquistador	

<p align="center">SUMMARY OF GROUP ANALYSIS: (AT LEAST ONE ACTION POINT WRITTEN IN A COMPLETE SENTENCE)</p>
--

Turn in one sheet per group to your teacher.

Ahem, Can I Have Your Attention Please? Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. shrewd
2. droll
3. publicist
4. fourscore
5. stirring
6. concise
7. economics
8. lobbyist
9. meteorologist
10. newscast

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

Tools for Reading Comprehension

Visualizing	The reader is making a picture or image (movie in his or her mind) as he or she reads. That is why the book is often seen as better than the movie because our imaginations are unlimited and we can make great productions in our mind.
Looking for what's important	The reader prioritizes what's important. Underline these things.
Calling on prior experiences	The reader connects what he or she is reading with personal experiences. "I remember when I went to the beach." "I know what it means to taste the salt on my lips and feel the sea breeze."
Predicting	The reader predicts what will happen next in the story. "I bet that character is evil because the dog doesn't like him."
Questioning	The reader asks questions about what he or she is reading. "I wonder what this word means." "I wonder why that character did this."
Synthesizing	The reader puts ideas together as he or she reads. "Ah ha! Now I get it."

Name: _____

Ahem, Can I Have Your Attention Please?

Reading Comprehension Quiz (KEY)

1. There's a reason scholars call this the _____ Age.
A. Middle.
B. Iron.
C. Communications.
2. Which of the following is **NOT** an example of a verbal communicator?
A. Agronomist.
B. Psychologist.
C. Defense Lawyer.
3. What is the name of Martin Luther King's most famous speech?
A. The Gettysburg Address.
B. I Have a Dream.
C. The Preamble.
4. Which of the following is an example of a communicator who primarily uses the written word?
A. Publicist.
B. Nurse.
C. Sportscaster.
5. Who gave the Gettysburg Address?
A. Lelan Statom.
B. George Washington.
C. Abraham Lincoln.
6. "Speakers who talk about what life has taught them never fail to keep the _____ of their listeners."
A. Memory.
B. Attention.
C. Friendships.
7. If you want to be an attorney, it will be important to take classes in
A. History and Government.
B. Economics and Debate.
C. All of the above.
8. Which phrase describes a publicist?
A. Someone who studies Abraham Lincoln.
B. Someone who likes to read poetry.
C. Someone who needs to understand marketing.
9. What time does Lelan Statom wake up in the morning?
A. 10:00 A.M.
B. 2:30 A.M.
C. 6:00 A.M.
10. What does Lelan Statom do?
A. Prepares impromptu speeches.
B. Teaches spelling and vocabulary.
C. Talks about the weather on television.

Name: _____

**Ahem, Can I Have Your Attention Please?
Reading Comprehension Quiz**

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II. What Has Six Legs, A Fiery Tail and Goes Zap!

Pages 4-5

INDIVIDUAL OR CLASS ACTIVITY: Scientific Discovery

Students may do this assignment on their own, or you can do it together as a class, modeling good research techniques. If students complete the assignment on their own, a **rubric** is provided on the next page. Norman Borlaug was an agronomist mentioned in the article. Go beyond the article and write a research paper about him answering these questions.

- What is an agronomist?
- What is Norman Borlaug's background? Where was he from?
- Was he always a groundbreaking scientist? If not, what other jobs has he done?
- Who are some other agronomists or contemporary scientists with Borlaug?
- What was his invention and why was it important?
- How does it affect us today?
- What award did he win? Why was it given to him? What others in your lifetime have won it? What does this award mean?
- Include a photo with your paper.

Going Beyond: Research wheat farming and its affect on the environment and economy, especially with the popularity of gluten-free dietary needs. What areas are most productive for growing wheat and what are its uses?

Subjects: Science, Language Arts

Materials: Internet or library access.

Skills: Research, Solving problems, Analysis.

Suggested length of lesson: One-two class periods.

RUBRIC	POINTS EARNED	POINTS POSSIBLE
Who was Norman Borlaug?		5
Who were his contemporary scientists?		10
What did he invent? Why was it important?		15
Explanation of/background behind the award		15
Photo		5
TOTAL POINTS		50

CLASS ACTIVITY: Scientific Method versus Television

- Discuss the steps of the Scientific Method. For more information, use this website: http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml#overviewofthescientificmethod
 1. Ask a question.
 2. Do background research.
 3. Construct a hypothesis.
 4. Test your hypothesis by doing an experiment.
 5. Analyze your data and draw a conclusion.
 6. Communicate your results.
- Watch one episode of NCIS or one episode of another science/crime drama. Pay special attention to the science parts of the episode.
 - What science words do you need to know the definition for?
 - What characters are involved?
 - What is the mystery? Describe the plot.
 - What steps of the Scientific Method are observed? Which ones aren't? What impact does this have on solving the mystery?
 - How is science portrayed? Is it realistic? Which parts are dramatized?
- Use the chart on the next page to synthesize student responses, comparing and contrasting the episode with the scientific method.

Going Beyond: Start with a set of bones that are discovered in an unexpected place. Write a murder mystery story with a partner. You'll need characters and a solution to your mystery, but make sure to misdirect/confuse your characters (conflict) and save a surprise to reveal only at the end! Be creative!

Subjects: Science, Language Arts, Media Studies

Skills: Compare & contrast, Classifying, Research, Analysis

Name: _____

The Scientific Method
Compare/Contrast Chart

In the first chart, fill in the blanks on the scientific method and take notes on the episode you're watching. In the second chart, compare the scientific method with the episode you're watching. List **similarities** in the Compare column and **differences** in the Contrast column. The first one is started for you.

Scientific Method	Television Episode: NCIS
1. Ask a question. 2. _____. 3. Construct a hypothesis. 4. _____ by doing _____. 5. Analyze your data and _____ _____. 6. _____ your _____.	1. Character finds dead body in a parking lot. Who killed the dead person?

COMPARE	CONTRAST
1. The question (who killed the dead person?) is a mystery to be solved. Someone has been murdered.	1. The character jumps to a conclusion before all facts are considered.

COOPERATIVE GROUP ACTIVITY: Blogging for Science

- Create a blog for free on www.blogger.com, www.wordpress.com or your school's website. Divide students into groups based on how they work best together. Each group may choose a different branch of science. For example, entomology. (Students may have more than one role, depending on the size of the groups.) Each student should make a comment or ask a question on the blogs for the other groups. Within each group, assign students different aspects of the blog's maintenance.
 - **Writer:** Writes posts (about 100-200 words each). (one-two per group)
 - **Editor:** Looks at all posts before they are published to make sure they are the same style and checks for grammar rules and complete sentences, etc. (one per group)
 - **Organizer:** Creates a calendar of posts and tags posts. (one per group)
Examples:
 - Bugs
 - Habitats
 - Creativity
 - Photos
 - A day in the life
 - Food
 - **Creative Leader:** Leads group in deciding on ideas for posts. Keeps group working toward target deadline. Examples:
 - Types of insects.
 - Insect habitats.
 - What humans can learn from bugs.
 - How bugs help the environment.
 - **Web Designer:** Leads group in deciding on a template and updating the template as needed. Also chooses photos for posts or separate photo posts. (one per group)

Sample blogs:

- <http://www.sciencebuddies.org/blog/index.php>
- <http://www.wired.com/category/science-blogs/>

Subjects: Science, Language Arts, Computer Application

Skills: Originality, Visualizing, Inventing, Writing

Materials: Internet access and a computer for each group or each student.

Suggested length of lesson: One class period per week. This assignment can be used all year long.

Blogging for Science

Cooperative Group Worksheet (one per group)

Branch of Science: _____

Each group member should have a role. Divide your group into the following roles.

1. **Writer:** Writes posts (about 100-200 words each).
2. **Editor:** Looks at all posts before they are published to make sure they are the same style and checks for grammar rules and complete sentences, etc.
3. **Organizer:** Creates a calendar of posts and tags posts. Example Tags: _____
4. **Creative Leader:** Leads group in deciding on ideas for posts. Keeps group working toward target deadline. Deadline: _____
5. **Web Designer:** Leads group in deciding on a template and updating the template as needed. Also chooses photos for posts or separate photo posts.

Write the website address here: _____

Name _____

Blogging for Science

Cooperative Group Worksheet: Group Assessment (one per person)

Circle the number (1-5) that best matches your response. 1 means little effort was given to the project. 5 means outstanding effort was given to the project.

- | | | | | | |
|---|---|---|---|---|---|
| 1. The writer wrote posts that fit the topic. | 1 | 2 | 3 | 4 | 5 |
| 2. The editor read through all posts thoroughly before they were published. | 1 | 2 | 3 | 4 | 5 |
| 3. The organizer created a calendar of posts and tagged posts appropriately. | 1 | 2 | 3 | 4 | 5 |
| 4. The creative leader led the group in idea creation and helped the group meet the deadline. | 1 | 2 | 3 | 4 | 5 |
| 5. The web designer installed the template and found photos to correspond with posts. | 1 | 2 | 3 | 4 | 5 |
| 6. Each group member commented on blogs for other groups. | 1 | 2 | 3 | 4 | 5 |

What Has Six Legs, A Fiery Tail and Goes Zap! Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with the definition on the right. Draw a line connecting the word with the definition.

1. catastrophic	A. Describes an extremely large-scale disaster.
2. agronomist	B. Someone who studies the science of using plants for food and fuel.
3. botanical	C. Describes the science of plant life.
4. entomologist	D. Someone who studies the science of insects.
5. exobiology	E. A branch of science concerned with the search for life outside the earth.
6. surveying	F. The technique of determining the position of points and the distances between them.
7. wetland	G. An area of land that is soaked with water.
8. enterprising	H. Describing great imagination or initiative.
9. horticulturist	I. Someone who studies plant growth.
10. pathologist	J. Someone who studies disease.

What Has Six Legs, A Fiery Tail and Goes Zap! Vocabulary Worksheet

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10. pathologist	J. The technique of determining the position of points and the distances between them.

Name: _____

What Has Six Legs, A Fiery Tail and Goes Zap!

Reading Comprehension Quiz (KEY)

1. Which person is an Iowa-born agronomist?
 - A. Ana Humphrey.
 - B. Norman Borlaug.**
 - C. Dr. Raha Been.
2. What problem did Norman Borlaug attempt to solve with science?
 - A. How to manage the heavy heads of high-yielding strains of wheat so they didn't destroy the grain.**
 - B. How to keep bugs out of botanical gardens.
 - C. How to keep people in third-world countries from getting sick.
3. What is the purpose of Agrihouse?
 - A. To train family practice physicians.
 - B. To support the U.S. Chamber of Commerce.
 - C. To help farmers know when and how much to water their crops and plants.**
4. What did Ana Humphrey invent?
 - A. The Wetland Area Needed Bacteria Removal Calculator (WANBRC).**
 - B. A system for using analogies.
 - C. Agrihouse.
5. What does an entomologist do?
 - A. Uses spinal manipulation to treat health problems related to the Musculoskeletal system.
 - B. Observes and maps the universe.
 - C. Studies insects.**
6. What is one way you can increase your science scores?
 - A. Pay attention in class.
 - B. Find a study partner.
 - C. All of the above.**
7. What does an exobiologist do?
 - A. Use spinal manipulation to treat health problems related to the Musculoskeletal system.
 - B. Studies life beyond the earth's atmosphere.**
 - C. Observes and maps the universe.
8. What impact does turning irrigation systems off and on based on exact needs have?
 - A. Saves natural resources.
 - B. Saves money.
 - C. All of the above.**

9. What does a plant pathologist do?
 - A. Studies insects.
 - B. Studies life beyond the earth's atmosphere.
 - C. Studies diseases and preventative treatments for the entire life cycle of plants.
10. If science isn't your favorite subject, which science-related jobs should you check out?
 - A. Pharmaceutical Scientist
 - B. Video Game Designer.
 - C. Doctor.

Name: _____

**What Has Six Legs, A Fiery Tail and Goes Zap!
Reading Comprehension Quiz**

1. Which person is an Iowa-born agronomist?
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 - C. Doctor.

COOPERATIVE GROUP ACTIVITY: Write a song.

- Create a song to help you remember the tips.
 - Include a stanza for each tip.
 - Include a chorus.
 - Write a melody or match it with the melody from a popular song.

Subjects: Study Skills, Music, Any

Skills: Originality, Inventing

Suggested length of lesson: one to two class periods.

CLASS ACTIVITY: The Last Lecture

- Show this 10-minute clip to students. It's a short version of Randy Pausch's last lecture. <http://www.youtube.com/watch?v=ncoSRKoU6GQ>
- Answer these questions from the video:
 - What do you learn about Randy Pausch? Make a list of 5 facts. Make a list of 2 feelings.
 - What does it mean to give a "last lecture"?
 - What does the phrase "elephant in the room" mean? What is Pausch's elephant in the room?
 - What does it mean to be morose? Why is Pausch not morose?
 - What photos does Pausch show? Describe 3 of them.
 - Why does he show those photos?
 - What kind of childhood did Pausch have?
 - What should you not underestimate?
 - What is a good apology?
 - Who is Jackie Robinson?
 - What is the purpose of his lecture?
- Discuss students' answers to the questions. What did they learn from the video?

Subjects: Study Skills, Any.

Skills: Summarizing, determining cause and effect, Analysis.

Suggested length of lesson: One class period.

Name: _____

7 Hot Tips for Great Grades
Interview a student
Cause/Effect Chart

Interview a student about his study habits. Take examples from your interview and fill in the chart. What are the actions (CAUSES) that caused the successful results (EFFECT)? The first one has been completed as a sample.

CAUSE	EFFECT
1. Student goes to bed early.	1. Student wakes up refreshed and focused for the next day.

Name: _____

**7 Hot Tips for Great Grades
Worksheet: Healthy Choices**

Circle the healthier choices.

Sitting on the couch playing video games for hours.	Eating an apple with some peanut butter.	Eating fruit snacks with a brownie.
Talking about conflicts with a trusted adult.	Hitting the snooze button three times in the morning before getting up.	Doing push-ups or sit-ups for 10 minutes after school.
Walking ½ mile.	Praying or talking with a spiritual advisor.	Feeling discouraged and not telling anyone.
Staying awake all night worried about something that might happen.	Eating whatever you can find in the kitchen when you're feeling sad.	Skipping breakfast.
Asking a peer tutor for help in a class that is hard for you.	Snacking on carrots.	Listening to music that encourages you.

For the choices that are not circled, make a list of additional alternatives with a partner.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

7 Hot Tips for Great Grades

Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with an **ANTONYM**. Draw a line to connect the two words that have **opposite** meanings.

1. routine	irregular
2. eliminate	keep
3. discouraged	happy
4. strive	relax
5. median	extreme

After you've matched the words, draw pictures to represent the vocabulary words in the space below and on the back.

7 Hot Tips for Great Grades Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with an **ANTONYM**. Draw a line to connect the two words that have **opposite** meanings.

1. routine	happy
2. eliminate	relax
3. discouraged	irregular
4. strive	extreme
5. median	keep

After you've matched the words, draw pictures to represent the vocabulary words in the space below and on the back.

Name: _____

7 Hot Tips for Great Grades

Reading Comprehension Quiz (KEY)

1. Without a high school diploma, you can expect to earn
 - A. About \$44,800 per year.
 - B. About \$102,200 per year.
 - C. About \$25,100 per year.
2. The BEST way to make sure you get all your work done on a timely basis is:
 - A. To drink lots of caffeine.
 - B. To map out your school year month by month.
 - C. To get lots of sleep.
3. Which of these things will NOT help you succeed in class?
 - A. Skipping homework that you don't want to do.
 - B. Studying two to four hours for each hour spent in class.
 - C. Dedicating more of your day to things that will help you in school.
4. What are two things that help your grades besides studying?
 - A. Ignoring chances to stay after school or come early to school to get extra help.
 - B. Staying up late and eating candy for breakfast.
 - C. Getting a good night's sleep and eating a healthy breakfast.
5. If you get a graduate degree, you can expect to earn
 - A. About \$91,000 per year.
 - B. About \$25,100 per year.
 - C. About \$35,400 per year.

Name: _____

7 Hot Tips for Great Grades
Reading Comprehension Quiz

1. Without than a high school diploma, you can expect to earn
 - A. About \$44,800 per year.
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 - A. About \$91,000 per year.
 - B. About \$25,100 per year.
 - C. About \$35,400 per year.

IV. Kevin Durant: An MVP Life

Pages 7-10

INDIVIDUAL ACTIVITY: Basketball Hall of Fame

- Read the article about Kevin Durant, the Most Valuable Player for the Oklahoma City Thunder. A **rubric** for this assignment is provided below.
- Research the Basketball Hall of Fame.
 - When was the hall of fame started?
 - Who has been inducted? Make a list.
 - Choose one of the players who have been inducted and write a report about that player.
 - Name.
 - Picture.
 - Background.
 - Family.
 - Record.
 - Teams.
 - Other sports.
 - Quote.
 - Explain why you chose this person.

Going Beyond: Choose another sport (or music genre) and research its hall of fame.

Subjects: History, Language arts, Physical education, Health

Materials: large paper, like butcher paper or poster paper.

Skills: Research, Creating a profile

Suggested length of lesson: one to three class periods

RUBRIC	POINTS RECEIVED	POINTS POSSIBLE
History		5
List of players		5
Research on Player: Name & Picture		5
Background & Family		5
Teams & Other Sports		5
Quote & Explanation		5
TOTAL		30

INDIVIDUAL ACTIVITY: Write an opinion paper

- Write an opinion paper about how your beliefs can affect your actions.
- For example, if you truly believed the quote (“Be the change you want to see in the world.”) — if you truly believed you could change the world with your life, what would that look like?

Subjects: Language Arts, Study Skills, Health, Any

Skills: Predicting, Setting goals, Drawing conclusions

Suggested length of lesson: One class period

Kevin Durant: An MVP Life Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. generic
2. foundation
3. rookie
4. footage
5. casualties

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

Name: _____

Kevin Durant: An MVP Life

Reading Comprehension Quiz (KEY)

1. This article is about
 - A. Michael Jordan.
 - B. Tiger Woods.
 - C. Kevin Durant.
2. Which award has Kevin Durant NOT received?
 - A. Olympic Gold medalist
 - B. Academy award for best original screenplay
 - C. Rookie of the Year
3. Durant went to high school in
 - A. Rockville, Maryland.
 - B. Bangalore, India.
 - C. Waco, Texas.
4. Durant plays
 - A. Football for the Dallas Cowboys.
 - B. Basketball for the Oklahoma City Thunder.
 - C. Baseball for the Seattle Mariners.
5. The Kevin Durant Family Foundation is dedicated to
 - A. Helping children and families succeed.
 - B. Natural disaster relief.
 - C. Making lots of money.
6. Durant went to college at
 - A. Baylor University.
 - B. The Redskins.
 - C. University of Texas at Austin.
7. Durant donated \$1 million to help with
 - A. Starving children in Africa.
 - B. Super storms in the Oklahoma City area.
 - C. Building a Habitat for Humanity home.
8. Which of these things did Durant do?
 - A. Kissed an elderly woman after the ball hit her in the stands.
 - B. Got ice for a cameraman who slipped and fell.
 - C. All of the above.
9. What is Duran's conviction?
 - A. "earning as many points as possible in every game."
 - B. "the best way to show strength is to show kindness."
 - C. "never double dribble."
10. What makes Durant a good citizen?
 - A. Caring about people in need.
 - B. Remembering people who've helped him.
 - C. All of the above.

Name: _____

Kevin Durant: An MVP Life
Reading Comprehension Quiz

1. This article is about
 - A. Michael Jordan.
 - B. Tiger Woods.
 - C. Kevin Durant.
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 - C. All of the above.

GROUP ACTIVITY: Career Fair

- Brainstorm questions about careers.
- Divide students into groups based on career interests or personalities (see the *Who Are You Quiz?* page 11 in the magazine). These groups create questions specifically related to their career/personality area.
- Brainstorm types of professionals you think could answer these questions.
- Have students write letters to local companies asking them to send a representative for a Career Fair. Students can use the list of questions to help them brainstorm their letters.
- As you hear from professionals who are willing to make presentations, assign two to three students to each professional. These students should be responsible for communicating with and orienting the professional to the school, as well as gathering and setting up materials the professional may need.
- Ask professionals to bring a display board and be prepared to give presentations to small groups. Have students walk around the fair asking their questions from the first step.
- Following the fair, have a discussion where students share the answers they have received to their questions from step one.
- Debrief on the experience of putting together the fair.
 - What went well?
 - What could be improved?
 - Was there anything they could have done differently to make the fair run more smoothly or be more organized?

Going Beyond: Get the whole school involved and host the fair in the gym. Or do a smaller version and have one professional come to your class each month throughout the school year.

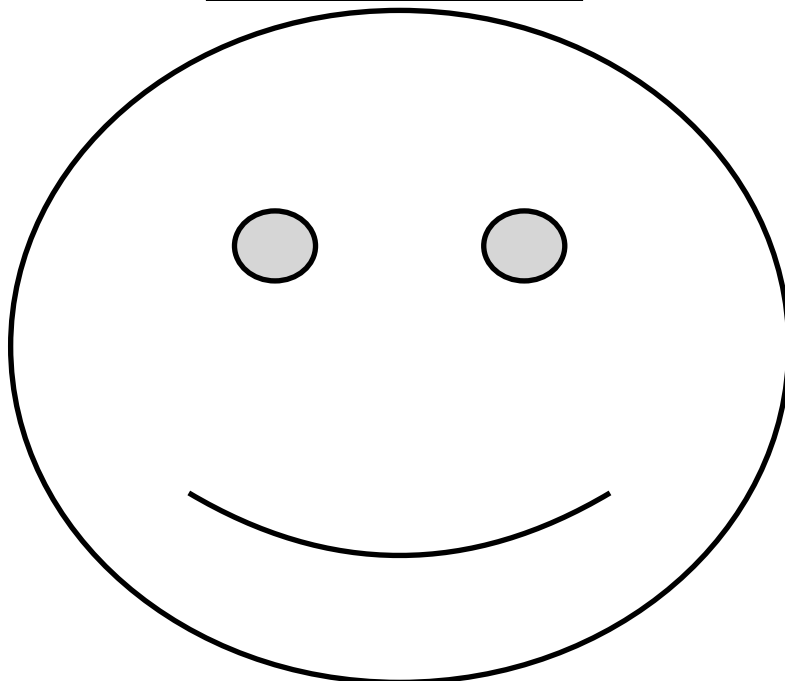
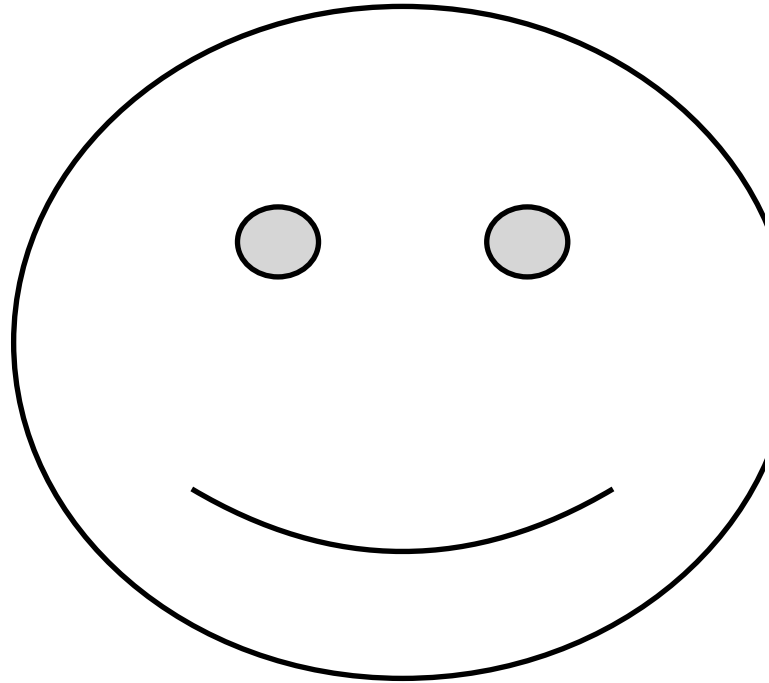
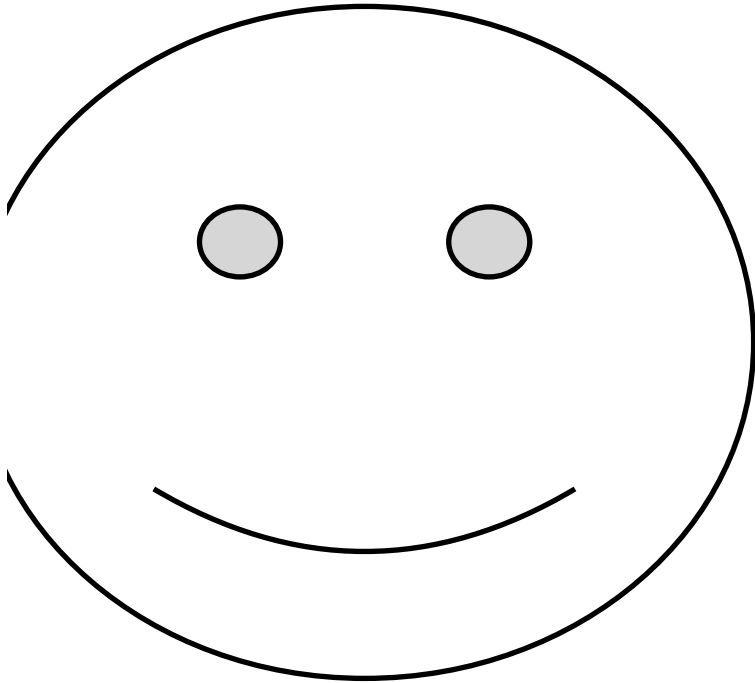
Subjects: Any/All

Skills: Inventing, Making decisions, Brainstorming, Relationship building

Suggested length of lesson: One week.

**Jobs for the 21st Century
Personality Worksheet**

Complete the personality quiz on page 11. Identify your top three personality types. Write one personality type in each box. Brainstorm ways to visually show the personality types. Then, fill in the faces below (or make a collage) to symbolize these personalities. You may use the back of this page if you need additional space.



Jobs for the 21st Century Project Worksheet

Complete the quiz on page 11 in the magazine and read the article on the following pages. Then, choose the activity that most interests you based on your strengths.

1. Create a map. It can be a map of your school or classroom or community. Draw it or design it on the computer with as much detail as possible.
2. Create a healthy menu for a week, based on 1500 calories per day. Also include a physical training program.
3. Redesign your classroom. Think about walkways, seating arrangements, teacher desk, cabinets & supplies, etc.
4. Create a model of a cabinet.
5. Plan an event. Don't forget about refreshments, decorations, invitations and follow-up.
6. Make a video. Think about images to include, people to interview. Edit the final version down to three minutes.
7. Shadow an electrician or a veterinarian. Write a short report about a problem that occurs and how it is resolved.
8. Design and create a website.
9. Using mathematical modeling, figure out how much space is inside a cardboard box.
10. Create a survey to determine the success of a company's product. Or create your own product and survey consumers who use your product. Analyze the data.
11. Shadow an HVAC technician when he or she is installing a system. Write a short report about the process.
12. Create a financial plan for your first year of living on your own.
13. Another activity of your own design, approved by your teacher.

Jobs for the 21st Century
Vocabulary Worksheet (KEY)

The following vocabulary words are occupations. First, guess what the words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. audiologist
2. paralegal
3. anesthesiologist
4. petroleum engineer
5. architect
6. nurse practitioner
7. atmospheric and space scientist
8. statistician
9. orthotist
10. prosthetist

Then, match the **jobs** with their **personalities** on the left. Write the vocabulary word to the right of the category it fits.

REALISTIC	Audiologist	Paralegal
INVESTIGATIVE	Anesthesiologist	Petroleum engineer
ARTISTIC	Architect	
SOCIAL	Nurse Practitioner	Atmospheric and Space Scientist
ENTERPRISING	Statistician	
CONVENTIONAL	Orthotist	Prosthetist

Jobs for the 21st Century Vocabulary Worksheet

The following vocabulary words are occupations. First, guess what the words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

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9. orthotist
10. prosthetist

Then, match the **jobs** with their **personalities** on the left. Write the vocabulary word to the right of the category it fits.

REALISTIC		
INVESTIGATIVE		
ARTISTIC		
SOCIAL		
ENTERPRISING		
CONVENTIONAL		

Name: _____

Jobs for the 21st Century

Reading Comprehension Quiz (KEY)

1. Choose the statement that describes someone with an artistic personality.
A. I excel at creative classes like music and art.
B. I seldom feel comfortable in a large group of people.
C. I'm typically confident and am someone others ask for advice.
2. Choose the list that describes someone with an investigative personality.
A. I excel at leadership and often voice my opinion in class.
B. I seldom tell people what they should or shouldn't do.
C. I'm typically matter-of-fact in how I deal with people.
3. Which one is NOT one of the SIX main personalities?
A. Enterprising.
B. Conventional.
C. Dominant.
4. If you're interested in a career in Arts & Communication, you should research which career?
A. Drama Professor.
B. Orthodontist.
C. Civil Engineer.
5. If you're interested in a career in Business, Management & Technology, which career should you AVOID?
A. Marketing Director
B. Cost Estimator
C. Elementary Art Teacher
6. If you're interested in a career in Health Services, you should research which career?
A. Surgeon.
B. Geoscientist.
C. Cabinetmaker.
7. If you're interested in a career in Human Services, which career should you AVOID?
A. Paramedics.
B. Actuary.
C. School Psychologist.
8. If you're interested in a career in Industrial, Engineering & Technology, you should research which career?
A. Biomedical Engineer.
B. Child & Family Social Worker.
C. Fundraising Director.
9. If you're interested in a career in Natural Resources & Agriculture, which career should you AVOID?
A. Hydrologist.
B. Veterinarian.
C. Interpreter.

10. What does a genetic counselor do?
- A. Helps businesses and individuals make wise money decisions.
 - B. Assesses risks for inherited conditions such as genetic disorders and birth defects.
 - C. Installs and maintains electrical systems in homes and public facilities.

Name: _____

Jobs for the 21st Century Reading Comprehension Quiz

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VII. 10 Easy Steps for a Bright Future

Back Cover

INDIVIDUAL ACTIVITY: Writing headlines.

- A headline consists of a subject, verb and an engaging detail that makes the reader want to read the full story.
- Write five headlines about students with bright futures.
- Some examples:
 - Middle school student inherits millions, but stays in school
 - Teenage boy gets drafted for NFL, but chooses college instead
 - High school senior from low-income area gets scholarship to Ivy League school

Going Beyond: Choose one headline and write a story that goes with it.

Subjects: Any/Language Arts, News Media

Skills: Inventing, Brainstorming, Creative writing.

Suggested length of lesson: One class period.

10 Easy Steps for a Bright Future Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

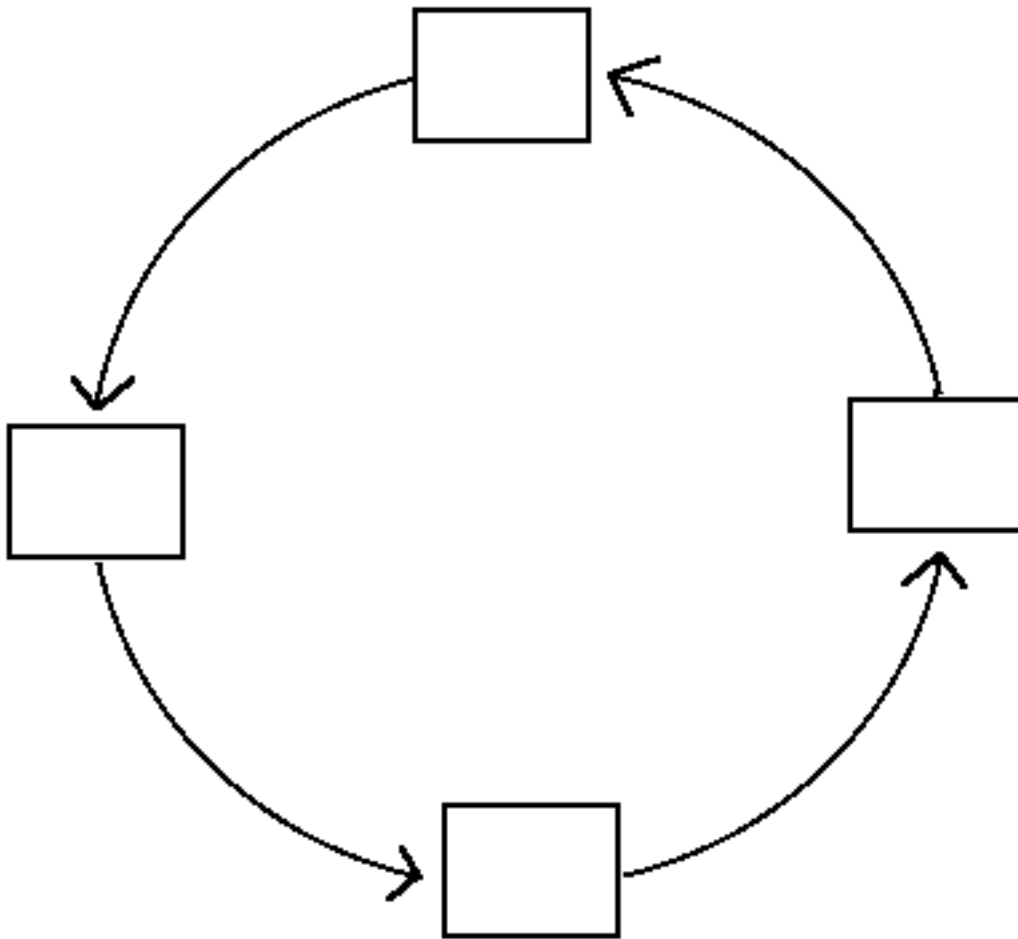
Then, take each word and create a box like the one below.

1. earning
2. bachelor's degree
3. commitment
4. scholarship
5. ally

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

10 Easy Steps for a Bright Future Flow Chart Worksheet

Using all of the resources available to you, make a flow chart that explains the tasks required to finish middle school and high school and get into college. Don't forget your parents, teacher and school counselor! Use the one below to help you get started.



Name: _____

10 Easy Steps for a Bright Future Worksheet/Quiz (KEY)

Using the word bank below, fill in the blanks with the correct word. Write on your own paper.

1. Read about **CAREERS** and **COLLEGES** you like. You'll find lots of books available in your school or community **LIBRARY**. Just ask the librarian!
2. Take classes or join clubs in those areas that **INTEREST** you. If your interest is music, join the choir or band. If you want to be a **COACH**, get into sports. You'll have many more choices in high school—clubs in math, business, speech, **THEATER**, science, art and others.
3. Decide now to **GRADUATE** from high school.
4. Talk to your school **COUNSELOR**, favorite teacher or principal. Ask them what **COURSES** you should take to get ready for a career that you like.
5. Decide now to **STAY** in school!
6. Clip **ARTICLES** from magazines, newspapers and blogs and put them into a scrapbook or personal file box. **REVIEW** and update your file from time to time.
7. Talk to your **MOM & DAD** a lot about school and about yourself. Tell them what you like to study and what careers seem to interest you. Then, **LISTEN** to their advice. (They were young once, too!)
8. Ask your teachers and counselors what you need to do now to prepare for college. They are great **ALLIES**! Tell them what career you think you would like and ask them to steer you toward courses and subjects that can help you get ready for high school and college.
9. Decide **NOW** to attend college. (You'll figure out **HOW** later!)
10. Make sure your parents attend **PARENT'S VISITATION NIGHT** at your school. Help them stay informed about your **PROGRESS** and your interests, so they can ask the right questions about **FINANCIAL AID**, scholarships and colleges while you're still in school.

WORD BANK

Graduate	Now	Courses	Colleges	Stay
Theater	Parent's	Progress	Articles	Listen
	Visitation Night			
Review	Coach	Allies	Library	Mom & Dad
Counselor	Financial aid	Careers	How	Interest

Check your answers with page 16. Choose one tip to start today. Share it with the class.

Name: _____

10 Easy Steps for a Bright Future Worksheet/Quiz

Using the word bank below, fill in the blanks with the correct word. Write on your own paper.

1. Read about ____ and ____ you like. You'll find lots of books available in your school or community _____. Just ask the librarian!
2. Take classes or join clubs in those areas that ____ you. If your interest is music, join the choir or band. If you want to be a ____, get into sports. You'll have many more choices in high school—clubs in math, business, speech, ____, science, art and others.
3. Decide now to ____ from high school.
4. Talk to your school ____, favorite teacher or principal. Ask them what ____ you should take to get ready for a career that you like.
5. Decide now to ____ in school!
6. Clip ____ from magazines, newspapers and blogs and put them into a scrapbook or personal file box. ____ and update your file from time to time.
7. Talk to your ____ a lot about school and about yourself. Tell them what you like to study and what careers seem to interest you. Then, ____ to their advice. (They were young once, too!)
8. Ask your teachers and counselors what you need to do now to prepare for college. They are great ____! Tell them what career you think you would like and ask them to steer you toward courses and subjects that can help you get ready for high school and college.
9. Decide ____ to attend college. (You'll figure out ____ later!)
10. Make sure your parents attend ____ at your school. Help them stay informed about your ____ and your interests, so they can ask the right questions about ____, scholarships and colleges while you're still in school.

Check your answers with page 16. Choose one tip to start today. Share it with the class.

WORD BANK

Graduate	Now	Courses	Colleges	Stay
Theater	Parent's	Progress	Articles	Listen
	Visitation Night			
Review	Coach	Allies	Library	Mom & Dad
Counselor	Financial aid	Careers	How	Interest