

On Track

YOUR CAREER DISCOVERY GUIDE

2016 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**, **overview**, **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.

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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

Pg. 2-3 “Digitally Designing Your Future” Lesson Plans

Subjects: Art, Math, Language Arts, Computer Science, Physical Education, Horticulture, Earth Science

Objective: The ability to understand the need for a variety of disciplines in most industries—math plays a role in print production, art plays a role in landscaping or golf course design, etc.

Skills:

- Look beyond the more "obvious" career choices for a particular course of study
- Determine how to pursue a variety of interests
- Discover/create a need in the marketplace for an unusual talent

I. Group activities

A. Which is the most challenging?

Divide the class into two groups: print and multimedia/computer technology. After reviewing the various jobs listed on page 3 in *On Track*, ask each group to bring in at least three examples of print/multimedia design.

Most will bring in a laptop with examples from web sites, but someone may also bring in printed pages. Have a few additional items like **logos, invitations, brochures, t-shirts**, and (if your classroom has a computer) databases.

Arrange the items according to whether they are print/multimedia and ask each group to answer the following:

- What kinds of subjects do you need to study to do this kind of work?
- Is it more important to be a math wiz, techie, or an artist to do this kind of work? Why?
- Which do you think is more difficult—web design or multimedia? *(The responses should vary somewhat, as there is no correct answer. More than likely, most of them will say web design is the easiest. Remind them there is a great deal of mathematics involved. Also mention with the web/computers errors are easily corrected while with multimedia they can manipulate sound, etc.)*

Also ask them to describe possible differences between designing for the web and multimedia and creating designs for printed products and magazines. Once these points are made and questions asked, the discussion may grow livelier.)

Teaching Tip: Let’s face it—middle-school students definitely have their opinions! The beauty of this age is they enjoy exercising their critical thinking muscles—as long as someone is there to facilitate and ask pertinent questions. The lesson above gives them an opportunity to discuss, debate and decide for themselves instead of learning by rote.

Suggested length of lesson: 2 class periods

B. Tour a large advertising agency or college mass communications department.

To prepare: Contact a large advertising agency to see if they offer tours. Many ad agencies claim to be full-service agencies, but remember certain components (such as video editing) may be outsourced, so be sure to explain you are interested in reviewing print design techniques, video editing, web design/coding, and their information technology (IT) departments.

If such an agency isn't readily available, contact either a mass communications department at a local college (which should have these kinds of facilities), split your time between a local television station and a design firm, or contact a local printer. Chances are excellent that any of these options will have some type of in-house, IT setup.

C. Visit various local government agencies. Your city's planning office would be responsible for the design of playgrounds, greenways, public buildings, etc. In addition, they would have some sort of web site, print collateral, and IT department.

D. Invite guest speakers to the class. If off campus trips are not possible, invite these professionals to your class: graphic designer, web designer, IT manager, architect, landscape designer, and others discussed in the article. Perhaps parents or family members of students may be good resources.

Be sure whatever facilities you visit expose your students to each type of design job listed in the article. Ask students to prepare one question to ask during the tour or for a class speaker, whether it's about print design, television animation, databases, web sites, etc.

Usage Tip: As a class, vote on which facility sounds most interesting.

Suggested length of lesson: 2-3 class periods—allowing for students to be prepared

II. Individual activity

Your name, by design.

Many students at this age enjoy doodling and writing their names. Allow students to design a logo using their names. The sky's the limit on this—they can design by hand, by computer, incorporate motion/animation, or wherever their creativity leads them. Ask students to share how they came up with the design and why they executed it in the manner they did.

Helpful web sites:

National Association of Schools of Art and Design: <http://nasad.arts-accredit.org/>
U.S. Department of Labor/Bureau of Labor Statistics: <http://www.bls.gov/ooh/a-z-index.htm>

The Professional Association for Design: <http://www.aiga.org/>
Graphic Artists Guild: <https://www.graphicartistsguild.org/>

"Digital Designing Your Future" – Vocabulary Worksheet

Guess what the following 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. Computer aided Design
2. FX
3. Multimedia
4. Landscape Architect
5. Technician
6. Architect
7. Database Administrator
8. Webmaster
9. Video Game Designer
10. Computer Support Specialist

Using the graphic below, place one of the words in the oval. Then complete each square as the title indicates. Do this for each word in the vocabulary list.

The graphic organizer consists of four rectangular boxes arranged in a 2x2 grid, with a central oval. The top-left box is labeled **DEFINITION**, the top-right box is labeled **CHARACTERISTICS**, the bottom-left box is labeled **EXAMPLES**, and the bottom-right box is labeled **NON-EXAMPLES**. The central oval is empty and intended for a student to place one of the words from the vocabulary list.

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: _____

“Digital Designing Your Future” Reading Comprehension Quiz (KEY)

1. Careers for artists who enjoy working with computers have _____ in the last ten years.
 - A. Increased
 - B. Decreased
 - C. Stayed the same
2. CAD software is . . .
 - A. A type of mapping technology.
 - B. Any software program or suite of programs that a technician uses to design something.
 - C. A program used to schedule time at the school library.
3. Multimedia artists work primarily in the . . .
 - A. Cell phone industry.
 - B. Construction business
 - C. The motion picture and video industries.
4. If you work with database software to organize and manage information you are . . .
 - A. A database administrator.
 - B. A webmaster.
 - C. A game designer.
5. If you help use, fix, install, and maintain computer systems you are . . .
 - A. A typesetter.
 - B. A graphic designer.
 - C. A computer support specialist.
6. Webmasters are also known as . . .
 - A. Data communications managers.
 - B. Certified public accountants.
 - C. Marketing professors.
7. You may excel at computer design if you . . .
 - A. Know the difference between various types of triangles.
 - B. Have natural artistic skills.
 - C. Are good at video games.
8. A degree in video game design will typically include a class in what subject?
 - A. Computer programming
 - B. English literature
 - C. Archery
9. Most graphic designers have earned at least a . . .
 - A. Certificate of completion.
 - B. Medical degree.
 - C. Bachelor’s degree.
10. Name two of the largest animation companies.
 - A. Sears and Target
 - B. DreamWorks and Pixar
 - C. IBM and Microsoft

Name: _____
“Digital Designing” Reading Comprehension Quiz

1. Careers for artists who enjoy working with computers have _____ in the last ten years.
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Pg. 4-5 “Do the Math” Lesson Plans

General Activity: Discussion

Subjects: Math, Language Arts, Science

Skills:

- To learn about math-related careers
- To discuss how math relates to everyday life

Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.

As a class, discuss the following questions:

Before reading the article

- What are some math-related careers?
- Is math relevant to everyday life?
- How have you used math outside of school in the past week? (See sidebar of article for more ideas to get them thinking.) Make a list of these on the board.

While or after reading the article

- What is robotics engineering? What are some other math-related jobs mentioned in the article?
- What would happen to our society without math?
- Who is Bella Weems? Why is she unique?
- What can you learn from Bella?

After reading the article

- What math-related jobs seem interesting to you? Why?
- What questions do you have about how math relates to your life or about math-related careers?

Assessment: Assess student understanding based on participation. Have students write down answers. Walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.

Modification/Teaching Tip: Have students write down their answers to questions in a journal before discussing them, or discuss them with a partner before sharing them with the class—especially for students with disabilities or special needs.

Suggested length of lesson: 1 class period

Individual and General Activity: Shop for Groceries

Subjects: Math, Home Economics, Language Arts, Economics, Health

Skills:

- Relating math to everyday life
- Understanding a real-life skill—shopping for groceries and living on a budget
- Expressing themselves through writing

Advance preparation: Prepare a sample weekly budget for a middle school student. Prepare a sample list of groceries.

For one week, have students write down everything they eat—breakfast, lunch, dinner, and snacks. Give students a weekly budget for buying groceries. Help them come up with the grocery list from their previous week’s findings. Help them think through what they will need to make it through a week. Discuss the price difference between prepared food and fresh food. Make sure students consider breakfast, lunch, dinner, and snacks. Make sure students know the percentage of tax in your area.

After students have shopped for groceries, have them write a paragraph reflecting on the experience. Remind students of the components of a paragraph (topic sentence, supporting sentences, concluding sentence). They should answer the following questions:

- What did you learn?
- What was the most difficult part of this assignment?
- If you had to do this again, what would you change?
- Which foods will need to be used sparingly and which foods will be staples?
- How can you stockpile foods that you use regularly?
- Did you find any sales? How did these change your budget or list?

Assessment: Collect the reflections and grade them based on their answers to the questions and their understanding of paragraph form (according to what you have already taught in class).

Modification: If you want to assign this for homework, students can actually go to a grocery store with their list and a notepad and calculate the totals. Or have them use a local grocery’s web site to “shop” for groceries to see if they have enough money to buy what they need. Have students present their findings to the class or in a group.

Teaching Tip: Involve parents in this assignment and have students actually make all of their own meals for a week, based on their budget. Most parents will enjoy being involved and the assignment will be more authentic for students.

Suggested length of lesson: 2 weeks – you may shorten with modifications

Group Activity: A Tasty Challenge

Subjects: Science, Math, Home Economics

Skills:

- To work cooperatively
- To apply math and science to a real-life situation
- To understand the necessity of math for everyday life

Materials: Divide the class in half. Gather materials or have students bring in butter, marshmallow crème, rice cereal, two sets of measuring cups, two large microwave-safe bowls, spoons, wax paper, 2 13 x 9 inch pans, and 2 spatulas. You will also need access to a microwave.

Make sure each group cannot see the other's materials. If possible, use an empty classroom or the hallway so the two groups are separated.

Give one half of the class butter, marshmallow crème, cereal, 1 set of measuring cups, 1 large microwaveable bowl, a spoon, wax paper, a 13x9 inch pan, a spatula, and the following recipe. Make sure they have space to make rice cereal treats and access to a microwave (or that you can use the microwave for them).

RECIPE

1/2 Cup butter
Extra butter for coating spatula
4 Cups marshmallow crème
5 Cups crisp rice cereal

Step 1: Measure out the ingredients above.

Step 2: Melt butter in the microwave-safe bowl in the microwave (about one minute for most microwaves). Add marshmallow crème and stir until well blended. If needed, microwave the mixture for a few more seconds to maintain consistency.

Step 3: Add cereal. Stir until well coated.

Step 4: Using a buttered spatula or waxed paper, press mixture evenly and firmly into a buttered 13 x 9 inch pan. Divide into 2 x 2 squares when cool using the spatula.

Give the other half of the class butter, marshmallow crème, cereal, 1 set of measuring cups, 1 large microwaveable bowl, a spoon, wax paper, a 13 x 9 pan, and a spatula with the following recipe. Make sure they have space to make rice cereal treats and access to a microwave (or that you can use the microwave for them).

RECIPE

Butter
Marshmallow crème
Crisp rice cereal

After dividing the class in half and making sure each group has the same materials and cannot see what the other is doing, instruct both of them to make rice cereal treats using the materials they have. Give them most of the class period to work on this. The students with the second recipe will ask you for more information, but keep pointing them back to the recipe and their materials.

When students have completed the assignment, bring everyone back to the classroom and discuss their results. Compare (and eat, if edible) the results of both experiments. Ask the following questions:

- What did you learn from this activity (make sure at least one person from each group answers this)?
- Which rice crispy treat ended up looking like and tasting like a rice crispy treat?
- What happened when I took away the directions and the math concepts for the second recipe?
- How was math important for this activity?
- Does this relate to your daily lives? How?

Assessment: Students should be assessed based on their participation. Have students fill out a self-grading sheet to determine their involvement in this activity. Assess their understanding by their answers to the discussion questions.

Modification: If you have time and access to an oven, you could do more advanced recipes, or have students bring in their own. You might have students answer the discussion questions in their group before discussing them with the whole class.

Suggested length of the lesson: 1 class period

Group Activity: Painting Your Community

Subjects: Math, Home Economics

Skills:

- Building relationships with the community
- Connecting math skills with real-life activities

Objective:

- To provide a hands-on learning experience

Advance preparation: Have the students research nonprofit organizations that need a room painted.

After contacting an organization that needs a paint job, have students start calculating what it will take to get the job done (you may want to have students choose roles for this project based on the steps below):

- Measure the length of the room
- Calculate the amount of paint needed to cover the walls
- Discuss paint color, style, and budget with the nonprofit's director
- Compare prices on paint or see if the paint can be donated
- Figure out what supplies will be needed (tape, paint rollers and brushers, paint bins, drop cloths, etc.)
- Compare prices on supplies
- Purchase supplies and paint
- Set up a time to do the painting
- Help students divide the painting work
- Facilitate the paint job
- Make sure the director is satisfied with the results

Assessment: Assign students a grade for participating in the project.

Modification: If this seems unrealistic for your school or community, talk with your principal about allowing the class to paint a room in the school. Or, if you have some particularly talented art students, they may paint a mural on a wall.

If actual painting is not an option, use the above as project problem and determine the preparation needed and cost of painting your classroom. Later in life this could be a future home.

Teaching Tip: Allow students to do as much of the work as possible. Suggest things that they may not think of, but allow them to guide the project as much as possible.

Individual Activity: Tell a Story

Subjects: Language Arts, Speech

Skills:

- Writing an article
- Interviewing
- Building relationships with the school or community

Bella is an extraordinary teenager. Find an example of someone extraordinary of any age in your school or community. The definition of extraordinary is up to the writer, but you can help them by suggesting things such as a member of the winning cross-country team, a parent battling cancer, a teacher who has adopted a child, etc.

Make a list of questions to ask this person. You may want to brainstorm ideas for questions on the board. Interview this person. Write an article telling this person's story.

Assessment: Evaluate the articles by the student's ability to tell another person's story. You may want to have students turn in a hard copy of the interview for an additional grade.

Modification: Have students submit the articles to the school or local newspaper.

Teaching Tip: Be prepared to suggest people the students may not think of—their sister or brother, your principal, a pastor.

Suggested Length: 2-3 class periods with homework as part of the lesson plan

Helpful Information:

For recipes, try www.allrecipes.com

For online grocery shopping, try www.kroger.com/

For information on any job, try www.bls.gov/oco/

For resources for community painting, try www.habitat.org, www.lowes.com, www.homedepot.com.

Factoids & Questions:

- What is the top number of a fraction called? The numerator
- A hologram is a flat image that can be displayed in _____. Three dimensions
- What number does “giga” stand for? One billion
- “K” and “M” are both symbols for _____. 1,000
- When the pocket calculator became popular in the 1970s, the slide rule's days were numbered.
- Assuming Rudolph was in front, there are 40,320 ways to arrange the other eight reindeer.
- There are 2,598,960 five-card hands possible in a 52-card deck of cards.
- The largest prime number is 13,395 digits long.
- If you add up the numbers 1–100 consecutively (1+2+3+4+5 etc.) the total is 5050.
- Did you know that $111,111,111 \times 111,111,111 = 12,345,678,987,654,321$?

“Do the Math” – Vocabulary Worksheet

Guess what the following 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. Robotics
2. Consecutive
3. Spiral
4. Hi-tech
5. Nuclear
6. Physical science
7. Accountant
8. Cartographer
9. Economist
10. Bank statement

Using the graphic below, place one of the words in the oval. Then complete each square as the title indicates. Do this for each word in the vocabulary list.

The graphic organizer is a central oval connected to four squares. The squares are labeled as follows:

- Top-left square: **DEFINITION**
- Top-right square: **CHARACTERISTICS**
- Bottom-left square: **EXAMPLES**
- Bottom-right square: **NON-EXAMPLES**

Name: _____

“Do the Math” Reading Comprehension Quiz (KEY)

1. Bella Weems started a company making customizable lockets called . . .
 - A. **Origami Owl**
 - B. Chocolate Turtle
 - C. Musical Gingerbread
2. Robots are used in such work as hi-tech manufacturing, agriculture, mining, and . . .
 - A. Professional football.
 - B. **Nuclear power plant maintenance.**
 - C. French cooking.
3. Math skills you'll use as an adult include:
 - A. Balancing your bank statements
 - B. Setting up a weekly, monthly, and yearly budget
 - C. **All of the above**
4. Computer software engineering pays . . .
 - A. **Very well.**
 - B. Poorly.
 - C. A little bit less each year.
5. Physicists study the natural laws and make-up of . . .
 - A. Road maps.
 - B. The rain forest.
 - C. **The universe.**
6. Government accountants ensure that our _____ are being spent legally.
 - A. **Tax dollars.**
 - B. Export fees.
 - C. Nonprofit donations.
7. Astronomers study the planets, stars, and . . .
 - A. Traffic patterns.
 - B. **Other celestial objects.**
 - C. The cost of medical care.
8. Most pineapples will have _____ spirals in one direction and _____ in the other.
 - A. **Eight and 13**
 - B. Two and 21
 - C. Six and 44
9. Surveyors measure specific areas of land, air, and . . .
 - A. Skyscrapers.
 - B. Planets.
 - C. **Water.**
10. Economists study how _____ and money mix.
 - A. Software
 - B. **Culture**
 - C. Foreign languages

Name: _____

“Do the Math” Reading Quiz

1. Bella Weems started a company making customizable lockets called . . .
 - A. Origami Owl
 - B. Chocolate Turtle
 - C. Musical Gingerbread
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 - A. Software
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 - C. Foreign languages

Pg. 6 “Be Prepared to Succeed” Lesson Plans

Group Activity: Back to Basics

Subjects: Any, Math, Foreign Language, Language Arts

Skills:

- Studying
- Writing and math problem solving

Have students create flash cards for your subject area with all of the useful information for a unit, a nine week period, or a semester. You can also use this as a review for an end of semester/unit test, or at the beginning of the semester for students to refer back to throughout the year.

- For Math, use formulas. Arrange them in order.
- For Language Arts or Social Studies, use vocabulary. Organize them based on units, chapters, novels, time periods, cultures, etc.
- For Foreign language, use cultural vocabulary or verbs.

Modification: Have students use their flash cards to create a test by writing sample questions.

Suggestion length of lesson: 1 or 2 class periods using homework as part of lesson

Partner Activity: Write a letter or email

Subjects: Any, Language Arts

Skills:

- Writing
- Revising

Write a letter or an email to a friend about what you did last weekend or last summer. Make sure it is appropriate to share in class. Feel free to use normal slang or shortened forms of words.

Share the letter or email with a partner in your class. Have the partner revise the text, removing the slang and using grammatically correct English. Also consider relevant details that would make the assignment more interesting. Use the tips on page 6 in the magazine to help with revisions.

Finally, type the revised version and print out a final copy to hand in for a grade.

Modification: Have students read a letter or email aloud to the class, or write about something you are learning in a particular subject.

Suggestion length of lesson: 1 or 2 class periods using homework as part of lesson

Group Activity: Jigsaw

Subjects: Study Skills, Any

Objectives:

- To develop study skills
- To teach a concept
- To think critically

Divide the class into seven groups and give each group one of the tips on page 6 in the magazine. Have students create a lesson plan to teach their tip in a creative way. Explain any vocabulary that is difficult. Give examples whenever possible.

Assessment: Require them to have at least two questions as a part of their presentation and a quiz for the end.

Modification: Students could create a board game using the tips.

Teaching Tip: Sometimes giving students as much freedom as possible produces more creative results than giving them too many guidelines. Encourage students to be creative.

Suggestion length of lesson: 3-4 days – allowing for groups to give presentations before class.

“Be Prepared to Succeed” – Vocabulary Worksheet

Guess what the following 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. Distractions
2. Extensive
3. Practical
4. Environment
5. Assignments
6. Prepared
7. Confident
8. Potential
9. Understand
10. Study

Using the graphic below, place one of the words in the oval. Then complete each square as the title indicates. Do this for each word in the vocabulary list.

The graphic organizer consists of four squares arranged in a 2x2 grid, with a central oval. The top-left square is labeled **DEFINITION**, the top-right square is labeled **CHARACTERISTICS**, the bottom-left square is labeled **EXAMPLES**, and the bottom-right square is labeled **NON-EXAMPLES**. The central oval is empty and intended for a word to be placed there.

Name: _____

“Be Prepared to Succeed” – Reading Comprehension Quiz (KEY)

1. A good study environment should be . . .
 - A. Free from distractions.
 - B. Loud and in a poorly lit room.
 - C. In front of your television.
2. When preparing for a test . . .
 - A. Study hard a few minutes before it starts.
 - B. Create a daily schedule so you don't get behind.
 - C. Just write down the answers that seem right, whether they are or not.
3. _____ go into a class prepared for a pop quiz.
 - A. Never
 - B. Sometimes
 - C. Always
4. You should ask your teachers lots of questions when . . .
 - A. You don't fully understand something.
 - B. You have a question about another class you're taking.
 - C. You want to know what time it is.
5. The night before a test be sure to . . .
 - A. Stay up late texting your friends.
 - B. Watch a movie on your phone.
 - C. Get plenty of sleep.
6. It's important to find a study partner who is . . .
 - A. Willing to work as hard as you.
 - B. You've known for at least two years.
 - C. Has the same initials as you.
7. A great way to make sure your spare time isn't wasted is to . . .
 - A. Eat as fast as you can at lunch.
 - B. Make basic flash cards.
 - C. Get to school right before the bell rings each day.
8. As you work through the material you are studying you should . . .
 - A. Prepare your own practice tests.
 - B. Look up words that start with the letter T.
 - C. Be sure to set aside time for a snack.
9. It's a good idea to never put off class assignments until . . .
 - A. A month before they're due.
 - B. A week before they're due.
 - C. The last minute.
10. It's a good idea to fully understand what you're reading before . . .
 - A. You leave for school.
 - B. Moving on to another section.
 - C. 3:00 the day before your next class.

Name: _____

“Be Prepared to Succeed” Reading Quiz

1. A good study environment should be . . .
 - A. Free from distractions.
 - B. Loud and in a poorly lit room.
 - C. In front of your television.
2. When preparing for a test . . .
 - A. Study hard a few minutes before it starts.
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 - B. Sometimes
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 - A. Stay up late texting your friends.
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 - A. Willing to work as hard as you.
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10. It's a good idea to fully understand what you're reading before . . .
 - A. You leave for school.
 - B. Moving on to another section.
 - C. 3:00 the day before your next class.

Pg. 7-10 Steph Curry: An All-American Splash Brother Lesson Plan

INDIVIDUAL ACTIVITY: Basketball Hall of Fame

- Read the article about Steph Curry, the Most Valuable Player for the Golden State Warriors. 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 a commitment to a quality education can impact your future.
- What other areas of Steph's life have helped him succeed? How do all these qualities tie together?
- Describe how being a well-rounded person in all areas of your life can make you a better person and change the world around you.

Subjects: Language Arts, Study Skills, Health, Any

Skills: Predicting, Setting goals, Drawing conclusions

Suggested length of lesson: One class period

Steph Curry: An All-American Splash Brother **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. Achiever
2. Pedigree
3. Dedicated
4. Legacy
5. Counseling

Using the graphic below, take each word and place in the oval. Fill in each square as it is labeled.

The graphic organizer is a central oval with four rectangular boxes connected to it. The top-left box is labeled **DEFINITION**, the top-right box is labeled **CHARACTERISTICS**, the bottom-left box is labeled **EXAMPLES**, and the bottom-right box is labeled **NON-EXAMPLES**.

Name: _____

Steph Curry: Reading Comprehension Quiz KEY

1. This article is about
 - A. Anthony Davis.
 - B. LeBron James.
 - C. Steph Curry.**
2. Steph became the fastest player to make how many three-point shots through career playoff games?
 - A. 50
 - B. 100**
 - C. 500
3. Steph went to high school in
 - A. Charlotte, North Carolina.**
 - B. Chicago, Illinois.
 - C. Dallas, Texas.
4. Steph plays
 - A. Football for the Dallas Cowboys.
 - B. Basketball for the Golden State Warriors.**
 - C. Baseball for the Seattle Mariners.
5. The Stephen Curry Foundation supports
 - A. The Ada Jenkins Center that provides educational opportunities, helps those in crisis, and offers support counseling.**
 - B. Natural disaster relief.
 - C. Basketball scholarships.
6. Steph went to college at
 - A. Indiana University.
 - B. Stanford University.
 - C. Davidson College.**
7. What is Davidson College's rank academically according to *Forbes Magazine*?
 - A. 56th.
 - B. 22nd.**
 - C. 3rd.
8. Steph's father, Del, set records for the Charlotte Hornets that still stand today, including . . .
 - A. All time leader in points.
 - B. Three-point field goals made.
 - C. All of the above.**
9. Steph's "Splash Brother" on the Warriors is . . .
 - A. Steve Kerr.
 - B. Klay Thompson.**
 - C. Draymond Green.
10. Steph's first name is actually . . .
 - A. Shaun.
 - B. Tony.
 - C. Wardell**

Name: _____

Steph Curry: An All-American Splash Brother

Reading Comprehension Quiz

1. This article is about:
 - A. Anthony Davis.
 - B. LeBron James.
 - C. Steph Curry.
2. Steph became the fastest player to make how many three-point shots through career playoff games?
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 - B. Tony.
 - C. Wardell.

Pg. 11 “Jobs for the 21st Century” Lesson Plan

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.

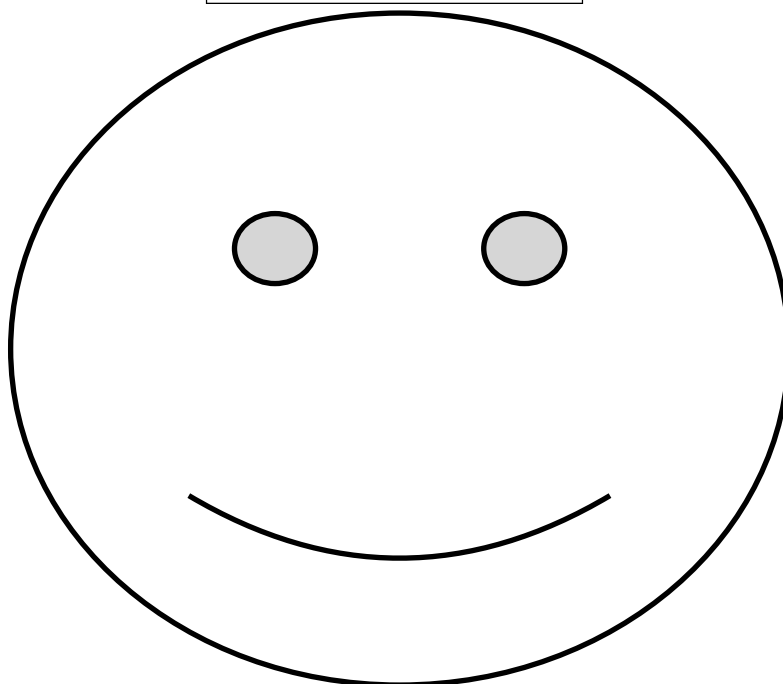
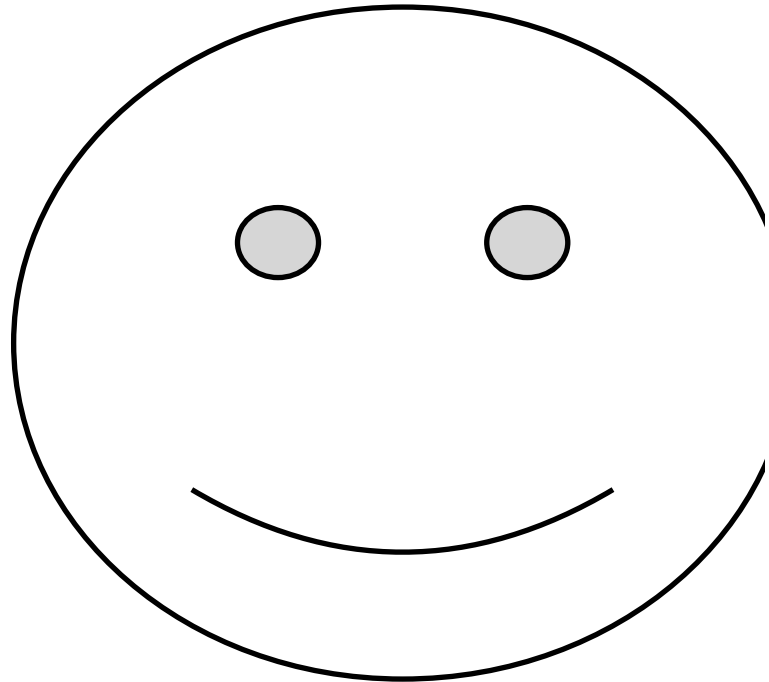
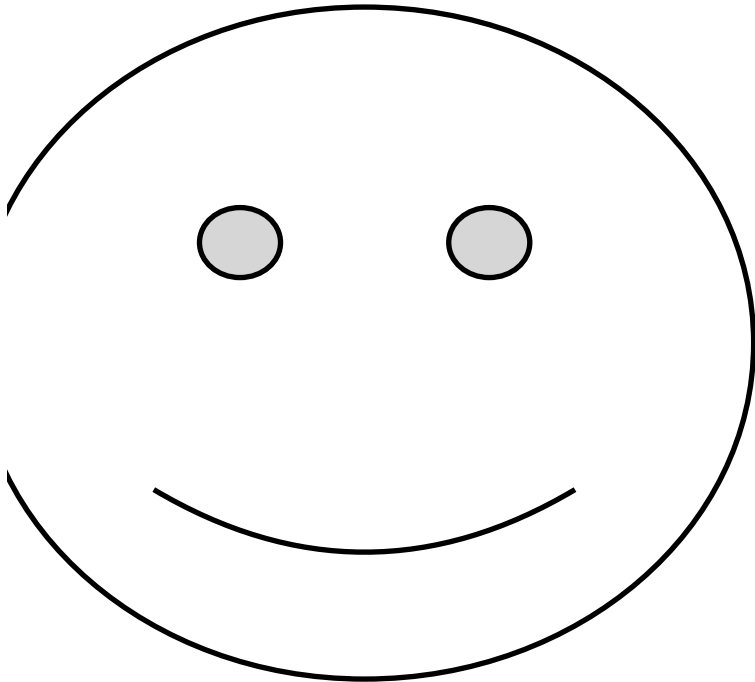
Subjects: Any/All

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. Using a telescope find four planets and three prominent stars. Write a paragraph about each.
3. Create and videotape a dance routine. Write a brief essay about what interest you about the art of dance.
4. Write a brief news story about something major happening in the world.
5. Examine stones in your neighborhood or around your home and see if you can find a fossil of a plant or small creature.
6. Think of ways you can make your community more earth friendly. Write down some practical ideas for recycling programs or air pollution control.
7. Visit a podiatrist and ask him or her about their work. Write a short report about their daily routine.
8. Design and create a website.
9. Write a brief paragraph about your U.S. congressman or woman, your U.S. senator, and at least one local politician (mayor, council person, etc.). Include information like legislation they've worked on, committees they've served on, their personal background, etc.
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 a landscape architect to learn how he or she plan and design open spaces. 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. Surgical Technologist
2. Construction Manager
3. Archivist
4. Occupational Therapist
5. Choreographer
6. Mental Health Counselor
7. Logistician
8. Photogrammetrist
9. Urban and Regional Planner
10. Archeologist
11. Economist
12. Podiatrist

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

REALISTIC	Surgical Technologist	Photogrammetrist
INVESTIGATIVE	Archivist	Mental Health Counselor
ARTISTIC	Choreographer	Archeologist
SOCIAL	Occupational Therapist	Construction Manager
ENTERPRISING	Economist	Urban and Regional Planner
CONVENTIONAL	Podiatrist	Logistician

“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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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. **Public Relations Specialist**
B. Social and Community Service Manager
C. Environmental Engineer
5. If you’re interested in a career in Business, Management & Technology, which career should you AVOID?
A. Economist
B. Computer User Support Specialist
C. **Elementary Art Teacher**
6. If you’re interested in a career in Health Services, you should research which career?
A. **Certified Registered Nurse Anesthetist**
B. Computer Network Architect
C. Corporate Communications Director
7. If you’re interested in a career in Human Services, which career should you AVOID?
A. Political Scientist
B. **Social Media Manager**
C. Occupational Therapist
8. If you’re interested in a career in Industrial, Engineering & Technology, you should research which career?
A. **Industrial Designer**
B. Public Relations Specialist
C. Dental Hygienist
9. If you’re interested in a career in Natural Resources & Agriculture, which career should you AVOID?
A. Food Scientist
B. Landscape Architect
C. **Computer Network Architect**
10. What does a corporate communications director do?
A. Prepare instruction manuals, journal articles, and other supporting documents to communicate complex and technical information more easily.
B. **Manage and sustain a company's reputation for quality, integrity, reliability, and customer satisfaction.**
C. Work with individuals and companies to keep track of and report upon their monetary earnings and losses

Name: _____

“Jobs for the 21st Century” – READING QUIZ

1. Choose the statement that describes someone with an artistic personality.
 - A. I excel at creative classes like music and art.
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 - C. I’m typically confident and am someone others ask for advice.
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 - C. Work with individuals and companies to keep track of and report upon their monetary earnings and losses.

Back Cover: “Education = Money” Lesson Plan

Individual or Partner Activity: Crossword

Subjects: Any

Skills:

- To apply the concepts and information from the magazine in a creative way
- To make a product
- To consider different careers

Have students complete the crossword on the back. Then have students create their own crossword or other word puzzle from the magazine, an interesting job found in the magazine, or a unit you’ve just completed in class. Students can swap crosswords with each other to complete them.

Assessment: Consider accuracy of clues and number of answers.

Modification: Have students create their own crossword or word puzzle with jobs from each of the income categories at the top of the page. There are Free Crossword Puzzle sites on the web students may use to create the puzzle. Or come up with other games like charades or Pictionary using the names of all the careers mentioned in the magazine.

Suggested length of lesson: 1 or 2 periods

Individual Activity: Photographic Success

Subjects: Photography, Art, Any

Skills:

- To symbolically represent an idea
- To use art to apply abstract concepts
- To be creative

Gather photos from magazines or the web or take photos. Choose images that communicate the idea of success. **Create an electronic or physical photomontage from the photos you accumulate.**

Have a class discussion on the photomontages. Discuss what defines success. Encourage students to move beyond being well dressed or wealthy and consider being hard working and well educated.

Modification: Have students write a report explaining their photomontage and their personal definition of success.

Teaching Tip: Read a short story related to the concept of success to help get students started thinking about the subject in an abstract way.

Suggested length of lesson: 1 class period

“Education = Money” Vocabulary Worksheet

Guess what the following 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. Median
2. Educational
3. Diploma
4. Career
5. Advice

Using the graphic below, take each word and place in the oval, and then complete each square as it is labeled.

The graphic organizer is a central oval with four squares attached to its sides. The top-left square is labeled **DEFINITION**, the top-right square is labeled **CHARACTERISTICS**, the bottom-left square is labeled **EXAMPLES**, and the bottom-right square is labeled **NON-EXAMPLES**.

Name: _____

“Education = Money” Reading Comprehension Quiz (KEY)

1. The first thing you need to do to make your financial dreams a reality is to . . .
 - A. Get a good night’s sleep.
 - B. Decide now to stay in school.**
 - C. Find out which college has the best football team.
2. Make sure your parents attend visitation night so they can stay informed about your . . .
 - A. Progress and interests.**
 - B. Locker location.
 - C. Favorite foods at lunch.
3. Tell your teachers and counselors what careers interest you so they can advise you on . . .
 - A. Careers you might like even better.
 - B. Courses and subjects to help you get ready for high school and college.**
 - C. Jobs that are becoming outdated.
4. If your interest is music, join the _____ or band. If you want to be a coach, get into _____.
 - A. Debate team, science fairs.
 - B. Swim club, baking.
 - C. Choir, sports.**
5. The average median weekly salary for someone with a master’s degree is . . .
 - A. \$1,326.**
 - B. \$899.
 - C. \$1,021.

Name: _____

“Education = Money” Reading Quiz

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 - A. Get a good night’s sleep.
 - B. Decide now to stay in school.
 - C. Find out which college has the best football team.
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