Miami-Dade County Public Schools
Division of Student Services

Preparing Students for Senior High School and Beyond

TOOLS FOR SUCCESS

2008-09
Miami-Dade County Public Schools

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# TOOLS FOR SUCCESS:
Preparing Students for Senior High School and Beyond

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This curriculum was developed by M-DCPS, Division of Student Services teachers, counselors, and administrators to address transition strategies for all students. Changes and revisions to the curricula are not representative of the original version created by M-DCPS, Division of Student Services.
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Miami-Dade County Public Schools
Division of Student Services

TOOLS FOR SUCCESS:
Preparing Students for Senior High School And Beyond

STATEMENT OF PURPOSE

Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the United States, has established a proactive policy to assist student transition from grade level to grade level. The Division of Student Services, cognizant of the fact that there are critical periods in a student's educational experience, has identified specific strategies at multiple grade levels that are to be implemented in the areas of transition and orientation. These lessons are in support of the four main areas in essential development of students' academic proficiency, personal integrity, civic awareness, and workplace literacy. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success. Miami-Dade County Public Schools (M-DCPS) has established the Articulation, Board Rule 6GX-13 as a proactive policy to improve seamless transition for all students.

Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities that has been developed by M-DCPS teachers, counselors, and community partners to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences. An inquiry question is included in each lesson to stimulate student thinking and to serve as a writing prompt in preparation for the lesson. National Standards for Freshman Transition (NSFT), The Sunshine State Standards (SSS), Competency-Based Curriculum (CBC), the Florida Comprehensive Assessment Test (FCAT) benchmarks, and the Standards and Benchmarks outlined in the Comprehensive Student Services Program PK-Adult document (found on e-handbooks) are infused throughout seven main goals:

GOAL I: Welcome to High School provides students with a broad understanding of senior high school programs and opportunities including course of study selections, club/activity participation, and resources available to the student. Students will have to place a “value” on a high school diploma and create a budget for living “on my own.” Included in this section is a review of graduation requirements and read and review Section 1003.428 Florida Statutes – General requirements for high school graduation. Students will also set short-term, mid-term, and long-term goals.

GOAL II: Succeeding in High School provides students with test-taking strategies and skills in the areas of reading, mathematics, science, and writing that are FCAT-related. Listening and communication skills are a major component. Students develop study skills and learning strategies, as well as information literacy skills, for the purpose of accessing information that can be applied to multiple areas of inquiry.

GOAL III: Tools for Self-Assessment provides students with instruments for self-assessment in the areas of learning styles, personal strengths and limitations, and listening skills. Students will be asked to define “what does it mean to be smart” and be introduced to the theory of multiple intelligences. Additionally, students will be provided with strategies to strengthen their skills in the various modes of learning: auditory, visual, and kinesthetic.
GOAL IV: Career and Postsecondary Planning provides students with information for viable personal opportunities available at their senior high school including career-focused academies, Career Pathways, mentoring, internships, dual enrollment, job shadowing, and other information available for postsecondary planning. Students will be utilizing the internet to explore two valuable planning sites: FACTS.org, the official Florida site for planning for college, and Bridges.com a resource for career and postsecondary opportunities. Students will also be required to complete a personal career investigation and multimedia presentation.

GOAL V: Work Related Behaviors provides students with competencies aligned with the Secretary’s Commission on Achieving Necessary Skills (SCANS) required for success in the workplace, as well as the classroom. Activities are included in the areas of team building and work-related behaviors.

GOAL VI: Appropriate Ethical Behaviors, Manners, and Good Citizenship provides students with strategies and information in the areas of Ethics, manners/etiquette, globalization, tolerance, and living in a multiethnic, multilingual community.

Goal VII: Acceptable Behaviors and Healthy Lifestyles incorporates healthy lifestyles strategies with awareness on HIV/AIDS and nonviolence lessons via the PROUDly Infusing Nonviolence (PIN) materials and lesson plans. Topics including peer pressure, bullying, harassment, anger management, and enhancing personal self-esteem and HIV awareness.

REQUIRED LETTER TO PARENTS REGARDING IMPLEMENTATION OF THE DISTRICT HIV/AIDS CURRICULUM

HIV/AIDS Education is required for all students, kindergarten through grade twelve. However, Florida law, 233.067(7), allows parents who do not wish their child to participate in the AIDS curriculum to opt out by sending a letter to the principal. The attached sample letter to parents, translated in Haitian Creole and Spanish, is provided to assist you in the notification process.

Please provide a copy of this letter, on school stationery, to parents of all students about to begin instruction involved with the district curricula. As an alternative, in grades where a permission letter for Human Growth and Development is required, that letter will suffice, provided HIV/AIDS Education is included with a listing of other curricular topics.

Where special activities related to HIV/AIDS education are provided outside the scope of the curriculum, a similar notification letter should be provided to parents.

http://aidseducation.dadeschools.net
SYNOPSIS OF LESSON PLANS

GOAL I - Welcome to High School

- **Education Pays:** This lesson helps students develop a sense of how education can be a valuable tool for future success. The “Final Word” reading strategy assists students to collaboratively explore a reading assignment, clarify thinking, expand perspectives, and build on other students’ ideas.

- **On My Own:** Students will create a budget, which will include their living expenses, to help understand the importance of planning and setting goals.

- **Identifying Goals:** Students will develop a process for establishing personal and career long-term, mid-term, and short-term goals. Chalk talk, an innovative way to generate ideas and solve problems, is utilized in this lesson.

- **Calculating Your Grade Point Average (GPA):** Through “jump-in” reading and other strategies, this lesson provides students with information for grade point average requirements for senior high school graduation in M-DCPS and the formulas used to compute their GPA.

- **High School Graduation Requirements:** Students are provided information for the M-DCPS senior high school graduation requirements including the minimum grade point average, the successful passage of the FCAT examination, attendance, coursework, and community service projects.

- **Getting Involved:** While promoting participation in senior high school, this lesson also assists students in self-evaluating the types of academic, leisure, service, and physical activities available. The school organization DFYIT® (Drug Free Youth in Town) is provided as an example of the kinds of programs available which promote positive involvement.

- **Navigating the Academy and Career Pathways:** This lesson helps students explore the options available to them when choosing a major area of interest.

GOAL II: Succeeding in High School

- **Dropping Out Doesn’t Pay:** This lesson will develop reading comprehension skills utilizing two-column note taking. The topic focuses on why students drop out of school and requires students to make predictions and support main ideas with details.

- **Library/Media Center Scavenger Hunt:** The students will develop skills necessary for accessing information and resources in the library/media center. The library/media center specialist will provide an orientation as part of this lesson.

- **Evaluating Internet Websites:** Students will evaluate web sites using a variety of graphic organizers and a reference guide to better validate and qualify information for research purposes.

- **Organization is Key:** Students will implement self-organization skills for the purpose of achieving better grades through the development of an organizational plan.
GOAL III - Tools for Self-Assessment

- **My Learning Strengths and “Smartness”**: This lesson helps students create an awareness of their personal learning strengths and weaknesses. It also helps to boost their self-esteem by allowing them to identify how they are smart and dispels misconceptions about “smartness”.

- **How Do I Learn?**: After taking a learning inventory on auditory, visual, and kinesthetic learning, students create an awareness of their personal learning styles. Students develop techniques to enhance the understanding of content materials.

- **The Body Has the Last Word**: Students will demonstrate body-language techniques through role playing activities and explain how body-language hinders or helps success.

- **Habits Help Determine Your Success in Life**: Students will discuss their personal habits and their impact on life.

- **Habits That Help to Develop Responsibility, Effective Planning, and Prioritizing**: This lesson will help students discuss their personal habits and their impact on responsibilities, effective planning skills, and prioritizing their actions.

- **Attitude is Everything**: This lesson will help students develop and identify skills necessary to have a positive attitude, and listening skills.

- **Being a Team Player Helps Everyone**: This lesson will help students develop and identify skills necessary to be a team player, and ways to take care of their body, brain, heart and soul.

GOAL IV: Career and Postsecondary Planning

- **Learning After Senior High School**: This lesson introduces students to college opportunities in the State of Florida and provides students with an opportunity to use the internet link FACTS.org to access important postsecondary information.

- **Rah! Rah! Career Prep**: This lesson provides an opportunity to learn about the various career preparation programs that are available at the senior high school. Additionally, the students will explore the components of various careers using the Occupational Outlook Handbook.

- **My Career Investigation**: This lesson will give the student an opportunity to investigate a career choice, find concrete information utilizing the internet, and create a classroom presentation using a rubric as a guide.

GOAL V - Work Related Behaviors

- **What is SCANS?**: Through cartoons and CRISS reading strategies, the students are introduced to the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS) and the importance of developing skills in senior high school that can translate into success in the workplace.
- **Identifying Work-Related Behaviors:** Students will identify and understand work-related behaviors that have been identified by industry.

- **Being a Team Member:** The students will demonstrate how teamwork contributes to success in school and in the workplace through the creation of a teamwork poster.

**GOAL VI: Appropriate Ethical Behaviors, Manners, and Good Citizenship**

- **School Pride:** This lesson will provide an opportunity for students to develop a sense of school pride.

- **Educational Etiquette/Manners:** Students will discuss manners and etiquette within a variety of settings and demonstrate how acceptable manners can positively influence their educational setting.

- **One Global Economy for All to Share:** This lesson discusses the world of work in a global economy.

- **Sure thing:** Students will participate in activities that will enhance communication and cooperative learning skills required in the work environment.

- **Financial Knowledge for Personal Wealth:** This lesson helps students develop a sense of how education coupled with time proven financial strategies can be valuable tools for future success.

- **What is your Emotional Quotient?** This lesson will introduce students to the concept of emotional intelligence and emotional quotient, which describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups.

- **Values and ethics in the workplace:** This lesson will introduce students to the concept of values and their connection to their current and future success in the workplace.

- **Stereotypes in the workplace:** This lesson will introduce students to the concept of personal stereotypes and their connection to their current and future success in the workplace.

- **How is the global economy influencing your workplace setting?** This lesson will introduce students to the concept of cultural diversity and its connection to their current and future success in the workplace.

- **The Importance of Teamwork:** Students will identify skills needed to become good team members.

**Goal VII: Acceptable Behaviors and Healthy Lifestyles**

- **Understanding Anger: Body Responses:** This lesson helps students understand the physical effects of anger.
- **Understanding Anger: Physical Anger:** This lesson further illustrates the physical response to anger.

- **Understanding Anger: Show You Know:** Anger physically affects the human body.

- **Understanding Anger: Recognizing Pattern:** This lesson will assist students to understand anger and ways to deal with anger.

- **My Personal Anger: Anger Buttons:** An anger button is something that consistently makes us angry.

- **My Personal Anger: Response Style:** People respond to anger in different ways.

- **Bullying: Power Struggles:** This lesson will focus on bullying behaviors.

- **Anger and Personal Relationships:** Anger can damage and destroy personal relationships.

- **Cooling Yourself Down:** Anger is one of the most primitive human emotions. To function intelligently and productively, human beings must access the part of the brain which allows them to think and reason.

- **Cooling Someone Down:** This lesson helps develop strategies the emotional relationships with others.

- **Clarifying Perceptions:** Perceptions control how we interpret situations

- **A Message from a Columbine Student:** Anger is an emotion that only affects you and others, but also causes and emotional imprint that has lasting repercussions.

- **Columbine in 1999 and Virginia Tech in 2007- What have we learned?:** This lesson will help students compare, analyze, and discuss the anger and reactions of those involved in two high profile school shootings resulting in terrible tragedy.

- **Understanding Facts About HIV/AIDS, Fact Pamphlet:** Students will work cooperatively in groups to create and construct pamphlets and present accurate information on AIDS facts.

- **Understanding the Virus That Causes AIDS:** Diagram all cells, invading viruses, antibodies, etc. that are present in the attack of a healthy cell.

- **Understand The Meaning Of Abstinence And How To Avoid Transmission Of HIV:** Students will brainstorm what changes would occur if they were diagnosed as HIV positive.

- **Understands The Process of Getting Tested for HIV/AIDS, and the Window Period for HIV/AIDS testing:** The teacher will present facts about HIV/AIDS in a discussion that will explain the process of getting tested, what is being tested, and how that is affected by the window period.
- **Overcoming The Prejudice of HIV/AIDS, Psycho-social Aspects:** Persons living with HIV/AIDS encounter many prejudices.

- **Understanding Societies Issues That Are Associated With the HIV Virus:** Issues impacting the medical community, economy, legal system, and family & friends should be presented and discussed prior to the activity.
INSTRUCTIONAL DESIGN

The lesson plans in this document have been designed with two main purposes in mind: 1) to be teacher user-friendly; and 2) to maximize the learning strategies for the students in order for the goals and benchmarks to be reached.

No matter how complete a lesson plan might appear, you as the teacher will have to make each lesson plan effective in your classroom with your students. Some lessons require teacher preparation while others contain optional project-based ideas. Each lesson has an inquiry question which enhances focused learning. You are encouraged to experiment, revise, and search for materials and concepts that might add to the primary goal of having our students achieve the benchmarks for success in and beyond senior high school. Several teachers utilized The 7 Habits of Highly Effective Teens book as an additional resource. Therefore, this edition includes several lessons regarding the 7 habits.

The lessons are based on several contemporary educational researched-based practices:

- **Integrated curriculum:** Reading, mathematics, science, career preparation, writing, work-related behaviors, and other disciplines are woven into instruction through relevant, high-interest topics.

- **Higher-order thinking skills:** The tasks are designed to maximize higher-order thinking skills and to practice FCAT benchmarks. Goal II – Succeeding in High School specifically addresses several of the FCAT benchmarks, but the competencies are infused throughout, maximizing the relative effectiveness of mastering a competency.

- **Activation of Prior Knowledge:** Each lesson begins with an activity or assignment which is intended to facilitate the students’ prior knowledge of the upcoming lesson. Research indicates that activation of prior knowledge deepens comprehension and meaningfulness of an assignment.

- **Cooperative learning:** Throughout the lesson plans, activities require “think, pair, share, square” or similar cooperative group configurations.

- **Student centered, active learning:** Each and every lesson requires student involvement in a participatory activity. Extensive teacher-student interaction has been designed as a part of each lesson. Students are required to complete several projects including a career investigation. Rubrics have been developed for the teacher and the student to assist in maximizing the quality of the finished products.

- **CRISS:** CReating Independence through Student-owned Strategies. Almost every lesson plan incorporates a CRISS strategy including graphic organizers, selective highlighting, two column notes, and concept mapping, just to cite a few. If you have not been CRISS trained, check with the Language Arts Department Chair or the assistant principal for curriculum to find out more about these strategies.

- **Resource utilization:** Multiple lessons require the teacher to engage the expertise of school guidance counselors, CAP advisors, and other student services personnel, the activities director, magnet lead teacher, coaches, career-focused academy teachers, library/media center personnel, and other people within the school. The strategy of using
these individuals not only increases the availability of information, it also broadens student access to persons who may be of assistance.

- **Student Development Framework Standards and Benchmarks:** While many teachers are very familiar with their own subjects’ competencies, many teachers are not as familiar with the Student Development Framework Standards and Benchmarks which are the framework used by student services personnel. The benchmarks encompass the educational, personal/social, career, and health/community domains that are integral to a student’s growth and development.

- **Accommodations:** All teachers that provide services to students with disabilities are state and federally mandated by the Individuals with Disabilities Act (IDEA 2004) to provide a free and appropriate public education through the implementation of the Individual Education Plan (IEP).

Teachers have a four (4) part responsibility to:

- Seek information regarding their students with disabilities.
- Implement the IEP including accommodations and modifications on insert D, annual goals and benchmarks on insert B and Individual Transition Plan (ITP) insert C.
- Provide ongoing status updates towards mastery of IEP goals.
- Participate in the development of the annual IEP.

It is the responsibility of all teachers to communicate additional needs, lack of progress, or any concerns they may have to the designated special education staff member which may include the assistant principal, program specialist and/or department chairperson as well as the special education teacher.
GENERAL ACCOMMODATIONS

Reading

- Shorten the amount of required reading.
- Have students read aloud on volunteer basis, letting the best students read and the others listen.
- Allow extra time for reading.
- Use a worksheet to help the student structure his/her acquisition process and provide page numbers keyed to the text.
- Provide speculation and predict questions.
- Select a text with less on a page.
- Teach how to use the index and table of contents.
- Use skimming/scanning-learning strategy.

Tests

- Give oral tests.
- Use more white space between sections.
- Reorganize tests for clarity.
- Reduce extraneous information that is not vital to content.
- Give clear directions for each test section.
- Provide examples where possible.
- If test is timed, announce remaining time regularly.
- Ask questions requiring short answers.

Assignments

- Vary the length from day to day.
- Adjust the conceptual level.
- Give work in smaller amounts.
- Introduce the assignments carefully so the student understands what tasks will be expected.
- Provide time suggestions for each task.
- Give clear and precise directions.
- Require a notebook.
- Check the notebook often.
- Write the assignment on the board for the student to copy.
- Return corrected work promptly.
- Provide a variety of types of work within the assignment instead of exclusively writing tasks.

**Lectures**

- Provide visuals.
- Give explanations in small distinct steps.
- Provide written backup to oral directions.
- In group directions, leave a pause between each step so the student can carry out the process in his/her mind.
- Alternate spoken instruction with written and manipulative tasks.
- Introduce difficult vocabulary and concepts.
- Require a notebook.
- Interject humor.
- Provide study guides/worksheets for lecture.
- Repeat important material throughout the lecture.
- Orally quiz students on lectures.

**Motivation**

- Provide verbal praise and reinforcement.
- Use field trips and other “hands on” experiences.
- Use pictures, graphs, etc., to promote interest.
- Alternate learning activities to provide variety.
- Use word searches, crossword puzzles, and other methods to learn printed material.
- Encourage parental support.
- Simulate real life situations.

**Writing**

- Shorten the amount required.
- Have the students write each day.
- Encourage legible handwriting.
- Allow extra time to complete the writing assignment prompt.
- Ask the students to brainstorm or highlight the important points before they begin to write.
- Student can dictate their writing prompt to a tape-recorder.
- Student can type their writing prompt in Microsoft Word and use the spell and grammar check feature.
- Assign another student to edit the writing prompt. Then the student can correct the writing prompt and turn it in.
- Allow student to use a spelling dictionary or an electronic dictionary.

**When students have difficulty working in large groups**

**Small group:**

- Assign specific role and responsibility to the student when working in a group.
- Let the student work with a trained classmate to help keep on task in a group situation.
- Allow partial participation in cooperative groups.

**Whole groups:**

- Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding.
- Give the student a preview of what is going to happen during the class.
- Provide a balance of active and passive activities within the lesson.
- Provide follow up instruction individually, as needed.
- Assist with note taking by providing a copy of the notes, an outline, or a note taker.

**Difficulty with independent work, studies, and practice:**

- Let the student use a learning center with appropriate materials and equipment.
- Let the student use self-checking materials or computer-assisted instructions to practice skills.
- Let the students have a study buddy who can repeat and explain directions.
## HIGHER-ORDER THINKING SKILLS

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<td>decide</td>
</tr>
<tr>
<td>match</td>
<td>describe</td>
<td>draw</td>
<td>criticize</td>
<td>design</td>
<td>defend</td>
</tr>
<tr>
<td>memorize</td>
<td>express</td>
<td>dramatize</td>
<td>classify</td>
<td>find an</td>
<td>discuss</td>
</tr>
<tr>
<td>note</td>
<td>explain</td>
<td>employ</td>
<td>deduct</td>
<td>unusual</td>
<td>evaluate</td>
</tr>
<tr>
<td>name</td>
<td>interpret</td>
<td>find out</td>
<td>determine</td>
<td>find an</td>
<td>give your</td>
</tr>
<tr>
<td>recall</td>
<td>locate</td>
<td>give an</td>
<td>diagnose</td>
<td>an</td>
<td>opinion</td>
</tr>
<tr>
<td>recognize</td>
<td>paraphrase</td>
<td>example</td>
<td>debate</td>
<td>way</td>
<td>grade</td>
</tr>
<tr>
<td>restate</td>
<td>put in order</td>
<td>give an</td>
<td>diagram</td>
<td>formulate</td>
<td>judge</td>
</tr>
<tr>
<td>recite</td>
<td>restate</td>
<td>opinion</td>
<td>differentiate</td>
<td></td>
<td>justify</td>
</tr>
<tr>
<td>record</td>
<td>report</td>
<td>illustrate</td>
<td>dissect</td>
<td>generate</td>
<td>prioritize</td>
</tr>
<tr>
<td>repeat</td>
<td>retell in your words</td>
<td>make</td>
<td>distinguish</td>
<td>manage</td>
<td>rank</td>
</tr>
<tr>
<td>review</td>
<td>rewrite</td>
<td>operate</td>
<td>examine</td>
<td>organize</td>
<td>rate</td>
</tr>
<tr>
<td>spell</td>
<td>summarize</td>
<td>perform</td>
<td>experiment</td>
<td>originate</td>
<td>select</td>
</tr>
<tr>
<td>state</td>
<td>trace</td>
<td>predict</td>
<td>infer</td>
<td>plan</td>
<td>support</td>
</tr>
<tr>
<td>tell</td>
<td>translate</td>
<td>show</td>
<td>inspect</td>
<td>predict</td>
<td>score</td>
</tr>
<tr>
<td>underline</td>
<td></td>
<td>solve</td>
<td>inventory</td>
<td>pretend</td>
<td>value</td>
</tr>
</tbody>
</table>

Additional verbs:
- arrange
- assemble
- collect
- change
- combine
- compose
- create
- design
- find
- formulate
- generate
- invent
- manage
- organize
- originate
- plan
- predict
- pretend
- produce
- prepare
- propose
- rearrange
- reconstruct
- reorganize
- revise
- synthesize
- suggest
- suppose
- setup
- visualize
- write
GOAL I: WELCOME TO HIGH SCHOOL

Inquiry Question: How can staying in school bring me future success?

Lesson Title: Education Pays

Description: This lesson helps students develop a sense of how education can be a valuable tool for future success.

USA Today Newspaper in Education Description: Students will evaluate how many news articles pertain to someone who finished high school and went on to college.

Objectives: The student will be able to:

- Generate reasons why earning a high school diploma is important to the student’s future success.
- Use statistical methods to make inferences and valid arguments about real-world situations.
- Identify patterns and make predictions from an orderly display of data using concepts of probability and statistics.

USA Today Newspaper in Education Objectives: Students will be able to:

- Place a value on education by reviewing the number of people referred to in the newspaper who needed to have at least completed high school to get where they are today.
- Gain insight as to opportunities available to them if they finish high school.

National Standard for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark ED 2.0
Students understand the importance and value of lifelong learning.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
**FCAT Benchmarks:**

- **LA.A.1.4.1** Selects and uses pre-reading strategies that are appropriate to text.
- **LA.A.1.4.2** Selects and uses strategies to understand words and text, and confirm inferences from what is read.
- **LA.C.1.4.3** Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the ideas of previous speaker, and respecting the viewpoints of others.
- **LA.A.2.4.4** Locates, gathers, and analyzes information.
- **MA.A.3.4.3** Uses appropriate methods of computing.

**Accommodations:**

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 4 hours.

**Instructional Materials:**

- Chart paper, markers, and/or overhead projector/acetates
- Handout: What is the Value?
- Handout: Education and Income
- Handout: Florida Teens: The Possibilities Seem Endless After High School
- Resource: The Final Word Reading Strategy
- Handout: How Much Do They Earn?
- Handout: Writing Assignment Prompt

**Activation of Prior Knowledge:**

- List the following items on the board and ask the students how much money they are worth:
  - A new pair of sneakers
  - Two tickets to the hottest concert in town with backstage passes
  - A limousine ride to the prom
  - A new sound system for your room with 50 new CDs

**Instructional Lesson:**

1. Using chart paper or an overhead projector, record the dollar amounts they designated. Determine an average or mean for each item. (Add up all of the dollar amounts and divide by the number of responses.)

2. Distribute the Handout: What Is the Value?
   - Through “jump-in” reading, review the handout and the directions. Allow the students approximately 10 minutes to complete.
   - Using chart paper or an overhead, have the students respond to each item.
• Place students in groups of four and have the students calculate the average dollar amount for each item in appropriate groups. Instruct students to continue until all of the items have been averaged and then report their findings. Review student responses.

• Instruct the groups to review the entire list and then prioritize each item from greatest to least valuable. Each group will report their findings. Ask students which they valued the most and why. Then explain to students that some things might not have a dollar value. Ask the students if they can think of other things that do not have a monetary value.

3. Distribute the Handout: Education and Income.
   • Ask the students to generate a conclusion from the chart. Write the responses on the board or on chart paper.

   • Instruct the students that they will have approximately 15-20 minutes to read the article.

5. Follow the directions for the “Final Word” reading strategy.

6. Have students from each group share three final words that they agree upon based on the reading. Ask the students how they value their education.

7. Distribute the Handout: How Much Do They Earn?
   • Review the handout with the students. Ask them if they are surprised by any of the salaries. Explain to the students that they are to determine the mean and the median for each group.

   1. **Mean – the average.** The students have to add up all of the salary amounts in each category and divide by the number of careers listed in that category.

   2. **Median – the number that occurs in the middle.** If there is thirteen or any odd number of categories, the number that occurs in the middle is the median. If there are an even number of categories, average the salaries of the sixth and seventh career, then divide by two.

   3. **Mode – the number that occurs most often.** Instruct the students to review each category to determine if the mode can be identified. In this particular lesson, only High School Training has a mode - $32,900, which occurs twice.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>High School Training</th>
<th>Some College or Vocational</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
<th>Professional Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>$20,441.66</td>
<td>$24,691.66</td>
<td>$42,525.00</td>
<td>$42,237.50</td>
<td>$71,071.43</td>
</tr>
<tr>
<td>Median</td>
<td>$19,250.00</td>
<td>$23,450.00</td>
<td>$43,400.00</td>
<td>$39,400.00</td>
<td>$60,500.00</td>
</tr>
<tr>
<td>Mode</td>
<td>$32,900.00</td>
<td>Cannot be determined</td>
<td>Cannot be determined</td>
<td>Cannot be determined</td>
<td>Cannot be determined</td>
</tr>
</tbody>
</table>

8. Distribute the Handout: Writing Prompt Assignment. Each student will complete the writing assignment prompt. Ask for volunteers to share their writing assignment with the class.
USA Today Newspaper in Education Activity:

Read several articles in today’s Money section. Based on your reading, what careers seem to be in demand in the business world? What types of skills, education, and experience are necessary to perform the functions of those jobs?

Create five mock employment ads for job openings within the business, financial or tech industries. In your ads, include the name and type of business, describe the ideal candidate’s background, and list the duties of the job and the salary range.

Assessments: Group participation, writing assignment, and home learning assignment will be evaluated. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Students will create a chart and survey 25 people including classmates, friends, family members, teachers, and others on the following question: What are the three things that you value most? Students will tally how many individuals identified education as one of the responses and report the results at the next class meeting.
What is the value?

Name: ___________________________ Date: _________ Period: ____

For each item listed below, give a dollar value.

1. A high school diploma $ __________
2. Passing the FCAT $ __________
3. Meeting with a group of friends after school $ __________
4. Going to your senior prom $ __________
5. Winning the state championship with your high school basketball team $ __________
6. Having your family see you graduate from high school $ __________
7. Getting a good recommendation from a teacher for an after-school job $ __________
8. Being eligible to get your driver’s license because your grades are good enough $ __________
9. Going to grad night $ __________
10. Getting an award from school $ __________

Determine an average or mean dollar amount of the ten items listed.

$______________

Explain how you determined the average or mean dollar amount. What formula did you use?

______________________________________
______________________________________
______________________________________

Work Space
EDUCATION AND INCOME

Continuing education beyond high school is one of the smartest financial investments a person can make. Here’s why:

<table>
<thead>
<tr>
<th>Education</th>
<th>Average yearly earnings by highest degree held</th>
</tr>
</thead>
<tbody>
<tr>
<td>No high school diploma</td>
<td>$24,721</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$33,419</td>
</tr>
<tr>
<td>Some college</td>
<td>$38,284</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>$41,475</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>$58,866</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>$70,813</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>$104,214</td>
</tr>
</tbody>
</table>
Florida Teens: The Possibilities Seem Endless After High School

by Randall S. Hansen, Ph.D.

Like many parts of the United States, Florida has recently seen tremendous job growth, with four industries leading the way: retail, healthcare, high tech, and tourism/hospitality. What does this news mean for you? It means that these industries need qualified employees; thus with the right education and training, your job and career opportunities in these fields over the next few years will be practically endless.

Depending on the type of high school education you've received and the amount of work experience you have, here are your options:

1. Jump into a job right now. Some of the companies interviewed for this article say there are job opportunities – and we're not talking about those minimum wage jobs – waiting to be filled right now for the qualified candidate.
2. Get some more training and get certified. Some of the companies mentioned that they have job openings where a college degree is preferred, but with the right certifications a person could be hired without the degree.
3. Attend community college and get an associates degree in a technical or specialized field; you will get an earlier start on a high paying job than if you attended a four-year college or university.
4. Go to a four-year college or university. The best opportunities – especially those with career advancement – still require a college degree. But if you go this route, you have to gain work experience through co-ops, internships, or summer jobs before you graduate.

"The earlier you can start a career focus or direction, the better," says Dianne Harrington-Gocek, a recruiting specialist with Cirent, a division of Lucent Technologies. A key, it seems, is gaining experience and obtaining the necessary skills as early as possible. "Specialists are more in demand than generalists – so good technical skills are very valuable with or without a four-year college degree," says Dr. Susan Quattrociocchi, director of the Northeast Tech Prep Consortium. However, if demand for these jobs ever slows, those with a four-year degree will hold up better, says Cindy Kane of Harris Corp.

Where to start? You have to first determine your strengths and interests and then decide on a path. Talk with current and former teachers, your family and friends, and use some of the resources in this article. If you're still not sure, check out some of the resources at Quintessential Careers: Career Exploration. Finally, no matter what path you choose, you still have options in terms of gaining more experience and education. But the key seems to be gaining that experience as early as possible.

What follows is a short look into each of the four high-growth industries mentioned at the beginning of the article.
TECHNOLOGY

The technology industry in Florida is growing rapidly, and includes such specialties as: computer applications, information technology, software design, telecommunications, semiconductor manufacturing, aerospace, electronics, laser electro-optics, and electronics.

According to the Florida Department of Labor and Employment Security (FDLES), the top three fastest growing occupations in the state over the next seven years are in the technology industry: computer support specialist, systems analyst, and computer engineer.

Some of the major technology employers in the state include: Harris Corporation; Honeywell, Inc.; Lockheed Martin Corporation; Lucent Technologies; Motorola, Inc.; Paradyne Corporation; Siemens, Inc.; TechData Corporation, and the United Space Alliance.

"Get involved early. Experience is a differentiator," says Cindy Kane, part of corporate college recruiting with Harris Corp. They're "ramping up" their internship efforts because they've found them very rewarding — for both the company and the students. And with the right level of classes and experience, students can start an internship there after their first year in college.

It's a little different at Cirent Semiconductor, a division of Lucent Technologies, where there are two paths students can follow, depending on their education goals and experiences. One path is the occupational area, where D'Juna Doby, a human resources associate, reports that the available jobs are operator-in-training and process analyst. The operator-in-training job does not even require a high school degree, but it is preferred. The process analyst requires an associate's degree or some equivalent training/certification. Both positions require testing and both are hourly paid union jobs. The professional jobs typically require a masters or doctorate degree, but Cirent does offer what they call the Opportunities Awards Program to high school seniors. Students are identified at the state science fair and begin an internship at Cirent in June, right after graduating from high school.

RETAIL

Jobs in retail can follow one of two paths. First, the store management path, which often begins with a job as a retail associate and progresses through various levels of store management and additional training. Second, the corporate path, which includes careers in buying/merchandising, logistics and distribution, as well as all other business functions.

And according to the FDLES, the occupation with the largest growth over the next seven years is retail salesperson, expected to grow some 23 percent to about 286,000 jobs within the state.
Sue Molennor, a senior human resource representative, states that those who wish to follow the store management track need as a minimum a high school diploma while those going the corporate route need at least a bachelor's degree – or related certification – and some work experience. Regardless of the path, "there will be a ceiling you're going to reach if you don't have the college degree," says Molennor.

At J.C. Penney, a college degree is encouraged, but with the exception of some technical and financial positions available, a specific degree is not required for entry-level positions.

And other big Florida retailers, such as Office Depot, Beall's, Home Shopping Network, Publix, and Winn-Dixie, all echo these sentiments: a four-year degree is preferred, but not required, and equivalent experience is very valuable. Besides these large Florida companies, there are numerous national chains operating within the state as well as many smaller stores operating in strip malls and shopping centers across the state.

**HOSPITALITY/TOURISM**

Florida is well known for its booming tourism business, including the theme parks in central Florida, the Florida Keys, and the beaches and other attractions throughout the state. Ongoing and increased demand for tourist services causes demand for employees to increase. Florida hotels, restaurants, zoos, gardens, museums, and theme parks all have current job openings – and don't see the demand diminishing any time soon. There are all types of job opportunities in this industry, from blue collar positions that require little formal education to higher paying white collar positions that require some mix of training/experience, certifications, and higher education.

Some of the major tourism/hospitality firms in the state include: Busch Gardens Tampa Bay, Disney, Disney Cruise Line, SeaWorld, and Universal Studios Florida. This list does not include all the many hotels and restaurants located throughout the state.

For many of these companies, the way to get a foot in the door is by working for them as a part-time or seasonal employee. While these jobs often pay minimum wage and are considered "low-level" positions, you can still make a name for yourself. Universal Studios also offers internships to college students — from first year through senior. The goal is gaining experience in a variety of the company's operations. Disney Cruise Line offers advanced training and educational programs so employees can advance or switch jobs at their pace.

**HEALTH CARE**

With a large part of Florida's population classified as older adults, the need for healthcare services is dramatic. According to the FLDES, three of the top ten occupations with the fastest growth over the next seven years are in healthcare: home health aide, respiratory therapist, and physical therapy assistant. Over the next seven
years, the number of registered nurses is expected to grow more than 34 percent to a total of almost 156,000 by 2007, which will relieve the current severe nursing shortage.

The healthcare industry includes privately and publicly owned medical offices, hospitals, assisted living and nursing facilities, and health maintenance organizations. Other important sectors in this industry are medical laboratories and medical device manufacturers. Some healthcare firms that operate in Florida include Baxter Healthcare; Bausch & Lomb, Inc.; Bausch & Lomb Pharmaceuticals; and Blue Cross/Blue Shield. There are also numerous health maintenance organizations, assisted living facilities, hospitals, and clinics located throughout the state – many owned or managed by such large organizations as Adventist Health System and Aetna U.S. Healthcare; however, in most cases, employment is handled at each location rather than at a corporate site.

Johnson & Johnson only hires people with at least a bachelor's degree, and, as at Harris Corp., prefers masters and doctorates for other positions. However, the company also values work experience and service experience in combination with the degrees. Thus, the company does offer internships at various locations for college students.

NEXT STEP

Where do you go from here? You need to examine all your options. If you have a particular interest in working in one of these fast-growing industries, spend some time at some of the websites and read about the requirements for employment. You can find a list of these companies -- and many more -- in our Quintessential Directory of Company Career Centers. Email or call these companies to get more information. Visit some of the many Florida-specific job listing Web sites or one or more of the national job Web sites (where you can usually focus your search geographically). Get more information about general job-hunting tools, such as cover letters, resumes, and interviewing, by visiting Quintessential Careers: Career Resources.

If you are considering continuing your education, visit each college's Web site and review their educational programs, internship and co-op programs, and their placement record. Ask for a list of companies that have hired recent graduates in your field of study. Find all sorts of resources by visiting Quintessential Careers: College Planning Resources. And once at the school of your choice, work hard on gaining the education experience you need as well as the work experience companies desire.

Questions about some of the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our Job-Seeker's Glossary of Job-Hunting Terms.
Dr. Randall Hansen is currently Webmaster of Quintessential Careers, as well as publisher of its electronic newsletter, QuintZine. He writes a biweekly career advice column under the name The Career Doctor. He is also a tenured associate professor of marketing in the School of Business Administration at Stetson University in DeLand, Florida. He is a published career expert -- and has been for the last ten years. He is co-author, with Katharine Hansen, of Dynamic Cover Letters. And he has been an employer and consultant dealing with hiring and firing decisions for the past fifteen years. He can be reached at randall@quintcareers.com.

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The Final Word Reading Strategy

The “Final Word” reading strategy is used to assist students to collaboratively explore a reading assignment, clarifies their thinking, expand perspectives, and build on each other’s thinking.

This is a highly structured small group discussion aimed at getting the essential meaning from a specific reading.

- Students will read an assigned text or article, highlighting or writing down the important passages.
- Students form small groups of 3-5 and sit in a circle.
- The first person begins by reading what “struck them the most” from the piece – one thought or quote – and briefly explains why this particular thought or quote was important to him/her. (About 3 minutes)
- Proceeding around the circle, each person responds briefly to the thought or quote. (Less than one minute)
- After everyone responds, the person that began then has the “final word” and responds to what has been said. (No more than a minute)
- The next person in the circle then begins by sharing what struck him/her, and the process is recycled.

For each round, the teacher/facilitator allows about five (5) minutes. The role of the teacher/facilitator is to keep the process moving, keep it short, and keep it directed to the article. Everyone in the group should have the opportunity to participate, share, and respond. The total time is about 30 minutes, depending on the number of participants per group, the difficulty of the reading, and the preparation of the students.

Helpful Hints:

- You may want to distribute the rules to the students and review the rules prior to the activity.
- You may want to train a group of students as facilitators for the individual groups.
- You may want to post the rules around the classroom.
How Much Do They Earn?

People planning careers should have a general idea about average annual earnings in their field. This chart shows the average salaries for workers in a number of occupations. These are not entry rates, but average wages for employees currently in the field.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Some College or Technical School Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank teller</td>
<td>$22,100</td>
</tr>
<tr>
<td>Cashier</td>
<td>$17,100</td>
</tr>
<tr>
<td>Construction worker</td>
<td>$22,300</td>
</tr>
<tr>
<td>Flight attendant</td>
<td>$61,100</td>
</tr>
<tr>
<td>Garbage collector</td>
<td>$29,800</td>
</tr>
<tr>
<td>Mail carrier</td>
<td>$44,500</td>
</tr>
<tr>
<td>Police officer</td>
<td>$49,600</td>
</tr>
<tr>
<td>Receptionist</td>
<td>$23,700</td>
</tr>
<tr>
<td>Taxi driver</td>
<td>$20,800</td>
</tr>
<tr>
<td>Telephone operator</td>
<td>$31,500</td>
</tr>
<tr>
<td>Truck driver</td>
<td>$26,300</td>
</tr>
<tr>
<td>Waiter/waitress</td>
<td>$15,800 (plus tips)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Appliance salesperson</td>
<td>$23,300</td>
</tr>
<tr>
<td>Auto mechanic</td>
<td>$34,100</td>
</tr>
<tr>
<td>Computer repair</td>
<td>$30,500</td>
</tr>
<tr>
<td>Dental assistant</td>
<td>$31,500</td>
</tr>
<tr>
<td>Funeral director</td>
<td>$36,500</td>
</tr>
<tr>
<td>Hairstylist</td>
<td>$22,200</td>
</tr>
<tr>
<td>Licensed practical nurse</td>
<td>$37,900</td>
</tr>
<tr>
<td>Paralegal worker</td>
<td>$44,900</td>
</tr>
<tr>
<td>Preschool teacher</td>
<td>$23,100</td>
</tr>
<tr>
<td>Secretary</td>
<td>$28,200</td>
</tr>
<tr>
<td>Surveyor</td>
<td>$33,600</td>
</tr>
<tr>
<td>Welder</td>
<td>$32,200</td>
</tr>
</tbody>
</table>

Bachelor's Degree

<table>
<thead>
<tr>
<th>Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army officer (captain)</td>
</tr>
<tr>
<td>Financial manager</td>
</tr>
<tr>
<td>Civil engineer</td>
</tr>
<tr>
<td>Computer system analyst</td>
</tr>
<tr>
<td>Electrical engineer</td>
</tr>
<tr>
<td>Elementary teacher</td>
</tr>
<tr>
<td>Financial planner</td>
</tr>
<tr>
<td>High school teacher</td>
</tr>
<tr>
<td>Pharmacist</td>
</tr>
<tr>
<td>Physical therapist</td>
</tr>
<tr>
<td>Property manager</td>
</tr>
<tr>
<td>Registered nurse</td>
</tr>
<tr>
<td>Geologist</td>
</tr>
<tr>
<td>Hospital administrator</td>
</tr>
<tr>
<td>Librarian</td>
</tr>
<tr>
<td>Management consultant</td>
</tr>
<tr>
<td>School counselor</td>
</tr>
<tr>
<td>School principal</td>
</tr>
<tr>
<td>Social worker</td>
</tr>
<tr>
<td>Urban planner</td>
</tr>
</tbody>
</table>

Doctorate or Professional Degree

| Chiropractor   | $65,000 |
| Clergy member  | $39,700 |
| College professor | $61,000 |
| Dentist        | $132,000 |
| Lawyer         | $118,500 |
| Physician      | $145,000 |
| Psychologist   | $76,300 |

Source: Florida Agency for Workforce Innovation
Education can be valued in various ways. Identify how you value your education.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
GOAL I: WELCOME TO HIGH SCHOOL

*Inquiry Question: How does creating a budget help me become a more goal oriented?*

**Lesson Title:** On My Own

**Description:** Students will create a budget, which will include their living expenses, to help understand the importance of planning and setting goals.

**USA Today Newspaper in Education Description:** Students will communicate a cause and effect relationship in predicting how current News events will develop in the future months.

**Objectives:** The student will be able to:

- Explain in writing why planning for the future is important.
- Explain in writing different ways numbers are represented and used in the real world.
- Compare the effects of operations on numbers and the relationships among these operations, select appropriate operations, and compute for problem solving.
- Use estimation in problem solving and computation.

**USA Today Newspaper in Education Objectives:** Students will be able to:

- Predict cause and effect relationships.
- Use analytical skills to predict who, what, where and when events develop.

**National Standard for Freshman Transition:**

04.A The student is expected to prepare a personal budget reflecting lifestyle desires.

**Student Development Framework Standards and Benchmarks:**

**Benchmark CD 1.5**

Students describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, and work habits).

**CBC Correlation:**

Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

**FCAT Benchmarks:**

LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information
LA.B.2.4.3 Writes formally and informally in a variety of modes.
MA.A.1.4.2 Understands the relative size of real numbers
MA.A.1.4.4 Understands numbers in a variety of equivalents
MA.A.2.4.2 Understands and uses the real number system
MA.A.3.4.1 Understands and explains the effects of operations
MA.A.3.4.2 Selects and justifies alternative strategies
MA.A.3.4.3 Adds, subtracts, multiplies, and divides real numbers
MA.A.4.4.1 Uses estimation strategies in complex situation

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours

Teacher Preparation:

- Apartment/House Guide (Available free at supermarkets, gas stations and other sites: Apartments For Rent, Harmon Homes)
- Car Guide (Available free at supermarkets, gas stations and other sites: Auto Mart, Show & Sell, Auto Guide)
- Ads from department stores
- Class set of calculators (Can be secured from testing or mathematics departments.)
- Computer Lab/Media Center for computer access

Instructional Materials:

- Magazines
- Newspapers
- Scissors
- Glue
- Poster board or construction paper
- Markers or colored pencils
- Paper or 3 X 5 index cards
- Handout: What it Really Takes!
- Handout: Household Budget Worksheet
- Handout: My Pie Chart
- Handout: Hot Jobs in Florida
- Handout: Hot Jobs Around the Country
- Handout: How Much Do They Earn?
- Handout: Writing Prompt Worksheet

Vocabulary:

- Monthly earnings
- Tax Bracket
- Net earnings
Difference between NEEDS and WANTS as it relates to must have expenses and optional expenses

Activation of Prior Knowledge:

Display the following phrases on the board or overhead

- Rent/mortgage
- Car payment
- Clothing expenses
- Shoe expenses
- Travel expenses
- Utilities expense (electric, water, phone)
- Entertainment (eating out/movies etc.)
- Extracurricular activities (sports, hobbies, etc.)
- Child care

Ask the students to think about how much these items cost their parents per month. They can work in pairs to come up with answers.

- Create a 2 column chart to illustrate the following: ITEMS in column 1 and Estimated Monthly Expenses in column 2
- Total the expenses and multiply by 12 (12 months) to determine the estimated annual expenses.

Instructional Lesson:

1. Instruct the students to pretend that they are considering moving out of their family home. Have the students complete the Handout: WHAT IT REALLY TAKES! (The focus is to help students have a realistic idea of what it takes to “make ends meet” every month/year) This should give a realistic view of the cost of living.

   - Monthly expenses must include: (NEEDS) rent/mortgage {teachable moment - mention how much the real estate market in South Florida has fluctuated and how purchasing a house 5 years ago compares to purchasing a home at the present time - and possibly when they are ready to purchase a home in 10 or 15 years – or how much rent has increased} car payment/lease, car insurance, electric/gas, telephone, food, entertainment, upkeep expenses may include yard, pool, general home repairs, car maintenance, gas {teachable moment - discuss rising gas prices… have teams calculate various costs to fill up a 18 gallon tank @ $1.90, $2.25, $3.00 and $4.00-ask the class if they know why the price of gas is rising so rapidly - mention this as a reason to listen to the news and see how world events do effect them!}
   - Ask the students to list optional expenses (WANTS) on the additional expenses rows of the charts.
   - Have students add the monthly expenses – multiply X 12 to determine annual cost.
   - Allow students to take home the Handout: WHAT IT REALLY TAKES and discuss it with their families.

2. Have students think about a job that they could obtain right now if they moved out – calculate their earnings per hour (minimum wage), per day, per week, per month, per year. Determine how much they would need to maintain their standard of living with this annual
salary. Use this information to compare to what they have calculated on their **WHAT IT REALLY TAKES!** chart.

- Explain to the students that their **net** monthly income (earnings) is the amount of money that they will have available for their monthly expenses. The students will need to calculate their **net monthly earnings** for a 17% **tax bracket**.
  - First method: Multiply monthly earnings by 17% or 0.17, and then subtract this amount from monthly earnings.
  - Second method: Multiply monthly earnings by 83% or 0.83. You may want to explain to the students that an individual's tax bracket varies depending on their filing status and annual income. For assessment purposes, 17% is suggested.

3. Distribute and instruct students to use the newspaper, apartment/house guides, and car guides to determine the cost of expenses listed. If the internet is accessible, allow the students to visit various websites to determine cost. For extra credit, students can call various companies to determine the cost of these items.

4. Distribute **Handout: Household Budget Worksheet**, instruct the students to create a **pie chart** of their monthly expenses.

  - To calculate the percentage of income each expense accounts for, divide the dollar amount for the expense by the net monthly income, then multiply by 100.

  - Example:
    - Student’s expense for rent = $300.00 per month
    - Student’s net income = $2,400.00 per month
    
    \[
    \frac{300}{2400} = .125 \\
    .125 \times 100 = 12.5\%
    \]

  Explain to the students that a circle graph can only be used when the information being displayed totals 100%. In this case, 100% represents the student’s net monthly income. Explain to the students that the pie graph must have a **title** and **labels** or be color-coded with a key. Show the students an example of a correctly completed circle graph.

5. Distribute the **Handouts: Hot Jobs In Florida, Hot Jobs Around the Country** and **How Much Do They Earn?** The students will review the documents.

6. Facilitate a discussion that should include the following key points:

  - Explain to the students that their occupation will determine where they will live, if they can afford a car, whether or not they will take vacations, and where they will vacation. In short, their occupation will determine their standard of living.

  - Explain to the students that they should choose their occupation based on their strengths (academic and social) **and** interests.
- Ask the students to think about their collage. How can they achieve the lifestyle they envision?
- Why is thinking about life after senior high school important to their future success?

7. Instruct the students to complete the Handout: Writing Prompt as a way to bring closure to this lesson.

**USA Today Newspaper in Education Activity:**

> With a partner, find five interesting headlines in today’s NEWS section and read the corresponding articles. Discuss how each of the issues you read about might develop in the next month. Based on your discussions, create five snappy headlines that could appear in the paper a month from now.

> Finally, write a paragraph to go with your headlines that explains the recent developments related to each issue, i.e. your predictions, who, what, when, where, how, and why.

**Assessments:** The Household Budget Worksheet, The Pie Graph, Writing Prompt, and the class discussion will be evaluated. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Have the students ask parents about the household budget and identify current expenses and expenses parents anticipate having while the student attends senior high school.
WHAT IT REALLY TAKES!

Name: ___________________________ Date: _______________ Period: ______

Complete Column 1 in class; confer with an adult to complete Column 2 at home.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESTIMATED MONTHLY Expenses</td>
<td>REALISTIC MONTHLY Expenses</td>
<td>ESTIMATED ANNUAL Expense</td>
</tr>
<tr>
<td>RENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAR/TRANSPORTATION</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>GAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTO INSURANCE</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AUTO REPAIRS</td>
<td></td>
<td></td>
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<tr>
<td>SCHOOL CLOTHES</td>
<td></td>
<td></td>
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<tr>
<td>RECREATIONAL CLOTHES</td>
<td></td>
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<tr>
<td>SPECIAL FUNCTIONS</td>
<td></td>
<td></td>
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<tr>
<td>SHOES</td>
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<tr>
<td>GROCERIES</td>
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<td>EATING OUT</td>
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<td>DENTAL</td>
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<td>CREDIT CARD PAYMENTS</td>
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<td>VACATION</td>
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<td>CELL PHONE</td>
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<tr>
<td>HAIR – GROOMING</td>
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<tr>
<td>HYGIENE PRODUCTS</td>
<td></td>
<td></td>
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<tr>
<td>HEALTH INSURANCE</td>
<td></td>
<td></td>
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<tr>
<td>TUITION</td>
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<td></td>
<td></td>
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<tr>
<td>BOOKS/SCHOOL FEES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UTILITIES (WATER,GAS,ELECTRICITY)</td>
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<td></td>
</tr>
<tr>
<td>ADDITIONAL EXPENSES 1</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
Household Budget Worksheet

Name: ___________________________________________ Date: ___________ Period: ___

1. Select the median **gross earnings** that you will need to earn annually to maintain the standard of living that you would like after you graduate from high school.

   $ _______________

2. Establish your monthly earnings. $_______________

   Work space

3. Calculate your **net** monthly earnings for a 17% tax bracket.

   Multiply monthly earning by 17% or 0.17, then subtract this amount from monthly earnings.

   Work space $_______________

4. Based upon what you have just calculated, give a definition of the following terms:

   Gross income: __________________________________________

   Net income: __________________________________________
5. Now that you have established your net monthly income, using the newspapers, apartment guides, car guides, and other documents provided, determine what the monthly payment will be for the following monthly expenses:

- If an expense is not applicable, fill in N/A. Example, if you don’t want a cellular phone, next to the item, write in N/A.)

- If the item is listed as a single price, determine what the monthly payments would be. Example, if tuition is $1,200. The monthly expense is $10.00.

Total up your monthly expenses: $______________

6. Now that you have determined your monthly expenses, you will begin to create a pie graph that reflects the percentages spent on:

1. basic needs
2. supplemental needs
3. education
4. transportation
5. recreation or entertainment
6. miscellaneous items

You must determine which items fit into which category. Look carefully at your monthly expenses and determine where vacation fits, cell phone fits, rent, etc.) Add up the expenses to determine a total expense for each category.

**Work space**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TOTAL EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic needs</td>
<td></td>
</tr>
<tr>
<td>Supplemental needs</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Recreation or entertainment</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous items</td>
<td></td>
</tr>
</tbody>
</table>
7. Once you have determined your expenses for each category, you need to calculate the percentage of your net income spent on each category. This information will be used in your pie graph.

- How to calculate the percentage of an expense based on your net income

  Student’s expense for rent = $300.00 per month
  Student’s net income = $2,400.00 per month
  \[
  \frac{300}{2400} = 0.125 \quad 0.125 \times 100 = 12.5\%
  \]
MY PIE GRAPH

Name: __________________________________ Date: __________ Period: ___

TITLE: _________________________________________________
HOT JOBS IN FLORIDA

Despite the shrinking world of “dotcoms”, some of the fastest growing jobs in Florida are in high-tech fields. The fastest-growing occupations in Florida are:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1999 jobs</th>
<th>Projected jobs for 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Support Specialist</td>
<td>21,044</td>
<td>43,328</td>
</tr>
<tr>
<td>Systems Analyst</td>
<td>29,018</td>
<td>56,184</td>
</tr>
<tr>
<td>Computer Engineer</td>
<td>11,742</td>
<td>20,355</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>3,610</td>
<td>6,028</td>
</tr>
<tr>
<td>Paralegal</td>
<td>8,445</td>
<td>15,736</td>
</tr>
<tr>
<td>Instructional Coordinator</td>
<td>5,362</td>
<td>8,370</td>
</tr>
<tr>
<td>Database Administrator</td>
<td>3,724</td>
<td>6,047</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>17,978</td>
<td>28,928</td>
</tr>
<tr>
<td>Packaging &amp; Machine Filing Operator</td>
<td>11,951</td>
<td>19,145</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>6,223</td>
<td>9,871</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>4,029</td>
<td>6,284</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td>5,087</td>
<td>7,858</td>
</tr>
<tr>
<td>Human Services Worker</td>
<td>10,430</td>
<td>15,851</td>
</tr>
<tr>
<td>Corrections Officer and Jailer</td>
<td>28,112</td>
<td>42,369</td>
</tr>
<tr>
<td>Telemarketer, Street Vendor</td>
<td>42,995</td>
<td>64,747</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>24,463</td>
<td>36,605</td>
</tr>
<tr>
<td>Adjustment Clerk</td>
<td>29,307</td>
<td>43,778</td>
</tr>
<tr>
<td>Securities, Financial Service Sales</td>
<td>20,877</td>
<td>30,744</td>
</tr>
<tr>
<td>Producer, Director, Actor, Entertainer</td>
<td>5,395</td>
<td>7,874</td>
</tr>
<tr>
<td>Engineering, Computer Systems Manager</td>
<td>12,663</td>
<td>18,382</td>
</tr>
</tbody>
</table>

Hot jobs are jobs growing faster than the average for all occupations in the area (1.89%), have at least 50 annual openings, have an entry wage of at least $9.80 hr and have an average wage at least $12.05 hr.

HOT JOBS AROUND THE COUNTRY

Here are the fastest-growing occupations in the United States between 1998 and 2008 (estimated), according to the U.S. Bureau of Labor:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health Aides</td>
<td>138%</td>
</tr>
<tr>
<td>Human Service Worker</td>
<td>136%</td>
</tr>
<tr>
<td>Personal and Home Care Aides</td>
<td>130%</td>
</tr>
<tr>
<td>Computer Engineers and Scientists</td>
<td>112%</td>
</tr>
<tr>
<td>Systems Analysts</td>
<td>110%</td>
</tr>
<tr>
<td>Physical and Corrective Therapy Assistants and Aides</td>
<td>93%</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>88%</td>
</tr>
<tr>
<td>Paralegal</td>
<td>86%</td>
</tr>
<tr>
<td>Teachers, Special Education</td>
<td>74%</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>71%</td>
</tr>
<tr>
<td>Detectives</td>
<td>70%</td>
</tr>
<tr>
<td>Correction Officers</td>
<td>70%</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>66%</td>
</tr>
<tr>
<td>Travel Agents</td>
<td>66%</td>
</tr>
<tr>
<td>Radiology Technologists and Technicians</td>
<td>63%</td>
</tr>
<tr>
<td>Nursery Workers</td>
<td>62%</td>
</tr>
<tr>
<td>Medical Records Technicians</td>
<td>61%</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>61%</td>
</tr>
<tr>
<td>Occupational Therapists</td>
<td>60%</td>
</tr>
<tr>
<td>Legal Secretaries</td>
<td>57%</td>
</tr>
<tr>
<td>Teachers, Kindergarten and Preschool</td>
<td>54%</td>
</tr>
<tr>
<td>Manicurists</td>
<td>54%</td>
</tr>
<tr>
<td>Producers, Directors, Actors and Entertainers</td>
<td>54%</td>
</tr>
<tr>
<td>Speech-language Pathologists and Audiologists</td>
<td>51%</td>
</tr>
<tr>
<td>Flight Attendants</td>
<td>51%</td>
</tr>
<tr>
<td>Guards</td>
<td>51%</td>
</tr>
<tr>
<td>Insurance Adjusters, Examiners, and Investigators</td>
<td>49%</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>48%</td>
</tr>
<tr>
<td>Psychologists</td>
<td>48%</td>
</tr>
<tr>
<td>Paving, Surfacing, and Equipment Operators</td>
<td>48%</td>
</tr>
</tbody>
</table>

Source: Florida Agency for Workforce Innovation
How Much Do They Earn?

People planning careers should have a general idea about average annual earnings in their field. This chart shows the average salaries for workers in a number of occupations. These are not entry rates, but average wages for employees currently in the field.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Some College or Technical School Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank teller</td>
<td>Appliance salesperson</td>
</tr>
<tr>
<td>Cashier</td>
<td>Auto mechanic</td>
</tr>
<tr>
<td>$22,100</td>
<td>$34,100</td>
</tr>
<tr>
<td>Construction worker</td>
<td>Computer repair</td>
</tr>
<tr>
<td>$22,300</td>
<td>$30,500</td>
</tr>
<tr>
<td>Flight attendant</td>
<td>Dental assistant</td>
</tr>
<tr>
<td>$61,100</td>
<td>$31,500</td>
</tr>
<tr>
<td>Garbage collector</td>
<td>Funeral director</td>
</tr>
<tr>
<td>$29,800</td>
<td>$36,500</td>
</tr>
<tr>
<td>Mail carrier</td>
<td>Hair stylist</td>
</tr>
<tr>
<td>$44,500</td>
<td>$22,200</td>
</tr>
<tr>
<td>Police officer</td>
<td>Licensed practical nurse</td>
</tr>
<tr>
<td>$49,600</td>
<td>$37,900</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Paralegal worker</td>
</tr>
<tr>
<td>$23,700</td>
<td>$44,900</td>
</tr>
<tr>
<td>Taxi driver</td>
<td>Preschool teacher</td>
</tr>
<tr>
<td>$20,800</td>
<td>$23,100</td>
</tr>
<tr>
<td>Telephone operator</td>
<td>Secretary</td>
</tr>
<tr>
<td>$31,500</td>
<td>$28,200</td>
</tr>
<tr>
<td>Truck driver</td>
<td>Surveyor</td>
</tr>
<tr>
<td>$26,300</td>
<td>$33,600</td>
</tr>
<tr>
<td>Waiter/waitress</td>
<td>Welder</td>
</tr>
<tr>
<td>$15,800 (plus tips)</td>
<td>$32,200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor's Degree</th>
<th>Master’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army officer (captain)</td>
<td>Geologist</td>
</tr>
<tr>
<td>$43,800</td>
<td>$72,700</td>
</tr>
<tr>
<td>Financial manager</td>
<td>Hospital administrator</td>
</tr>
<tr>
<td>$91,000</td>
<td>$73,000</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Librarian</td>
</tr>
<tr>
<td>$68,600</td>
<td>$49,000</td>
</tr>
<tr>
<td>Computer system analyst</td>
<td>Management consultant</td>
</tr>
<tr>
<td>$69,800</td>
<td>$68,000</td>
</tr>
<tr>
<td>Electrical engineer</td>
<td>School counselor</td>
</tr>
<tr>
<td>$75,900</td>
<td>$47,500</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>School principal</td>
</tr>
<tr>
<td>$45,600</td>
<td>$77,700</td>
</tr>
<tr>
<td>Financial planner</td>
<td>Social worker</td>
</tr>
<tr>
<td>$66,100</td>
<td>$43,600</td>
</tr>
<tr>
<td>High school teacher</td>
<td>Urban planner</td>
</tr>
<tr>
<td>$47,700</td>
<td>$56,600</td>
</tr>
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<td>Pharmacist</td>
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</tr>
<tr>
<td>$94,500</td>
<td></td>
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<tr>
<td>Physical therapist</td>
<td></td>
</tr>
<tr>
<td>$66,200</td>
<td></td>
</tr>
<tr>
<td>Property manager</td>
<td></td>
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<tr>
<td>$43,100</td>
<td></td>
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<tr>
<td>Registered nurse</td>
<td></td>
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<tr>
<td>$57,300</td>
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<table>
<thead>
<tr>
<th>Doctorate or Professional Degree</th>
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<tbody>
<tr>
<td>Chiropractor</td>
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<tr>
<td>$65,000</td>
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<tr>
<td>Clergy member</td>
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<tr>
<td>$39,700</td>
<td></td>
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<tr>
<td>College professor</td>
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<tr>
<td>$61,000</td>
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<tr>
<td>Dentist</td>
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<tr>
<td>$132,000</td>
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<td>Lawyer</td>
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<td>$118,500</td>
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<td>Physician</td>
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<td>$145,000</td>
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<tr>
<td>Psychologist</td>
<td></td>
</tr>
<tr>
<td>$76,300</td>
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</tbody>
</table>

Source: Florida Agency for Workforce Innovation
How can planning for your future help you reach your goals? What will you need to accomplish in order to achieve an identified lifestyle?

________________________ ______________________________________

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GOAL I: WELCOME TO HIGH SCHOOL

Inquiry Question: How do I create goals that make changes in my life?

Lesson Title: Identifying Goals

Description: Students will develop a process for establishing personal and career goals.

USA Today Newspaper in Education Description: Students will develop a process for establishing personal and career goals.

Objectives: The student will be able to:

- Identify the characteristics of effective goals.
- Explain the importance of establishing goals for personal and career success.
- Establish short-term, mid-term, and long-term personal and career goals.
- Generate strategies to implement identified goals.

USA Today Newspaper in Education Objectives: Students will be able to:

- Explain the importance of established goals
- Establish and maintain short, mid-term, and long term goals.

National Standards for Freshman Transition:

06.B Write quantitative goals and objectives for three personal or classroom projects
06.D Diagram steps required to achieve identified short- and long-term goals.

Student Development Framework Standards and Benchmarks:

Benchmark ED 1.2
Apply academic and technical skills to achieve personal and career goals.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.2.4.1 Identify main idea and significant details
LA.A.2.4.2 Explain the author’s purpose and point of view
LA.E.2.2.1 Explain cause and effect relationships
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 4 hours.

Teacher Preparation:

- Counselors may be used as a resource for this lesson.

Instructional Materials:

- Chalk Talk directions (Instructional Strategy)
- *Handout: Ten Characteristics of Effective Goals*
- Chart Paper and a set of markers
- *Handout: Josue’s Story*
- *Handout: Goal Definitions (pre-reading)*
- *Handout: Goal Setting Activity Chart*
- *Handout: Goal Strategies Charts*
  - Short-term Strategies Activity Chart
  - Mid-term Strategies Activity Chart
  - Long-term Strategies Activity Chart

Activation of Prior Knowledge:

- Chalk Talk Activity (Refer to Chalk Talk Directions)

With the class instructed to remain silent, have the students respond to the following questions:

- What is a goal?
- Why do we have goals?
- What is the relationship between setting goals and success?

Instructional Lesson:

1. Review the Activation of Prior Knowledge responses with the students. Allow for instructional conversation in regards to the written responses and then to the strategy.

2. Have students independently create a list of goals that senior high school students should establish.

3. On the board or chart paper, generate a list of goals. Do not give too much assistance at
this time, allow students to use schema to create a “what they think” list. Students should create a **TOP 10** personal goals.

4. Distribute the **Handout: Goal Definitions**.
   - Use the Jump-In reading strategy to read and explain each definition.
   - Emphasize “Realistic and Measurable” as this will help the student establish meaningful goals in following activities – have students keep this available.

5. Allow students to work in groups to revise their own **TOP 10** goals and rewrite them to reflect “measurable and realistic” goals.

6. Distribute the **Handout: 10 Characteristics of Effective Goals**.
   - Review each characteristic, modeling paraphrasing and rephrasing, allow discussion of examples from students as this will clarify each characteristic and provide meaningful examples.
   - Review the **TOP 10** goals again, redefine if necessary.

7. Distribute the **Handout: Josue’s Story**.
   - Through Jump-In Reading, identify each of Josue’s goals and fill out the chart.
   - Ask the students to identify as many of the 10 Characteristics by underlining and numbering them. (This is a good FCAT strategy that practices identifying and underlining information in text.)
   - Emphasize the strategies used.
   - Having specific strategies allows greater success.

8. Distribute the handout: **Goal Setting Activity Chart**.
   - Instruct the students to review their original top 10 goals and identify them as personal, school, or career goals on the chart.
   - Ask student volunteers to share their established goals. Allow for peer assistance.

9. Distribute the **Handout: Goal Strategies Activity Charts**
   - Instruct students to create strategies for each of their short-term, mid-term, and long-term goals.
   - Review some of the strategies in Josue’s Story if needed for clarification. Some students may have difficulty creating effective strategies and may need explicit assistance.

10. Review all of the concepts and provide additional class time, if necessary, to complete and/or revise the charts.

**Project Based Activity:** Create a “Class Goal Chart.” This will not only provide an opportunity to model group based goal setting, but it will facilitate team building and ownership within the class, (i.e. 100% attendance for 1 week, 90% of the students will join a club, 100% of the students will attend the 1st football game.) This chart can be amended and added to as other topics are discussed in Tools for Success.
**USA Today Newspaper in Education Activity:**

Find an example in the USA Today newspaper of a person who has successfully used self control in some form in their life in order to accomplish their goals.

Do you feel that it is easy to set goals for yourself and do you feel that you follow through with most of the goals that you set for yourself? How can you improve your self control as a means of achieving your goals?

**Assessments:** Student charts and home learning assignment will be evaluated. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will share the Handout: Setting Goals and their individual identified goals and strategies with parents and other family members. Students will answer the following questions and return home learning assignment for classroom credit:

- What assistance is required from family members to implement 3 identified goals?
- What suggestions were provided by family members to implement the identified goals?
Chalk Talk Directions

Chalk Talk is a strategy designed to generate ideas, check on learning, develop projects, or solve problems. It can be used productively with any group. Because it is done completely in silence, it gives participants a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience and students absolutely love it!

A Chalk Talk can be used for a variety of teaching or problem solving strategies. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know with no verbal sparring.

FORMAT

Time: 5 – 10 minutes

Materials: Chalk board and chalk and/or large paper roll taped on the wall using markers to record responses.

Procedure:

• Write these three questions in a circle on different areas on the chalk board:

  What is a goal?
  Why do we have goals?
  What is the relationship between setting goals and success?

• Explain to students that Chalk Talk is a silent activity. No one may talk at all. Anyone may add to the Chalk Talk as they please. A student can comment on another student’s ideas simply by drawing a connecting line to the comment.

• The teacher either hands a piece of chalk/markers to everyone, or places many pieces of chalk at the board, or hands several pieces to students at random. At this time, the instructor is also silent.

• The students write as they feel moved to. Long silences will be natural, so be willing to wait.

• The teacher may choose to stand back and let only the students respond to the Chalk Talk or interact by writing a comment, question, or reflection, add a circle or connecting line, etc.

• When the students have generated a number of responses to the questions, stop Chalk Talk, review the responses, and proceed with the rest of the lesson.
TEN CHARACTERISTICS OF EFFECTIVE GOALS

1. **Goals should be specific.**
   Not "to improve productivity," but "to return to last year's level of output."

2. **Goals should be quantitative rather than qualitative.**
   Use specific numbers and not emotions.

3. **Goals should be challenging yet achievable.**
   Goals that are impossible to attain dictate failure. Those that are too easily attained breed contempt. Those that are challenging require people to do their best.

4. **Individual goals should be linked to group goals.**
   Group goals should ultimately be linked to organizational goals.

5. **Goals should be arrived at with the participants.**
   It is important to have an active part in every step of your goal.

6. **Goals should reflect critical success factors.**
   Critical success factors are those issues, behaviors, performance standards, resources, and other elements that spell success or failure for a particular group or individual. Goals will, of course, be set in other areas as well, but the critical success factors must take priority.

7. **The total set of goals should be mutually reinforcing.**
   One goal should not have to be achieved at the expense of another.

8. **Goals should focus not only on ends but also on means.**
   The steps that lead up to your goal are just as important as the end goal itself.

9. **Developing oneself and developing other members should be part of every leader’s set of goals.**
   A student leader is a "Student of Leadership” and must keep learning all that he/she can about that topic.

10. **Goals should be written down.**
    If it isn't in writing, it's not a goal. It certainly isn't a shared goal.
Josue's Story

Josue has a long-term goal. He would like to own his own business. While he is not quite sure of the type of business yet, he thinks it will be in the information technology area because he enjoys learning about computers and exchanging ideas about technology with other people.

Josue's mid-term goal is to get accepted to Florida International University's management information systems program. He has read about the program and learned that he will get trained in business procedures needed to run his own business, and will also get a broad knowledge of technology. He also read that he would need a minimum grade point average of 3.0 to be accepted into the program.

Josue's short-term goal is to bring his grade point average up from 2.5 to a 3.0 by the end of his junior year. While his grades in language arts and technology are usually A's and B's, Josue has earned a C in algebra and has a C average in geometry.

Josue's strategies to accomplish his short-term goal are:

- Study an additional 1/2 hour per night (Monday - Thursday) for his mathematics class by reading one section ahead each week.
- Go to math tutoring sessions every morning before school.
- Keep a daily log of his grades in all of his classes so he can monitor his own progress.

Josue evaluates his progress after two weeks. He has been successful with all of his strategies except for going to math tutoring sessions every morning. He has attended only two to three sessions each week because he has had a number of things to do in the mornings before class start.

Josue decides that going every day to tutoring was not a realistic expectation; therefore, he modifies his strategy to attend tutoring sessions on Mondays, Wednesdays, and Fridays.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success/Failure Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term</td>
<td>Study an additional 1/2 hour per night (Monday - Thursday) for his mathematics class by reading one section ahead each week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go to math tutoring sessions every morning before school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep a daily log of his grades in all of his classes so he can monitor his own progress.</td>
<td></td>
</tr>
<tr>
<td>Mid-Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal Definitions

**Short-Term goals:** Short-term goals can be achieved in one day, one week, one month or one year. Short-term goals support the achievement of your mid-term and long-term goals.

**Mid-Term goals:** These are goals that you must accomplish in the next two to five years that will help you attain your long-term goals.

**Long-Term goals:** Long-term goals are life time ambitions that are complex and have short-term as well as mid-term goals successfully supporting them. The success of long-term goals is determined by good strategies and careful planning.

**Strategy:** A plan of action. What are the steps needed to achieve these goals.

Your strategies should be **realistic** and **measurable**.

- **Realistic** means you can actually accomplish what you decided to do. For example, it may not be realistic to set a goal of running one mile everyday, but it may be realistic to set a goal of running one mile 3 times a week.

- **Measurable** means that you can tell if you accomplished what you set out to do. You cannot measure "I'm going to get in shape" but you can measure and chart “I'm going to walk one mile on Monday, Wednesday, and Friday every week.”

**Evaluate:** To examine, to test, or to assess whether something works. Measurable goals can be charted.
Goal Setting Activity Chart

Name: ______________________________ Date: __________ Period: __________

Think about the goals that you would like to achieve and complete the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Short-Term Goals</th>
<th>Mid-Term Goals</th>
<th>Long-Term Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Short-Term Strategies Activity Chart

Name: ____________________________ Date: __________ Period: ___________

Look at the goals you identified as short-term goals. Copy the goals from the Goal Setting Activity Chart. Think about strategies or ways you will use to implement the goals you have identified. Make sure they are measurable and realistic.

<table>
<thead>
<tr>
<th></th>
<th>Short-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career</td>
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</tbody>
</table>

What is your timeline? ________________

Select one goal and explain how will you measure if you reach your goal?

______________________________________________________________________
Mid-Term Strategies Activity Chart

Name: ___________________________ Date: ___________ Period: ______________

Look at the goals you identified as mid-term goals. Copy the goals from the Goal Setting Activity Chart. Think about strategies or ways that you can implement to achieve the goals you have identified. Make sure they are measurable and realistic.

<table>
<thead>
<tr>
<th>Personal</th>
<th>Mid-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Mid-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Career</th>
<th>Mid-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
</tr>
</thead>
<tbody>
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</table>

What is your timeline? _______________

Select one goal and explain how will you measure if you reach your goal?

________________________________________________________________________
Look at the goals you identified as long-term goals. Copy the goals from the Goal Setting Activity Chart. Think about ways or strategies you will use to implement the goals you have identified. Make sure they are realistic and measurable.

<table>
<thead>
<tr>
<th>Personal</th>
<th>Long-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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<thead>
<tr>
<th>School</th>
<th>Long-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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<thead>
<tr>
<th>Career</th>
<th>Long-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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</tbody>
</table>

What is your timeline? ________________

Select one goal and explain how will you measure if you reach your goal?

______________________________________________________________________
GOAL I: WELCOME TO HIGH SCHOOL

Inquiry Question: How becoming aware of my GPA will help me later?

Lesson Title: Calculating Your Grade Point Average (GPA)

Description: This lesson provides students with information on grade point average requirements for senior high school graduation in M-DCPS and the formulas used to compute their GPA.

USA Today Newspaper in Education Description: Students will learn to compare averages through the use of the newspaper and understand the importance of computing scores in order to obtain a final outcome.

Objectives: The student will be able to:

- Explain in writing the M-DCPS grading scale.
- Identify 2.0 as the required minimum grade point average (GPA) required for senior high school graduation in M-DCPS.
- Compute a GPA utilizing the appropriate formula for calculating an average.

USA Today Newspaper in Education Objectives: Students will be able to:

- Gain an understanding of the importance of calculating averages and how they relate to everyday life.
- Learn through sports that averages are important in determining final success.

National Standards for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark CD 3.0 Students acquire the knowledge, skills, and attitudes that contribute to effective earning.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:
LA.A.2.4.4 Locates, gathers, and analyzes information
MA.A.3.4.3 Uses appropriate methods of computing
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours

Teacher Preparation:

- Several schools are participating in the Secondary School Reform Efforts and they are implementing an eight period day. Please include the additional classes in the calculation of the GPA. Goal I, Lesson Plan 7 allows students to fill in a Program of Study Sheet for their targeted classes and Academy choices.
- Counselors may be used as a resource for this lesson.

Instructional Materials:

- Handout: Travis Minor Gets a Bonus Worksheet
- Handout: Calculating Your Grade Point Average Worksheet
- Teacher Grade Point Average Answer Key

Activate Prior Knowledge:

- Ask students to respond in their learning logs – What does GPA mean? What is the GPA required for graduation and how do you calculate it? Allow personal time for reflection then create discussion.
- Ask students how they are measured for success in school. What average is used to determine a student’s success?

Instructional Lesson:

1. Distribute the Handout: Travis Minor Gets a Bonus Worksheet, allow 10 minutes to complete. Create cooperative learning groups as needed.

2. Generate a class discussion and ask the students:
   - How many concluded that Travis Minor got his bonus?
   - How many concluded that Travis Minor did not get his bonus?
   - What was his average run per carry?
   - How did you come to that conclusion?

3. Have two students come to the board to demonstrate how they arrived to the average.

4. Distribute the Handout: Calculating Your Grade Point Averages worksheet.
   - Through “jump-in” reading, review the information about calculating a grade point average.
   - Review each section as students determine the average for a course grade, the average for a series of courses, and the four-year transcript provided.
   - Have students retain materials for future reference.
5. Review with students the importance of maintaining a passing grade point average and keeping track of their current GPA.

**Project Based Activity:** Depending upon which sports are in season, instruct the students to select one athlete and keep a running total for two weeks of that player’s hits (baseball), points (basketball), passes caught or tackles made (football) and determine an average at the end of the two week period.

**USA Today Newspaper in Education Activity:**

Students are to find articles in the **SPORTS** section of the **USA Today** newspaper which list a sports team scores. For each article and for each team, calculate the average score for that team.

*Explain if there is any correlation between a sports team average scores and your grade point average as a student?*

**Assessments:** Evaluation of student calculations and written assignments. Explain in writing how to calculate your GPA. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parents:** Have students share information with parents.
TRAVIS MINOR GETS A BONUS!

Name: ___________________________ Date: ___________ Period: _____

Travis Minor, the running back for the Miami Dolphins, has a bonus clause in his contract that provides that he will receive an additional $455,000.00 if he averages 4.1 yards per carry during the entire season. In one game against the New York Jets, he had runs of: 3.2 yards, 5.6 yards, 1.3 yards, 4.6 yards, 1.3 yards, 1.2 yards, 3.4 yards, 3.6 yards, 3.9 yards, 5.6 yards, 7.7 yards, 6.6 yards, and 1.1 yards.

1. What was his average carry per run? ____________

2. If Travis Minor has the same type of running statistics over the entire 16 game season, will he get his bonus money? (Round off his average to the nearest 1/10.) ____________

3. If not, how much will he have to improve his average per carry? ____________

Complete your calculations in the box below:
Calculating Your Grade Point Average

Name: ____________________________ Date: ____________ Period: _____

In order to graduate from senior high school in M-DCPS, a student must have a 2.0 or C grade point average (GPA). It is important to keep track of your GPA throughout high school.

List one reason why keeping track of your GPA is important:
________________________________________________________________

For each course that is taken, depending on the grade, a student is awarded points. To determine a grade point average, a student must know the following information:

• The M-DCPS grading scale is as follows:
  A = 4.00 – 3.5
  B = 3.49 – 2.5
  C = 2.49 – 1.5
  D = 1.49 – 1.0
  F = .99 and below

• Convert the letter grades into point values.
  A = 4 points
  B = 3 points
  C = 2 points
  D = 1 point
  F = 0 points

Determining your average for a course grade is a three step process:

#1 Convert your nine-week grade into a point value, then double it.
   Each nine-week grade counts twice.

#2 Convert each mid-term and final exam grade into a point value.
   Each mid-term and final exam grade counts once.

#3 Add up all of your nine-week and exam points and divide by 10.

Why do you divide by 10? ____________________________________________

Practice problem - Benjamin received the following grades in World History:

First 9 weeks:    C    Mid-Term:    F
Second 9 weeks:   C    Final:     C
Third 9 weeks:    B    Benjamin’s Final Grade: ______
Fourth 9 weeks:  D    Benjamin’s Points for World History Class: ______
Calculating Your Grade Point Average Cont…

Determining your total GPA is a three step process:

#1 Convert your course final letter grades into a point value.

#2 Total the number of points from all of your courses.

#3 Divide the points by the number of classes you have taken. If a course is a whole year course, it gets a whole point. If the course is a semester course, you only get half the points. (Example: A B in English counts as 3 points. A B earned in Introduction to Computers (a semester course) counts as only 1.5 points.) Two semester courses = one course.

Practice problem - Patricia received the following final grades in grade 9:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I:</td>
<td>A</td>
</tr>
<tr>
<td>Spanish I:</td>
<td>F</td>
</tr>
<tr>
<td>World History:</td>
<td>C</td>
</tr>
<tr>
<td>Introduction to Computers (semester):</td>
<td>C</td>
</tr>
<tr>
<td>Algebra I:</td>
<td>A</td>
</tr>
<tr>
<td>Ninth Grade Orientation Course (semester):</td>
<td>B</td>
</tr>
<tr>
<td>Earth/Space Science:</td>
<td>D</td>
</tr>
</tbody>
</table>

How many points has Patricia earned for grade 9? ________

What is Patricia’s GPA for grade 9? ________
Calculating Your Grade Point Average Cont...

Name: __________________________________________ Date: ___________ Period: ____

Below is a senior high school transcript for Carlos.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Calculus</td>
</tr>
<tr>
<td>World History</td>
<td>Driver’s Education (Semester)</td>
<td>American History</td>
<td>Government (Semester)</td>
</tr>
<tr>
<td>(Semester)</td>
<td>Health Life Management (Semester)</td>
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<td>D</td>
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<td>Chemistry</td>
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<tr>
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<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish III</td>
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<tr>
<td>(Semester)</td>
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</tr>
<tr>
<td>(Semester)</td>
<td>C</td>
<td>B</td>
<td>C</td>
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</tbody>
</table>

Determine his grade point average for each of his four years. (Round off numbers to the nearest 1/100.)

Grade 9 GPA _____ Grade 10 GPA _____ Grade 11 GPA _____ Grade 12 GPA _____

What is Carlos' high school GPA? ____________

Does Carlos meet the GPA requirements for graduation? ____________

Use this space to complete your calculations
Teacher Grade Point Average Answer Key

Travis Minor gets a bonus!

1. 3.8
2. No
3. 0.3 yards per carry

Calculating your grade point average

Each nine weeks is multiplied by 2, the exams count as 1 each = 10 grades

Benjamin’s final grade = C, Points for World History = 18, GPA = 1.8

Patricia’s points = 13.5; GPA = 2.25

Carlos’ points = 52; GPA = 2.166 = 2.2 or if rounded to the nearest 1/100 = 2.16

9th Grade: 14 Points divided by 6 classes
10th Grade: 16 Points divided by 6 classes
11th Grade: 13 Points divided by 6 classes
12th Grade: 9 Points divided by 6 classes

Yes, Carlos met the GPA graduation requirement.
GOAL I: WELCOME TO HIGH SCHOOL

Inquiry Question: What GPA do I maintain need to graduate?

Lesson Title: High School Graduation Requirements

Description: This lesson introduces students to the senior high school graduation requirements.

USA Today Newspaper in Education Description: Students will understand that there are guidelines and requirements that must be followed in most things that they do in everyday life.

Teacher note: Ask yourself a question. Did I as a 9th grader care much about graduation requirements? Whatever the answer, you probably agree that requirements can be boring and seemingly non-relevant to a rising 9th grader. Therefore, it is extremely important that the teacher create a learning environment full of relevance, excitement and rigorous performance with the students. This lesson engages the student with necessary information needed to establish a realistic plan for graduation.

Objectives: The student will be able to:

- Identify, in written form, the senior high school graduation requirements regarding required coursework, grade point average, community service hours, successful passage of the 10th Grade FCAT examination, and attendance.
- Utilize multiple reading strategies to interpret and explain a high level reading passage.

USA Today Newspaper in Education Objectives: Students will be able to:

- Locate, gather and follow guidelines and requirements.
- Gain an understanding that guidelines and requirements are part of the business world and are keys to being successful.

National Standards for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark CD 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
FCAT Benchmarks:

LA.A.2.4.4  Locates, gathers, analyzes, and evaluates written information for a variety of purposes.
LA.A.1.4.2  Selects and uses strategies to understand words and text.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 2 hours.

Teacher Preparation:

1. If possible, pre-arrange a presentation from a guidance counselor to help facilitate and complete this lesson. The guidance counselor should also cover the following necessary information. If information is presented in lecture format, have students take notes on the following items.
   • required community service hours and the procedure for fulfilling them
   • FCAT passage standards & general information regarding the test
   • grade point average requirements for sports, clubs, and ways to maintain a high GPA
   • what is – and what are the admission policies for attending any university in the state of Florida
   • procedures for enrollment in Miami Dade College
   • scholarship information
   • identify a postsecondary program

   ➢ Share this lesson with counselors so that they will be prepared for students’ questions. If there are new requirements and/or updated materials, or if there are materials developed specifically for your senior high school, please ask the counselor to assist in providing those materials.
   ➢ Peruse Goal I, Lesson 7. It provides students with opportunities to see the articulation to postsecondary options.

Instructional Materials:

➢ Handout: The 2007 Florida Statutes – 1003.428 Florida Statutes, General requirements for high school graduation
➢ Handout: 1003.429  Accelerated high school graduation options
➢ Handout: Graduation Requirements Checklist (To be secured from student services department at the school for current year.)
➢ Community Service Packets – One per student

Activation of Prior Knowledge:

➢ Using an overhead or written questions on the board, ask students to respond in writing to the following questions. This is presented as a prior knowledge activity then can be utilized as a post-test follow-up. Allow ample time for completion then ask students to share their responses with a partner. This is a good time to generate a discussion to
evaluate what the students know. Teachers should not ‘give’ answers but instead allow students to generate discussions.

- What do you think are the requirements to graduate from senior high school?
- Which classes are required?
- How many credits do you need?
- What tests do you have to pass?
- What are the community service requirements?
- What is the grade point average requirement?
- What else do you think is required?

**Instructional Lesson:**

1. Write the Roman numeral **XLVIII** and ask the students if they know what number that represents. (Answer: 48) Explain that Chapter XLVIII of the Florida Statute establishes procedure that delineates educational requirements and responsibilities in the State of Florida. Other chapters might deal with taxes, the environment, or rules and regulations dealing with agriculture.

2. Distribute the **Handout: The 2007 Florida Statutes – 1003.428 Florida Statutes, General requirements for high school graduation** and **1003.429 Accelerated high school graduation options** Explain the following:

   a. The Florida Legislature enacts all of the laws concerning education in the state and that a statute is a law.
   b. Title XLVIII of the Florida Statutes deals exclusively with education.

3. **Read aloud** the first page of the statute. Explain, model and teach selective underlining and marginal note taking strategies to help students dissect complicated text. Students should be selecting only the information that is directly related to high school graduation requirements. Suggest that they key in on numbers and credits.

4. Use the Jig-Saw strategy and group students into five (5) different groups. Each group will be assigned one page of the law. In their groups, they will read aloud the assigned page and underline ALL information that directly relates to graduation requirements. The students will return to their home group and share their information. The reading assignment is challenging and filled with extraneous information. Provide sufficient time and assistance as needed (students will be finding the main idea of each number). Students will return to their reading group and create a concept or free form map explaining the graduation requirements found on their page. Each group will present this activity and it can be posted and referred to as needed.

5. Distribute the **Handout: Graduation Requirements Checklist (2010)**. If possible have a counselor present and discuss this activity. If not available, obtain a checklist from the student services department. (Hint: it would be beneficial to create an acetate to model this activity).

   a. As a class, review the document and designate (underline, highlight, **) required 9th grade courses, {English 1, Algebra 1, Earth Space Science, World History, 2 Electives}, designate with another symbol the courses in which they are currently enrolled.
• Instruct students to write the grade (9,10,11,12) that they plan to complete other courses. For example, English I – 9th grade; American History – 11th grade, Biology - 10th grade, labeling will assist in mapping a plan for graduation. (Gifted or honor students may have received high school credit in 8th grade). Some schools or special programs (academies, IB, magnet, etc.) have required courses or electives. Students may need to leave these blank and seek assistance from an academic/academy advisor or counselor. This document should be included in a student portfolio, learning log, or student folder and reviewed each marking period after grades are posted. It would be helpful for students to write the grade received per each course per marking period to maintain a record of accomplishment.

6. Assignment: Students will create a report {essay, brochure, road map, power point, or flyer} that reflects a 9th graders’ plan and understanding of requirements for high school graduation. The report may include – but is not limited to:
   o number/types of required courses
   o elective options
   o community service information (packets available for distribution)
   o FCAT requirements
   o grade point average requirements for certain programs of interest
   o academy information (if applicable)
   o admission policies for the Florida State University systems
   o postsecondary program of interest or choice
   o clubs/sports of interest
   o attendance policy
   o internship opportunities

Arrange for students to have computer access. In order to create a project-based assignment, allow students to create a brochure, pamphlet, or power point presentation to market their school.

USA Today Newspaper in Education Activity:

Find an article in the MONEY section of the USA Today newspaper which details specific requirements for starting your own franchise business.

List some of the franchise options and the differences in what each company requires of their potential business owners. After researching a few companies, which company do you think you would be interested in being a franchise owner?

Assessments: Completion of report; Handout: Graduation Requirements Checklist
Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: The students will be instructed to share their reports with their parents. Students should write any new questions they may have as a result of the discussion with their parents and share it with the class.
1003.428 General requirements for high school graduation; revised.--

(1) Except as otherwise authorized pursuant to s. 1003.429, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

(2) The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

(a) Sixteen core curriculum credits:

1. Four credits in English, with major concentration in composition, reading for information, and literature.

2. Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.

3. Three credits in science, two of which must have a laboratory component.

4. Three credits in social studies as follows: one credit in American history; one credit in world history; one-half credit in economics; and one-half credit in American government.

5. One credit in fine or performing arts, which may include speech and debate.

6. One credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

(b) Eight credits in majors, minors, or electives:

1. Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by s. 1003.4156. Students may revise major areas of interest each
year as part of annual course registration processes and should update their education plan to reflect such revisions. Annually by October 1, the district school board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the department's website.

2. Four credits in elective courses selected by the student as part of the education plan required by s. 1003.4156. These credits may be combined to allow for a second major area of interest pursuant to subparagraph 1., a minor area of interest, elective courses, or intensive reading or mathematics intervention courses as described in this subparagraph.

   a. Minor areas of interest are composed of three credits selected by the student as part of the education plan required by s. 1003.4156 and approved by the district school board.

   b. Elective courses are selected by the student in order to pursue a complete education program as described in s. 1001.41(3) and to meet eligibility requirements for scholarships.

   c. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8).

   d. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.

(3)(a) A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district school board student progression plan; or

2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

(b) The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

(4) Each district school board shall establish standards for graduation from its schools, which must include:
(a) Successful completion of the academic credit or curriculum requirements of subsections (1) and (2).

(b) Earning passing scores on the FCAT, as defined in s. 1008.22(3)(c), or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9).

(c) Completion of all other applicable requirements prescribed by the district school board pursuant to s. 1008.25.

(d) Achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by this section.

Each district school board shall adopt policies designed to assist students in meeting the requirements of this subsection. These policies may include, but are not limited to: forgiveness policies, summer school or before or after school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of a grade of "C," "D," or "F." In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

(5) The State Board of Education, after a public hearing and consideration, shall adopt rules based upon the recommendations of the commissioner for the provision of test accommodations and modifications of procedures as necessary for students with disabilities which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.

(6) The public hearing and consideration required in subsection (5) shall not be construed to amend or nullify the requirements of security relating to the contents of examinations or assessment instruments and related materials or data as prescribed in s. 1008.23.

(7)(a) A student who meets all requirements prescribed in subsections (1), (2), (3), and (4) shall be awarded a standard diploma in a form prescribed by the State Board of Education.

(b) A student who completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3), but who is unable to meet the standards of paragraph (4)(b), paragraph (4)(c), or paragraph (4)(d), shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time...
student or a part-time student for up to 1 additional year and receive special instruction
designed to remedy his or her identified deficiencies.

(8)(a) Each district school board must provide instruction to prepare students with disabilities to
demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade
progression and high school graduation.

(b) A student with a disability, as defined in s. 1007.02(2), for whom the individual education
plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student:

1. Complete the minimum number of credits and other requirements prescribed by subsections
(1), (2), and (3).

2. Does not meet the requirements of paragraph (4)(b) after one opportunity in 10th grade and
one opportunity in 11th grade.

(9) The Commissioner of Education may award a standard high school diploma to honorably
discharged veterans who started high school between 1937 and 1946 and were scheduled to
graduate between 1941 and 1950 but were inducted into the United States Armed Forces
between September 16, 1940, and December 31, 1946, prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

(10) The Commissioner of Education may award a standard high school diploma to honorably
discharged veterans who started high school between 1946 and 1950 and were scheduled to
graduate between 1950 and 1954, but were inducted into the United States Armed Forces
between June 27, 1950, and January 31, 1955, and served during the Korean Conflict prior to
completing the necessary high school graduation requirements. Upon the recommendation of
the commissioner, the State Board of Education may develop criteria and guidelines for
awarding such diplomas.

(11) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to
implement the provisions of this section and may enforce the provisions of this section pursuant
to s. 1008.32.

History.--s. 23, ch. 2006-74; s. 6, ch. 2007-234.

¹Note.--The comprehensive reading plan is required by s. 1011.62(9).
1003.429 Accelerated high school graduation options.--

(1) Students who enter grade 9 in the 2006-2007 school year and thereafter may select, upon receipt of each consent required by this section, one of the following three high school graduation options:

(a) Completion of the general requirements for high school graduation pursuant to s. 1003.43;

(b) Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3). The 18 credits required for completion of this program shall be primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature;

2. Three credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission;

3. Three credits in natural science, two of which must have a laboratory component;

4. Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics;

5. Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and

6. Three credits in electives; or

(c) Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 credits shall be primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature;

2. Three credits in mathematics, one of which must be Algebra I;

3. Three credits in natural science, two of which must have a laboratory component;

4. Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics;
5. Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses; and

6. Two credits in electives unless five credits are earned pursuant to subparagraph 5.

Any student who selected an accelerated graduation program before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

(2) Prior to selecting a program described in paragraph (1)(b) or paragraph (1)(c), a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.

(3) Beginning with the 2006-2007 school year, each district school board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options listed in subsection (1), including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option.

(4) Selection of one of the graduation options listed in subsection (1) must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject to the requirements in subsection (2). Each district school board shall establish policies for extending this deadline to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation pursuant to paragraph (1)(a).

(5) District school boards may not establish requirements for accelerated 3-year high school graduation options in excess of the requirements in paragraphs (1)(b) and (c).

(6) Students pursuing accelerated 3-year high school graduation options pursuant to paragraph (1)(b) or paragraph (1)(c) are required to:

(a) Earn passing scores on the FCAT as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9).

(b) 1. Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent, in the courses required for the college preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(b); or

2. Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(c).
(c) Receive a weighted or un-weighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(b).

(d) Receive a weighted or un-weighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated 3-year high school graduation option pursuant to paragraph (1)(c).

Weighted grades referred to in paragraphs (b), (c), and (d) shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.531(3) or weighted by the district school board for class ranking purposes.

(7) If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

(a) The requirements that the student is not currently meeting.

(b) The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.

(c) The right of the student to change to the 4-year program set forth in s. 1003.43.

(8) A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program set forth in s. 1003.43 if the student:

(a) Exercises his or her right to change to the 4-year program;

(b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;

(c) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; or

(d) By the end of grade 11 does not meet the requirements of subsections (1) and (6).

(9) A student who meets all requirements prescribed in subsections (1) and (6) shall be awarded a standard diploma in a form prescribed by the State Board of Education.

GRADUATION REQUIREMENTS CHECKLIST 2010/2011

Name: ____________________________________________  ID#: _______________________________________

SELECTED GRADUATION OPTION (check one):

☐ 24 CREDIT TRADITIONAL  ☐ 18 CREDIT COLLEGE PREP  ☐ 18 CREDIT CAREER PREP

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FM-6866(01-05)
### 24 Credit Traditional (continued)

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*minimum Credit’s Required 24 GPA 2.0

### 18 Credit College Prep (Continued)

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*minimum Credit’s Required 18 GPA 3.0

### 18 Credit Career Prep (continued)

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<th>Required Electives (continued) *</th>
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Additional Academic Requirement

Six (6) of the required 18 credits must be earned in advanced academic courses (honors, AP, dual enrollment).

Indicate with a "✓" which six (6) courses meet this requirement

- 5 credits in vocational or career technical courses within a vocational or career education program
- 3 credits in a single vocational or career education program and any two additional elective credits.
- 3 credits in single career/technical certificate dual enrollment and 2 credits in electives

*minimum Credit’s Required 18 GPA 3.0

### Minimum Un-weighted Cumulative GPA Required for this Graduation Option

**ADDITIONAL GRADUATION REQUIREMENTS FOR ALL GRADUATION OPTION**

**COMMUNITY SERVICE**

(NOT REQUIRED FOR THE 18 CREDIT OPTIONS, BUT MAY BE REQUIRED FOR SCHOLARSHIP ELIGIBILITY)

<table>
<thead>
<tr>
<th>Hours:</th>
<th>Date:</th>
<th>Project:</th>
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**FCAT**

**COMPUTER LITERACY**

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<th>Score</th>
<th>Date Passed</th>
<th>Demonstrated by:</th>
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<td>Course Name (if applicable)</td>
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<tr>
<td>Mathematics</td>
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<td>Date Completed:</td>
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**GRADUATION CHECKLIST REVIEW**

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<th>Date Reviewed</th>
<th>Parent or Counselor or Teacher Signature</th>
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**FM-6866 (01-05)**

Miami-Dade County Public Schools
Division of Student Services
Transition Programs
GOAL I: WELCOME TO HIGH SCHOOL

Inquiry Question: What are some activities/clubs/sports I may want to join?

Lesson Title: Getting Involved

Description: In an effort to increase student’s self-determination skills and involvement in different clubs/organization within the high school setting, students will analyze, categorize and produce a marketing plan that promotes their interests.

USA Today Newspaper in Education Description: Students will develop an understanding of the importance of being part of a community team and being a team player.

Objectives: The student will be able to:

- Create a list of benefits resulting from team or club participation.
- Create a marketing device for a senior high school team or club.
- Calculate percentages and create and interpret two types of graphs.
- Evaluate their preferences for academic, leisure, service and physical activities.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify articles that discuss how a group of people come together to make something work successfully.
- Use analytical skills to predict who, what, where and when events develop.

National Standards for Freshman Transition:

- 0.8B The students will write qualitative goals and objectives for three (3) personal goals or classroom projects.
- 0.8D Diagram steps required to achieve identified short- and long-term goals.

Student Development Framework Standards and Benchmarks:

Benchmark ED 1.1
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
FCAT Benchmarks:

- LA.A.2.4.2 Identifies the author’s purpose and point of view
- LA.E.2.2.1 Explains causes and effects
- LA.A.2.4.1 Identifies main idea and significant details
- MA.D.1.4.1 Understands the different ways numbers are represented in the real world
- MA.C.3.4.1 Uses coordinate geometry to locate objects in both two and three dimensions

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Teacher Preparation:

- Prearrange a presentation by the Activities Director at the school. Share this lesson with the activities director who may be able to provide additional materials to the students. If Tools for Success is implemented school-wide (i.e., Leadership Course, 9th Grade Transition Course, arrange for a large group orientation)
- Prearrange with club sponsors and coaches to have students make presentations about their clubs or teams.

Instructional Materials:

- Handout: Senior High School Extracurricular Organizations Directions
- Handout: Senior High School Extracurricular Organizations
- Handout: Supporting DFYIT – Who We Are
- Handout: Creating a Marketing Item
- Markers
- Chart Paper
- Construction paper, scissors, other art supplies for creating a marketing item
- Handout: Creating a Graph and Calculating Percent
- Creating a Graph and Calculating Percent Teacher Answer Key
- Handout: DFYIT by Carey Anne Trainer, Former President

Activation of Prior Knowledge:

- The students will respond in writing to the following prompt:
  List all of the teams or clubs that you can join/would like to join in senior high school.
- Have students share their ideas with another person.
- Create a class list of all of the teams or organizations the students identified.

Instructional Lesson:

1. Coordinate a presentation with the Activities Director.
2. Explain to students that in the senior high school, there are many clubs and organizations that can make their high school experience more meaningful.

3. Distribute **Handout: Senior High School Extracurricular Organizations Directions**. Review with the students the eight different types of organizations: Honor Societies, Interest Clubs, Service Clubs, Student Publications, School Government Associations, Performance Groups, Sports Teams, and School Spirit Activities.

4. Display the class generated list and categorize each item using the designated initials.

5. Place students in pairs. Distribute **Handout: Senior High School Extracurricular Organizations**. Instruct the students to categorize each of the organizations listed as one of the eight identified basic types.

   - Have students select the top three school clubs/organizations that interest them the most and divide students into small groups based on interest.
   
   - Instruct groups to create a “marketing item”, poster, brochure, or power point etc., which promotes their selected school clubs/organization of interest.
   
   - On the poster, the students will include the following facts about the one organization of interest: meeting times, club sponsor, activities, purpose, benefits, and requirements for participation. (This information can also be provided as part of the Activities Director’s Presentation, or you can contact a number of club sponsors to arrange for a student to make a short presentation in each of your classes or students can check the school website.)

   - Students will present their project to the class.

6. Distribute the **Handout: Supporting ®DFYIT – Who We Are** and have the students read the information using “jump-in” reading.

   - Instruct each group to compare and contrast how the organization ®DFYIT is similar or different to other teams, school clubs, and/or organizations.
   
   - Additional/optional DFYIT information is provided in the article, *Drug Free Youth in Town Directs 9th Annual Prevention Youth Summit*

7. Distribute the **Handout: Creating a Graph and Calculating Percent**. Have students complete the assignment in groups of two. Review the assignment and methods for ascertaining percentages and interpreting the pie graph.

**USA Today Newspaper in Education Activity:**

*Using the USA Today newspaper, pair up with a classmate and find an article which discusses the success of being a team player. Discuss your thoughts and feelings with your classmate. How does he or she feel about being a team player?*

*How many articles in the newspaper refer to success stories of in which people needed the help of others in order to make it?*
**Assessments:** Written materials, posters, brochures, and group calculations will be assessed. Provide extra credit for any student who becomes an active member of one school club/organization. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Distribute the Handout: DFYIT by Carey Anne Trainer, President. The students will read the essay and respond to the writing prompt.

**Optional:** Discuss how becoming involved with positive movements, or clubs can dramatically change lives.
Senior High School Extracurricular Organizations Directions

There are eight (8) basic types of organizations that are available in senior high school:

<table>
<thead>
<tr>
<th>INITIALS</th>
<th>TYPE OF ORGANIZATION</th>
<th>PURPOSE OR MAIN FOCUS OF ORGANIZATION</th>
</tr>
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<tbody>
<tr>
<td>HS</td>
<td>Honor Societies</td>
<td>Focus on academic achievement and usually require a certain grade point average</td>
</tr>
<tr>
<td>IS</td>
<td>Interest Clubs</td>
<td>Focus on an interest such as photography</td>
</tr>
<tr>
<td>SC</td>
<td>Service Clubs</td>
<td>Focus on community and school service activities</td>
</tr>
<tr>
<td>SP</td>
<td>Student Publications</td>
<td>Yearbook and school newspaper</td>
</tr>
<tr>
<td>SGA</td>
<td>School Government Associations</td>
<td>Focus on school or class level government</td>
</tr>
<tr>
<td>PG</td>
<td>Performance Groups</td>
<td>School band, cheerleaders, drama club</td>
</tr>
<tr>
<td>ST</td>
<td>Sports Teams</td>
<td>Varsity, junior varsity or intramural teams</td>
</tr>
<tr>
<td>SSA</td>
<td>School Spirit Activities</td>
<td>Class of 2010</td>
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</table>

Directions: Using the chart above, categorize each of the organizations on the Handout: Senior High School Extracurricular Organizations. Write the initials next to the name. It is important to note that some organizations may have more than one purpose.

Examples: IS Computer Club SC 5000 Role Models
Senior High School Extracurricular Organizations

___ 5000 Role Models
___ African American Club
___ Art Gallery
___ Badminton
___ Band
___ Baseball
___ Basketball
___ Best Buddies
___ Bible Club
___ Business Professionals of America
___ Chess Club
___ FBLA - Future Business Leaders Association
___ FEA – Future Educators of America
___ Film Club
___ Fitness Club
___ Football (Intramural)
___ Football (Junior or Varsity)
___ Flagettes
___ French Club
___ Gay-Straight Alliance
___ Golf
___ Graphics Club
___ HOSA – Health Occupations Student Association
___ In School Student Chamber of Commerce
___ Italian Club
___ Jazz Band
___ JROTC – Junior Reserve Officers’ Training Corps
___ Junior Varsity Cheerleading
___ Key Club
___ Law Studies Club
___ Literary Magazine
___ Majorettes
___ Math Honor Society
___ Newspaper
___ National Honor Society
___ NOW – National Organization of Women
___ Peer Mediation
___ Pep Club
___ Piano
___ Science Honor Society
__ SECME (Science, Engineering, Communications, and Mathematics Enhancement)

__ Sign Language
__ Silver Knight
__ Soccer
__ Softball
__ Spanish Club
__ Spanish Honor Society
__ Speech And Debate
__ Student Council
__ Swimming
__ Technology Club
__ Tennis
__ Thespians
__ Track And Field
__ United Way Committee
__ Varsity Cheerleading
__ Water Polo
__ Women of Tomorrow
__ Wrestling
__ Yearbook
Drug-Free Youth in Town (DFYIT) is a nationally recognized, community-based, substance-abuse prevention organization. We focus on and give recognition to students who choose to live a healthy, drug-free lifestyle.

Our primary mission is to provide drug awareness, opportunities for youth-adolescent mentoring, participation in community service and the promotion of youth leadership among the students in middle and senior high schools for students ages 10 through 18.

Clubs are youth-led community service chapters, with a variety of ethnic, cultural and socioeconomic backgrounds. 70% are minority students; about 47% live in or adjacent to a high crime area and nearly 50% live in homes with single parents, foster parents or relatives.

Students are aware that they are surrounded, and supported, by hundreds of like-minded youth within their schools. This empowers them to resist the pressures of substance abuse and helps them send a powerful message of temperance and responsibility to their families, friends, school and community.

Backed by science-based evaluated evidence, the healthy choices made by DFYIT members add to our organization’s positive impact on our community by nurturing a healthier environment for our students, ultimately reducing the economic cost to society attributed to substance abuse.

Currently DFYIT has clubs in 36 public and private, middle and senior high schools in Miami-Dade County with over 6,000 students actively involved.

Serving youth for a decade, DFYIT has become a nationally recognized model for other counties and states for drug prevention among middle and senior high youth. DFYIT’s members serve as positive role models for their peers and siblings as well as to the community at large.
Members participate in community service activities, mentor young children, attend club meetings and special events designed to reinforce healthy drug free living.

**Why should I join?**

- You'll develop leadership skills and make your community a better place to live.
- You'll have visible proof that you don't use drugs.
- You'll make friends with other students who also choose to be drug-free.
- You'll get discounts from participating merchants throughout the community.
- You'll meet community and state leaders.

**Who can join?:** Membership is voluntary and available to any student attending a school with a DFYIT chapter. DFYIT recognizes there are a variety of reasons why you may choose not to become a DFYIT member. Membership is voluntary. Students may join according to their individual choice and needs.

**How do I join?**

1. Complete a DFYIT Student/Parent Contract, and have your Parent (Guardian) review and sign it. Parental signature is required.
2. Submit and pass a drug screening and agree to random re-screening.
3. Agree to participate in community service projects individually or with other club members.
4. Agree to abide by DFYIT club rules

**Membership:** DFYIT operates like other school clubs. It has club sponsors, a constitution, officers, and members. DFYIT meets monthly to discuss club business, plan events, and projects. If you comply with all of the club rules, your membership is valid until you graduate from your current school.

**About Club Meetings:** DFYIT operates like other school clubs that meet monthly to discuss club business, plan events, and projects. It has club sponsors, a constitution, officers, and members. Clubs also may have special speakers, games, events and information that will make the club more effective and fun.

**About Drug Testing: How Is It Done?** A urine sample will be collected. A laboratory will test the sample drugs using reliable testing methods.

**How Do I Know I Won’t Get a “False Positive”?** Test results are very accurate and much care has been taken to prevent this from happening.

**Who Will Find Out the Results of My Test?:** Your T.R.U.S.T. specialist will be the only person to receive the test results. Reports are not given to the police, and will not become a part of your permanent school record. Test results are regarded with highest degree of confidentiality.
**What if My Test Comes Back Positive?:** If your result is positive, you will automatically lose your membership for a month. Your school's crisis intervention specialist will be notified. You will have an opportunity to reapply after the due month has been enforced following a negative drug testing.

**Will My Parents Find Out My Test Results?:** If you test positive, your parents/guardian will be notified at the discretion of your school's crisis intervention specialist. The DFYIT Club recognizes the importance of family support in the case of an identified drug problem.

**How Often Am I Tested?:** You will be tested once when you join. You will be re-tested on a random basis throughout the year.

**About Community Service:** Community Service includes participating in individual or group projects. As a club member, you are responsible to:

1. Select your community service projects.
2. Fulfill a minimum of 10 hours of community service per year.
3. Participate in at least one community service project with other club members per year.
4. Complete and submit the Community Service Documentation Form in order to receive credit.
Drug Free Youth In Town Directs
9th Annual Prevention Youth Summit
Kids, Drugs, And Stress Overload

Over 900 students in the DFYIT, Drug Free Youth In Town program came together to attend the 9th Annual Prevention Youth Summit on December 17 and 18, 2001 at the Hyatt Regency, located at 400 SE 2nd Ave., in Miami.

Students from Miami-Dade County Public Schools attended this two day event to learn more about issues and perspectives in the war against drugs and tobacco as well as how to balance their stress filled days.

Stress is not an adult phenomenon. Kids have lots of things going on in their lives that can cause them to be "totally stressed". Recent findings document that following major tragedies there is an increase use of alcohol, tobacco, and drug abuse. Stress cannot be avoided. However, learning to deal with stress and how to respond to it in positive ways can help kids avoid making poor decisions. Drug Free Youth in Town's Youth Summit helped students learn and model stress management skills. Presenters gave students tools to use throughout their adult lives. By providing teens with optimism and confidence in their own abilities they will learn how to keep stress in check and how to redirect their responses in positive ways.

The workshops were led by voluntary community organizations as well as Patrick Grady, motivational speaker and author of "Who Packs the Parachute?" Participating organizations and individuals included Teen Court, Jail is Hell Convict Program, Southwest Senior High Peace Ambassadors, Chuck Bryant with the Peace Education Foundation, Marleen Colangelo and Andrew Cuddihy with the American Lung Association. Florida State Representative Edward B. Bullard presented a proclamation from Governor Jeb Bush declaring December 16-22 as Drug Free Teen Week.

"We provided students with the tools they need to make it through these hectic times; if we don't teach them positive ways to deal with stress, they are more likely to turn towards negative outlets such as tobacco, alcohol or drugs," Barbara Zohlman, Executive Director.

For more information about the Youth Leadership Conference or the DFYIT program, please contact the office at 305-971-0607 or email our staff.

DFYIT's 9th Annual Youth Summit was sponsored by Department of Health, Division of Health Awareness and Tobacco, Office of Tobacco Control, Miami Dade County Public Schools, Miami Dade County Department of Human Services, Drug-Free Communities Program, The Department of Children and Families, Alliance for Human Services and Department of Juvenile Justice.

DFYIT is a youth-led organization, by youth, for youth, which focuses on alcohol, substance and tobacco abuse prevention. Its philosophy is that positive peer pressure will help support the development of healthy, productive drug free youth.
Creating a Marketing Item

You are to create a marketing item clearly depicts information about a team or organization that is interesting to you and available at your school. Your marketing item must include but is not limited to the following information:

- Description
- Meeting times
- Club sponsor
- Activities of the team or organization
- Purpose
- Benefits of belonging to the team or organization
- Requirements for participation
- Past accomplishments

Information on the marketing item can be on both sides. It should be creative, informative, and neat. The marketing item must incorporate a logo and picture graphics related to the organization of choice. The marketing item should be attractive, creative, and information should be presented neatly.

Suggested marketing items may include:
- Brochure
- PowerPoint
- Banner
- Morning Announcement
- Poster
- Flyer
- Invitation
Creating a Graph and Calculating Percent

There are 2,400 students at **Iam N. Volved Senior High School**. Of those students, 213 are in the marching band, 748 play on one of the J.V. or Varsity sports teams, and 1,439 students are in one of the school sponsored clubs.

1. What percent of the student body is involved in a school sports team? ___

2. What percent of the student body is in one of the school sponsored clubs? ___

3. What percent of the student body is in the marching band? ___

4. What formula did you use to calculate the answers for #1- #3? __________

5. Is it possible for a student to be a member of the marching band and a member of one of the J.V. or Varsity sports teams? ___

6. Is it possible to be a member of one of the school sponsored clubs and a member of the marching band? ___

7. Is it possible to be a member of all three, the band, a sports team and a school club? ___

8. Create a bar graph that would show the percent of students at **Iam N. Volved Senior High School** that are currently in a club, play on one of the sports teams, and those that are in the marching band. Be sure to give the graph a title and label the “x” and “y” axis.
Refer to the pie chart above for questions:

9. How many seniors are in a school club? ___

10. How many freshmen are in a school club? ___

11. How many sophomores and juniors are in a school club? ___

12. What formula did you use to calculate the answers for questions #9 - #11?

____________________________________________________________________

Why do you think that the number of upperclassmen involved in clubs and sports activities is higher than the underclassmen?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Creating a Graph and Calculating Percent
Teacher Answer Key

There are 2,400 students at Lam N. Volved Senior High School. Of those students, 213 are in the marching band, 748 play on one of the J.V. or Varsity sports teams, and 1,439 students are in one of the school sponsored clubs.

1. What percent of the student body is involved in a school sports team? 31%
2. What percent of the student body is in one of the school sponsored clubs? 60%
3. What percent of the student body is in the marching band? 9%
4. What formula did you use to calculate the answers for #1-#3?

Number of students in clubs, band, or sports ÷ 2,400

5. Is it possible for a student to be a member of the marching band and a member of one of the J.V. or Varsity sports teams? Yes
6. Is it possible to be a member of one of the school sponsored clubs and a member of the marching band? Yes
7. Is it possible to be a member of all 3, the band, a sports team and a school club? Yes
8. Create a bar graph that would show the percent of students at Lam N. Volved Senior High School that are currently in a club, play on one of the sports teams, and those that are in the marching band. Be sure to give the graph a title and label the “x” and “y” axis.
SCHOOL ACTIVITIES

Students Participating in Clubs

Refer to the pie chart above for questions

9. How many seniors are in a school club?  
   604

10. How many freshmen are in a school club?  
    130

11. How many sophomores and juniors are in a school club?  
    705

13. What formula did you use to calculate the answers for questions #9 - #11?

   Total number of students x the percent of student in each class.  
The % is converted into a decimal. (1449 x .42 = 604 seniors)

Legend
42% = Seniors  
28% = Juniors  
21% = Sophomores  
9% = Freshman

Read
Think
Explain

What are the benefits of being involved in high school activities?

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
DFYIT
By Carey Anne Trainor, Former President*

I wish you could see what I saw every day. I saw my peers consuming cigarettes at 7 a.m. in the student parking lot. I saw my classmates comparing prices of marijuana in the hallways between classes. I saw the two girls who sit next to me in biology class discussing weekend plans to use ecstasy at South Beach on Friday afternoons. I saw the people I’ve grown up with throwing their lives away to fulfill some standard of expectation that popular teenagers are supposed to use drugs.

When I was a freshman, these events overcame me. I was shocked that it seemed like absolutely everyone was involved in some kind of drug use, at football games and at parties and at all the other staples of high school life.

Then, around the middle of my ninth grade year, I began discussing this observation with one of my teachers. She suggested that I join DFYIT, Drug Free Youth In Town. I went to the meeting, expecting to see only twenty people. Looking around the crowded classroom, however, seeing so many of my peers laughing and enjoying themselves without any reliance upon drugs or alcohol, I finally realized what I should have seen long before.

There were 3400 students at my school. Throughout the course of a day, I probably saw 30 kids with obvious ties to drug use. But why did it seem like everyone was doing it? And why did I think that the only way to be seen as a true teenager was to participate in these self-destructive habits?

I still don’t know the answers to those questions; I don’t think anyone does. But everyone knows that teenagers have an inherent desire to fit in, and everyone knows that the power of the majority is easy to succumb to. What joining DFYIT did for me that turbulent freshman year was show me that not everyone uses drugs, and that there are plenty of active, social students who are free from the constraints of substance abuse.

But there’s more to DFYIT’s message than that. DFYIT provided me with the opportunity to participate in activities that were just as fun as those liquor-infested school parties seemed to be. Everyone envied DFYIT members because we were always going on field trips with members from other schools. “My favorite thing about DFYIT was that I got to attend field trips for community service where I always met other nice DFYIT members. I am still friends with a lot of the kids I met through DFYIT. I guess that’s because we all know that we want to succeed, and we know that being a DFYIT member will allow us to do that,” said Miguel Ramirez. In addition, DFYIT provided me with friends that didn’t want to collapse under the pressures of drugs and alcohol. Most importantly, DFYIT provided me with the knowledge that I am strong enough to resist illusions of chemical happiness, and that I can use my strength to stand alongside my peers with my commitment to being drug free. Kristen Nelson, the Vice President of my school’s DFYIT chapter said, “It’s so easy to become caught up in the pressures of middle and high school. DFYIT has helped me set goals for myself—like
staying away from drugs and performing community service—that have allowed me to take advantage of all the fun things about high school.”

Even though more than three years have passed since I first joined DFYIT, I still see many of those same smokers and dealers in the parking lots and hallways. But as a DFYIT member, that’s not all I see anymore.

Now I see hundreds of happy, drug-free students who, with the help of DFYIT, have overcome the temptation to conform that I too was faced with. They are the students who are on the athletic teams, graduating from high school, and going to college. Now I see youth going to football games and parties and having a great time without some mind-altering keg or joint. Now I see my peers influencing their communities, celebrating their healthy lifestyles, and setting goals for their futures. As a DFYIT member, I wish you could see what I see every day.

How can a person’s participation (membership) in a club and/or team affect his/her future?

______________________________________________________________________

______________________________________________________________________

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______________________________________________________________________

Read
Think
Write

* Carey Anne Trainor served as the president of DFYIT for two years. Because of her outstanding leadership and service to the community, as a senior high school student from Palmetto Senior High School, Carey Anne was awarded the 2001-2002 Silver Knight. Carey Anne said she began the club chapter at Palmetto Senior High because she felt that drug abuse was an issue.
GOAL I: WELCOME TO HIGH SCHOOL

Inquiry Question: Why do I have to choose a major?

Lesson Title: Navigating the Academy and Career Pathways

Description: This lesson helps students explore the options available to them when choosing a major area of interest.

USA Today Newspaper in Education Description: Students will be able to identify careers that are suitable to their talents and personal aspirations.

Objectives: The student will be able to:

- Identify reasons for choosing a major.
- Explain the importance of having a clear pathway.
- Generate a pathway of chosen major.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify employment opportunities in which they may be successful based on their strengths and interests.

National Standard for Freshman Transition:

9.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark ED 2.0
Students understand the importance and value of lifelong learning.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.1.4.1 Selects and uses pre-reading strategies that are appropriate to text.
LA.A.1.4.2 Selects and uses strategies to understand words and text, and confirm inferences from what is read.
LA.C.1.4.3 Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the ideas of a
previous speaker, and respecting the viewpoints of others.

LA.A.2.4.4 Locates, gathers, and analyzes information.
MA.A.3.4.3 Uses appropriate methods of computing.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 2 hours.

Instructional Materials:

- Chart paper, markers, and/or overhead projector/acetates
- **Handout: It’s a Major Opportunity!**
- **Handout: M-DCPS Secondary School Reform Academy Tally Sheet**
- **Handout: M-DCPS High School Academies**
- **Handout: Academy Programs of Study**
- **Handout: Program of Study Worksheet**

Activation of Prior Knowledge:

- List the following terms on the board:
  
  Major  
  Academy  
  Career Pathways  
  Academy Strand  

Instructional Lesson:

1. Explain to the students that the object of this lesson is to have a productive course of study throughout high school. Discuss with students their ideas about a major. Write a few ideas on the board. Distribute the handout **It’s a Major Opportunity!** You can visit [www.FACTS.org](http://www.FACTS.org) to allow students to search their county and what schools offer what programs.

2. Discuss the responses to the word Academy. Write their ideas on the board. Distribute and analyze the Academy Tally Sheet. Find out what interests the students have and allow them to write some of their ideas on the board. The M-DCPS **High School Academies** list can be viewed on the SSR website. This will show the Academy Strands as well as the career cluster that are a part of that strand.

3. Discuss the Handout: Academy Program Sheet. This chart can be seen at the Secondary School Reform website: [http://ssr.dadeschools.net/](http://ssr.dadeschools.net/) and go to Academy Chart on left hand side of the page. This will allow you and the students to explore the course options in the different high schools. This particular page is for Web Design.
4. Allow students to print their area of interest. This Academy Program Sheet they print will let students to engage in the following activities with ease. The Academy Program Sheet shows students what classes to take in what grade and in the correct order.

5. Allow students to access the http://ssr.dadeschools.net/ website to create their own Program of Study Worksheet. Students will write their academy programs classes of choice and map out the ninth through twelfth grade.

6. Have students prepare a 2 to 3 minute speech talking about their career choices and how it will affect their class choices in the future. This can be presented in groups or by individual students depending on time.

**USA Today Newspaper in Education Activity:**

Students are to review the MONEY Section in the USA TODAY newspaper. Identify at least five different careers mentioned in the newspaper in which you feel you may be successful. Explain what personal goals you would have to set for yourself in order to meet the qualifications of each career option.

**Assessments:** Group participation, writing assignment, and home learning assignment will be evaluated. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will share the Program of Study Activity handout with relatives. Have students research several programs of study using these methods and return them to share with class members. Students can prepare a short speech to discuss their chosen career choices.
It’s a Major Opportunity!

A “major” in high school?

Everyone takes the basic classes you need to graduate, right? What about the classes you want to take? Florida ninth graders who started high school in 2007-2008 had the power to pick a “major area of interest.” Your “major” is made up of four elective classes. These can be classes offered at your school, and/or through dual enrollment, online/virtual education classes, and certain internships and work experience. The possibilities are endless.

What types of courses make up a “major?”

Across Florida, there are more than 400 “majors” available to high school students, although not all may be offered at your school or within your school district. For your “major,” you’ll need to take four elective courses that are on top of the 16 courses required to graduate. These classes can be:

- General academic courses (math, literature, science, foreign language, social studies, etc.)
- Career and technical courses (electronics, nursing, landscaping, auto mechanics, culinary arts, etc.)
- Fine Arts courses (theatre, dance, painting, etc.)
- A combination of courses that are related to one topic of interest (communications, engineering, etc.)

Experience such as internships, academic team competitions, and work experience outside of school may count toward your “major,” too!

What does a “major” do for me?

Most importantly, a “major” gives you the chance to explore subjects you’re interested in or focus in on something you really love. It can be something you might want to do later in life for a career, a skill you’d like to learn or just something you want to know more about. A “major” gives you the opportunity to:

- Earn additional credit toward college, technical school, or a beginning certification in an occupation
- Receive credit and recognition for accomplishments outside the normal school day, like supervised activities that are related to the “major” you’re enrolled in
- Make your high school experience more relevant
- Increase the value of elective classes and your high school diploma
- Earn a special designation on your high school diploma

So, how do I pick a “major?”

Each school is different and may have different processes for enrolling in a “major.” Check with your high school (or high school you plan to attend). Your guidance counselor, or someone in the guidance office, will be a great resource. If you’re in eighth grade, ask your middle school, too. Visit Florida’s online student advising system, www.FACTS.org, to see which majors your high school is offering. Just click and pick your school for the list of “majors” and courses that
are part of the major. This won’t formally enroll or register you in classes, but gives you an idea what’s out there.

**What if…?**

Q: **What if I don’t know what I want to do with the rest of my life yet?**
A: A high school “major” isn’t the same thing as a college major. And, it’s not a commitment to a lifelong decision. You’re not picking your future career or your college major, and you’re certainly not stuck with your “major” for the rest of your life. Consider it a time to investigate what you like, or think you’ll like.

Q: **What if I don’t complete a “major?” Can I still graduate?**
A: Absolutely, you will still be able to graduate. You need to be enrolled in a “major,” but do not need to complete one to graduate. Also, you can change your “major” without any penalty.

Q: **What if my school doesn’t offer the “major” I’m interested in?**
A: Choices might be limited because of teacher or course availability at your school. Check out options available through virtual education or through dual enrollment at a local community college. Also, let your teachers and principal know what classes you’re interested in, so they can decide if it is possible to add that course for the next year.

Q: **What if I transfer to another school that doesn’t offer the same “majors” as my previous school?**
A: If you transfer to a school that doesn’t offer the same majors or classes, you can see if the courses you need are available through virtual education or dual enrollment. You may also change your major at this time, without penalty, and you’ll still get credit for the courses you already took.

**Florida’s High School Graduation Requirements**

The formula for graduation is simple: $16 + 4 + 4 = your$ diploma. Remember, it takes the successful completion of a combination of required and elective courses to graduate. You’ll need:

16 = required courses

+  

4 = elective courses in your “major”

+  

4 = additional elective credits (you can choose another “major” or just different classes you find interesting)

24 = your Florida high school diploma and ticket to your future!

Florida Department of Education www.fldoe.org
<table>
<thead>
<tr>
<th>Region</th>
<th>School Name</th>
<th>Courses Offered</th>
<th>M-DCPS Secondary School Reform Academy Tally Sheet</th>
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<td>Region I</td>
<td>Matthews</td>
<td>1</td>
<td>1</td>
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<td></td>
<td>Miami Beach</td>
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**TOTALS**

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<td>Science</td>
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<tr>
<td>English</td>
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<tr>
<td>Social Studies</td>
<td>9</td>
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<tr>
<td>Physical Education</td>
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<td>Health &amp; Physical Education</td>
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<tr>
<td>Business</td>
<td>14</td>
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<tr>
<td>Arts</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>417</td>
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</table>
Academy Programs of Study

Academy of Information Technology
Career Cluster: Information Technology

Program Strand: Web Design Technology
Students who choose a career in Web Design Technology are trained in industry-based web design software applications where they organize, plan, and develop web pages and websites.

Secondary Career Academy Development Timetable  Academy classes are listed in bold type.

<table>
<thead>
<tr>
<th>Pre-Academy Grades 6 – 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th grade—Middle Middle</td>
<td>English I</td>
<td>English I</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>7th grade—Career Preparation Requirement</td>
<td>Algebra or higher</td>
<td>Geometry or higher</td>
<td>Algebra II or higher</td>
<td>Pre-calculus or Other Mathematics Course</td>
</tr>
<tr>
<td>8th grade—Transition Tools</td>
<td>Earth &amp; Space Science or Biology</td>
<td>Biology or Chemistry</td>
<td>Chemistry or Physics or Physical Science</td>
<td>Science Elective or Other Elective</td>
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<tr>
<td>MIU Vocational Wheel 1 BU 820030012</td>
<td>World History</td>
<td>Elective</td>
<td>American History</td>
<td>American Government / Economics</td>
</tr>
<tr>
<td>Semester Courses: Business Keyboarding 820011011</td>
<td>9th Grade Transition</td>
<td>Foreign Language or Other Elective</td>
<td>Foreign Language or Other Elective</td>
<td>Foreign Language or Other Elective</td>
</tr>
</tbody>
</table>

Computing for College and Careers 82092001 or Intro. to IT 820731001 or Key and Bus Skills 82002011 and Comp Bus Skills 82003011

<table>
<thead>
<tr>
<th>Pre-Academy Grades 6 – 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th grade—Middle Middle</td>
<td>Web Design 1 820711001</td>
<td>Web Design 2 820712001</td>
<td>Web Design 3 820713001</td>
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<tr>
<td>7th grade—Career Preparation Requirement</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>8th grade—Transition Tools</td>
<td>Elective</td>
<td>Elective</td>
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<td>Elective</td>
</tr>
</tbody>
</table>

Suggested Electives:
- Students may participate in the Career Experience Opportunity (CEO) internship program using the following courses:
  - Workplace Essentials – 83003101A (Honors 5) and CEO internship – 0500330CE (Honors 5).

To find a Miami-Dade County Public High School with this Program Strand, please visit: http://ssr.dadeschools.net/acad_tally_schls.pdf

Internship Opportunities
- Internship
- Cooperative Education
- Job Shadowing
- School-Based Enterprise
- Service Learning
- Dual Enrollment
- Portal to CEO

Student Organizations / Clubs
- Future Business Leaders of America (FBLA)
- Student Chamber of Commerce
- School Computer Club

Earn Upon Completion
- Industry Title & FLDOE OCPIC correlated to the individual areas.
- For more information, please contact a guidance counselor at:
  http://www.mades.gov/student/financialaid/lsd/lsdmemo1239.htm

For more information on the Florida Department of Education Bright Futures Scholarship Programs, Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), and Florida Gold Seal Vocational Scholars Award (GSV), please contact a guidance counselor at:

For more information on advanced standing at local public and private post-secondary institutions as established per articulation agreements, please contact a guidance counselor.

POSTSECONDARY OPTIONS

Certification Programs
- Internet and Computer Core
- Dreamweaver
- Net +
- The English Center
- Miami Beach Adult Education & Community Education

Community College (A.A./A.S.) or Proprietary Programs
- Web Design
- Graphic Design
- AASA in Visual Communication
- Miami Dade College

Four-Year College and University Programs
- DeVry University
- Web Design
- Graphic Design
- Information Technology / Graphics and Multimedia
- BFA in Visual Communication

CAREER OPTIONS

Entry Level
- Web Designer
- Commercial Artist

After Post-Secondary Education
- Web Designer
- Graphic/Digital Designer
- Desktop Publisher
- Audio/Video Editing

Miami-Dade County Public Schools
Division of Student Services
Transition Programs
Program of Study Worksheet

Name: ___________________________ Date: ___________ Period: ___________

Directions: Investigate the Secondary School Reform website http://ssr.dadeschools.net/. Write in the **Academy** and **Elective** classes that you are interested in. The first column lets you fill in classes that were taken in middle school to prepare you for high school Academy classes.

<table>
<thead>
<tr>
<th>Pre-Academy Grades 6-8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>List previous courses taken in middle school.</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>______________________</td>
<td>Algebra or Higher</td>
<td>Geometry or Higher</td>
<td>Algebra II or Higher</td>
<td>Analysis of Functions</td>
</tr>
<tr>
<td>______________________</td>
<td>Earth &amp; Space Science or Biology</td>
<td>Biology or Chemistry</td>
<td>Chemistry or Physics or Physical Science</td>
<td>Science Elective or other Elective</td>
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<td>World History</td>
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<td>American History</td>
<td>American Government / Economics</td>
</tr>
<tr>
<td>______________________</td>
<td>9th Grade Transition</td>
<td>Foreign Language or Other Elective</td>
<td>Foreign Language or Other Elective</td>
<td>Foreign Language or Other Elective</td>
</tr>
<tr>
<td>______________________</td>
<td>List Academy Classes</td>
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**Elective**

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<thead>
<tr>
<th>Elective</th>
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GOAL II: SUCCEEDING IN HIGH SCHOOL

Inquiry Question: What happens when students drop out?

Lesson Title: Dropping Out Doesn’t Pay

Description: This lesson will develop reading comprehension skills utilizing two-column note taking. The topic focuses on why students drop out of school and requires students to make predictions and support main ideas with details.

USA Today Newspaper in Education Description: Students will be able to acknowledge the importance of having an education in a society which places a value on having higher level thinking skills in order to get better paying jobs.

Objectives: The student will be able to:

- Identify the main idea and significant details from a given passage.
- Use two-column note taking skills to develop reading comprehension and higher level thinking skills.
- Identify situations in their own lives that could interfere with graduating from high school and obtaining a high school diploma.

USA Today Newspaper in Education Objectives: Students will be able to:

- Predict cause and effect relationships.
- Use analytical skills to identify what factors lead to the success in the lives of people mentioned in everyday news headlines.

National Standards for Freshman Transition:

- 01.C Describe the challenges faced by individuals whose lives were sidetracked due to drug addiction, teen parenting and /or dropping out (high school or college).
- 08.I Make a persuasive oral presentation about a contemporary teenage problem.

Student Development Framework Standards and Benchmarks:

Benchmark CD 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
FCAT Benchmarks:

- LA.A.1.4.2 Interprets words and data contextually
- LA.A.2.4.1 Determines main idea and significant details
- LA.A.2.4.2 Identifies author’s purpose and point of view
- LA.E.2.4.8 Draws conclusions

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 2 hours.

Instructional Materials:

- Handout: New Information on Youth Who Drop Out: Why They Leave and What Happens to Them
- Handout: Hispanic Dropout Project Issues Final Report

Vocabulary:

- Colleagues
- Curriculum
- Forums
- Misconceptions
- Expectation
- Linguistic
- Dignity
- Mentor
- Advocate
- Aggressive
- Disengaged
- Policies
- Incentives
- Political machine
- Recommendations
- Implemented
- Welfare

Activation of Prior Knowledge:

Instruct the students to respond to the following question in writing:

**Why do you think ‘kids’ drop out of high school?**

- Generate a list of responses using the board, overhead or chart paper.
- Explain the difference between “fact and opinion and the need for evidence,” model selective underlining strategy by placing a *circle* around those responses.
that are ‘opinion’, box in the responses that are facts and check any stated evidence.

**Instructional Lesson:**

1. Ask the students if they think the following statements are true or false.
   - An opinion may or may not be based upon facts
   - An opinion may or may not be true
   - An opinion is usually based on some information or experience
   - An opinion can be changed
   - All of the above statements are true
   - A fact can be supported by statistical evidence.

2. Explain to the students that the lesson for today is to read a passage and using the two-column notes reading strategy organizes text. The two-column notes will focus on fact and proof/evidence. The students will read two articles about why students drop out of school.

3. Instruct each student to divide their paper into two columns.
   - Label the left column “Fact”
   - Label the right column “Proof or Evidence”
   - Distribute the Handout: New Information on Youth Who Drop Out: Why They Leave and What Happens to Them
   - Read the first page orally to or with the students and help them clarify unknown words
   - Explain, model and teach the students to selectively take notes and place a box around the FACTS and then placing a check indicating the supported evidence. Instruct the students to write their facts in the left column and the evidence/proof in the right column. Students will need assistance condensing the facts or evidence into short meaningful phrases. Instruct the students to complete this entire article in this fashion. It may be helpful to point out the bold headings to assist in organization of material. (option) Jig Saw the passage and assign groups various headings and then present to class.
     - Review the findings with the class.
     - Ask if there was anything in the article that surprised them or that they did not know before.

4. Write the vocabulary words on the board
   - Working in pairs, have students define a few words each – review and discuss for clarification.
   - Distribute the Handout: Hispanic Dropout Project Issues Final Report
   - Have the students read the article and identify a problem and the solutions.
   - Ask students to underline the vocabulary words to determine if after reading the passage, a better definition can be written. (Point out that many times the context gives valuable clues and definitions to difficult words).
   - Have students create another 2 column graphic organizer.
   - Instruct the students to write their problem in the left column.
   - Instruct the student to find solutions in the text that address the problem.
   - Instruct the students to write those solutions in the right column.
Hint: go to www.quia.com and create an exercise that focuses on vocabulary development
(The 2 column notes are a valuable strategy for responses that require supporting evidence.)

5. Review the concepts presented in both articles concerning Student Drop Outs. Again, ask if the students are surprised by the information presented.

6. Refer back to the prior knowledge activity. On the same paper, ask student to create a statement of what they learned from the articles that was different from their original opinion.

7. Review the strategy of two-column note taking. Ask how they could use this strategy to help them develop reading comprehension skills or to learn new material.

8. Instruct the students to create one final two-column graphic organizer.
   - Label the left column "my problem"
   - Label the right column "my solution"
   - Instruct the students to identify one problem that might prevent them from graduating from senior high school.
   - Instruct the students to identify several solutions that could be used to solve or overcome the problem.

9. Ask for volunteers to share their identified problems and solutions.

**USA Today Newspaper in Education Activity:**

Find an article in the MONEY section of the USA Today section of the newspaper which refers to a successful entrepreneur. Explain in details how that individual runs his or her business and how do you feel that person became so successful? Does the article tell you if that person completed high school or what level of education they have? If not, can you guess whether or not that person drooped out of school?

If possible, pair up with a classmate and research that person on the internet and find out the level of education they have. Do you think dropping out doesn’t pay off?

**Assessments:** Two-column notes, class participation, and home learning assignment will be assessed. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:**

- Instruct the students to identify an article in a newspaper, magazine, or as part of a web based search that discusses the implications of dropping out of school and the impact it has on individuals and the community.
- Students will write a paragraph about the article and be prepared to share it with the class.
- Students may create a one (1) minute commercial to encourage teens to stay in school.
New Information On Youth Who Drop Out:
Why They Leave And What Happens To Them

It has been known for many years that young people who do not complete high school face many more problems in later life than those who graduate high school. Despite the efforts of national leaders and their demands that schools, communities, and families make a major effort to retain students, the dropout rate remains high.

Students drop out for a number of reasons. Many even seem like good ones at the time—such as to help out their families or to start new ones. Their decisions may be supported by the people closest to them in the belief that they have no choice. But the consequences of leaving can be great, and there are many steps that schools and families can take to help students stay in school, or get an alternative education, in order to meet their personal responsibilities.

Several studies recently conducted by the Federal Government and private organizations have produced new information and updated statistics about school dropouts. Another study reports on a survey of the academic and personal lives of both graduates and dropouts who began high school in 1988 in order to find out the differences between the two groups. Finally, a study on the value of getting a General Educational Development (GED) alternative high school diploma to African American dropouts leads to some surprising and encouraging conclusions.

Findings from these studies are presented below so that parents can have up-to-date information when talking to their children about the consequences of dropping out.

Facts About Dropouts: Who Is at Risk of Dropping Out?

The following information shows certain groups of young people whose members are more likely than others to leave school before graduating. While not everyone in these categories drops out, paying special attention to the needs of students from these groups can help keep some of them in school.

The studies reveal that:

- Students in large cities are twice as likely to leave school before graduating as non-urban youth.
- More than one in four Hispanic youth drop out, and nearly half leave by the eighth grade.
- Hispanics are twice as likely as African Americans to drop out. White and Asian American students are least likely to drop out.
- More than half the students who drop out of school leave by the tenth grade, 20% quit by the eighth grade, and a surprising 3% drop out by the fourth grade.

Earnings and Opportunities for Dropouts

The gap between dropouts and more educated people is widening. Opportunities increase for higher skilled workers and all but disappear for the less skilled.

- In the last 20 years the earnings level of dropouts doubled, while it nearly tripled for college graduates.
During a lifetime, dropouts will earn $200,000 less than high school graduates, and over $800,000 less than college graduates.

Dropouts make up nearly half the heads of households on welfare.

Dropouts make up more than half the prison population.

**Earnings and Opportunities for GED Holders**

In the past it was thought that returning to school to get a GED certificate didn't have much effect on a person's job opportunities. Regardless, each year nearly half a million people get a GED. A recent study shows, however, that there are large differences between those who drop out and those who get a GED, not only in their ability to find a job, but also in the wages they earn:

- Men who got a GED earned 21% more than male dropouts; women GED holders earned 18% more than female dropouts.
- While only slightly more than half the dropouts were either working or looking for work (called "in the labor force,") over 80% of those who had gotten a GED were in the labor force.
- Twice as many women GED holders were in the labor force as women dropouts. In fact, nearly two out of three female GED holders were in the labor force.
- For African American men, 85% of GED holders were in the labor force, compared with 60% of dropouts.
- For Hispanics, 93% of GED holders were in the labor force, compared with 77% of dropouts.

**The Lives of Dropouts**

In a recent survey, dropouts, approximately 18-years-old, were asked to tell about their lives before they decided to leave school. They said that both their personal and school lives were very hard. Experiences like the following ones can be considered a warning sign that a student is at risk for dropping out:

- 20% were married, living as married, or divorced, with females more likely than males to be married. Nearly 40% percent had a child or were expecting one.
- Nearly 25% changed schools two or more times, with some changing for disciplinary reasons.
- 12% ran away from home.
- Almost 20% were held back a grade, and almost half failed a course.
- Almost one-half missed at least 10 days of school, one-third cut class at least 10 times, and one-quarter were late at least 10 times.
- One-third were put on in-school suspension, suspended, or put on probation, and more than 15% were either expelled or told they couldn't return.
- 11% were arrested.
- 8% spent time in a juvenile home or shelter.

**Reasons Why Youth Drop Out**

Dropouts listed both school problems and personal factors as reasons for dropping out:
• Didn't like school in general or the school they were attending.
• Were failing, getting poor grades, or couldn't keep up with school work.
• Didn't get along with teachers and/or students.
• Had disciplinary problems, were suspended or expelled.
• Didn't feel safe in school.
• Got a job, had a family to support, or had trouble managing both school and work.
• Got married, got pregnant or became a parent.
• Had a drug or alcohol problem.

What Parents Can Do to Prevent Dropping Out

Despite leaving high school, many dropouts said that they expected to continue their education. Most planned to finish high school eventually, and some were interested in a career education school, college, and even graduate school. Since they had these goals, it is even more unfortunate that they couldn't be helped to stay in school. Unfortunately, many youth thought that schools didn't do very much to try to keep them, and that their families didn't try much harder. While it is possible that these youth didn't recognize some offers of help, it is important for youth to realize that the adults in their lives do want them to remain in school and are willing to do what they can to make it possible.

Here are some ways that parents, working with school administrators, counselors and teachers, can help their children remain in high school:

• Arrange for help to complete missed assignments, tutoring, placement in a special program, and/or a transfer to alternative school.
• Help them with personal problems, and/or arrange for professional help.
• Help them schedule work and family obligations so that there is also time to attend school.
• Help them understand that the choices they make—e.g. marrying, becoming parents, failing courses, or behaving badly enough to get suspended, can seriously disrupt their opportunity to finish school.
• Assist students in finding a school and social programs that will meet their special needs.
• If all else fails, assist students to enroll in a GED program and encourage them to obtain an alternative high school diploma.

Parents, teachers, students, school districts and community leaders all had them: excuses for why 30% to 35% of the nation's Hispanic students drop out of school.

New Mexico State University's Rudolfo Chavez-Chavez and six colleagues from other universities spent two years studying the Hispanic dropout problem and titled their final report, "No More Excuses."

"Overall, we found a lot of people making excuses for the high dropout rate among Hispanic students," said Chavez, a professor of curriculum and instruction. "People were more than willing to give excuses rather than ask what they could do to remedy the problem."

As part of their research into why Hispanic students tend to drop out of high school at 3.5 times the rate of white non-Hispanic students, Chavez and others in the Hispanic Dropout Project held open hearings in 10 cities from December 1995 to August 1996. The cities included in the study were Las Cruces and Albuquerque in New Mexico; Houston and San Antonio in Texas; Los Angeles, San Diego and Calexico in California; Toledo, Ohio; Miami and New York. More than 300 people attended the open forums and provided input for the study.

The researchers found that parents blamed the schools, students blamed the teachers, teachers blamed the students and school administrators, and school districts cited the lack of qualified staff and an uncooperative community.

"We heard all the imaginable excuses," Chavez said. "It got to the point where we didn't want to hear any more. It seemed that everyone was blaming someone else for the problem and nobody was doing anything about it."

Despite the excuses and misconceptions the project uncovered, the group did find a few bright spots or "pockets of hope" where Hispanic students excelled in school. One such school was in Calexico, Calif., where the dropout rate was less than two percent.

"We learned that when Latino and Latina students are supported and held to high expectations, then they succeed in the classroom," Chavez said. "When teachers are supported by their administration and use Hispanic students' cultural and linguistic experiences to make learning meaningful, then students succeed. And, when schools treat parents with respect and dignity, then the students succeed."

The report made several recommendations to help reduce the number of Hispanic dropouts, including:
Every Hispanic student should have a mentor who is willing to take personal responsibility for ensuring that the student makes it through school.

Hispanic parents must advocate for their children because no one else will - or can - do the job as well as they.

Teachers should teach content so that it interests and challenges Hispanic students to become knowledgeable.

Schools need to become more aggressive in responding to the early-warning signs that a student may be doing poorly, losing interest, or in some other way becoming disengaged from school.

School districts should inform students and parents of their policies in ways that are clear and easy to understand. Districts should warn parents when their children's behaviors are deemed unacceptable.

Local business communities, chambers of commerce, and community-based organizations should work together to keep students in school. Businesses where students work should provide incentives and support for their students to complete and continue beyond high school.

"What became very clear to us was that we were dealing with a political machine," Chavez said. "The schools and communities have to care about and address the needs of all their students. And if they do that, then all their students, including their Hispanic students, are going to be successful."

The Hispanic Dropout Project was initiated by U.S. Secretary of Education Richard Riley. Because the project is not a federal commission, its members were not invited to make recommendations addressed to Congress. However, Chavez said that project members are hopeful that many of the recommendations will be implemented by federal, state and local governments, school districts and others interested in the welfare of Hispanic students.


Flesch-Kincaid Readability Index: 9.1
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GOAL II: SUCCEEDING IN HIGH SCHOOL

Inquiry Question: How can the Library/Media Center help me be a better student?

Lesson Title: Library/Media Center Scavenger Hunt

Description: The students will develop skills necessary for accessing information and resources in the library/media center.

USA Today Newspaper in Education Description: Students will learn to use the newspaper as an alternate resource for information.

Objectives: The student will be able to:

- Identify multiple resources available in the library/media center.
- Utilize the appropriate resource for selected tasks.
- Participate effectively in groups to pursue and generate information.
- Access information efficiently and effectively.

National Standard for Freshman Transition:

06. A Access career information using print and online resources to complete an education and/or training plan for a career pathway.

USA Today Newspaper in Education Objectives: Students will be able to:

- Read, interpret and utilize the newspaper as a means of obtaining information.
- Use analytical skills to predict who, what, where and when events develop.

Student Development Framework Standards and Benchmarks:

Benchmark ED 1.2
Apply academic and technical skills to achieve personal and career goals

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:
LA.A.2.4.7 Analyzes the validity and reliability of primary source information
LA.A.2.4.8 Synthesizes information from multiple sources
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 2 - 3 hours.

Teacher Preparation:

- Prearrange access to library/media center prior to implementation of lesson and share lesson with library/media personnel.
- Teacher should collaborate with library/media center specialist to provide an orientation of the library/media center prior to implementation of lesson.

Instructional Materials:

- Handout: Library/Media Center Map Assignment
- Handout: Library/Media Center Scavenger Hunt Directions
- Handout: Library/Media Center Scavenger Hunt Questions

Activation of Prior Knowledge:

- Using an overhead, have the students respond in writing to the following question – review answers and generate class discussion.

  What are the functions of a library – and how does it ‘serve’ you?

  - Brainstorm with students the sections, services, and/or resources in the school library/media center.
  - Have students take notes and add to their activation of prior knowledge assignment any new information.

Instructional Activities:

1. Place students into teams of two or three. Explain that the team will be part of a cartography and scavenger hunt expedition so they need to work together to gather as much information –as a team- to win.

2. On an initial visit to the library/media center, allow students the opportunity to walk around the library/media center – investigate their surroundings and create a map using the Handout: Library/Media Center Map Assignment.

3. On a second visit, arrange with a library/media center specialist to provide an orientation to the library/media center. (Provide them with a copy of the scavenger hunt to ensure all items are covered)
   - Instruct the teams to take notes during the presentation they may use their notes to assist in the completion of the assignment. (Note: many media specialist have an orientation to high school presentation prepared for the beginning of school)
4. After the presentation, review Library/Media Center Scavenger Hunt Directions and expectations prior to the students beginning the hunt then distribute the Handout: Library/Media Center Scavenger Hunt.

   - Students will be graded on speed and accuracy.
   - Number the assignments in the order that they are turned in.
   - The first three groups to submit the assignment with the highest number of correct responses can be awarded extra credits, given a prize (which might be available from the library/media center specialist or teacher), or both.

5. At a subsequent class meeting, the Library/Media Center Scavenger Hunt activity will be reviewed and winners announced.

_USA Today Newspaper in Education Activity:_

_Have students look through all sections of the USA Today newspaper. Have them look for articles that refer to the government. Write at least five facts that you have learned from the articles._

_How easy was it for you to find information in the newspaper as opposed to looking in the library or the media center? What steps would you have take to find the same information if you had not used the newspaper?_

_Assessments:_ Written assignments and map evaluation. Answer the inquiry question.

_Follow-up Activities/Home Learning/Parent:_ Have the students visit a public library, obtain a library card, write a short essay or make a class presentation of the programs offered.
Library/Media Center Map Assignment

Name: __________________________  Date: ____________  Period: ____________

In the space provided, create a map of our library/media center. Include as many of the components that were identified during the class activity. Your map should include a legend and be as close to scale as possible.

Legend:
Library/Media Center Scavenger Hunt Directions

Directions

- Work in teams to answer each of the questions.
- You will turn in one paper per team so be sure all names are on this handout.
- This is a competition; therefore, if you share answers with another team, you will be disqualified.
- Once you begin, you may not ask someone to give you an answer. You may use your notes taken from the presentation.
- Where it requires “Teacher Signature”, you must show the resource you have identified to the library/media specialists or the teacher and have that item number signed.
- After using each resource, it must be returned to its proper place.
- Anyone leaving a resource out of place or giving the resource to another student(s) will be disqualified.
- This will be a timed competition and this sheet must be turned in when the time expires.
- The team to turn their form in first with the most correct answers will be the winner.
- There will be 1st, 2nd, and 3rd place winners.
- Winners will be announced at the next class meeting.

GOOD LUCK!
Library/Media Center Scavenger Hunt Questions

Name: ___________________________ Name: _______________
Name: ___________________________ Name: _______________
Period: ______               Date: ________________________________

1. How long can a book be checked out?   _____________________________
2. List the names of four people who work in the library/media center:
   1. _________________________  3. ________________________
   2. _________________________  4. ________________________
3. What does the “R” in the call number mean?   ________________________________
4. Magazine that features a career:   Teacher Signature: _______________
   Title: _________________________________ Career: _____________________________
5. The latitude and longitude of Kabul:   ________________    _________________
   Title of Resource: _________________________________________________________
6. Winner of the 2000 Super Bowl:   ________________
   Title of Resource: _________________________________________________________
7. Antoine Lavoisier was what kind of scientist?   ______________________________
   Title of Resource: _________________________________________________________
8. An event that occurred the year each of the students was born:
   Year: _______ Event: _____________________________________________________
   Year: _______ Event: _____________________________________________________
   Title of Resource: _________________________________________________________
9. A title of an Ernest Hemingway novel: _________________________________________
10. The call number for a book on Drug Addiction: _______________________________
    Title of Resource: _________________________________________________________
11. A biography of a famous American: Teacher Signature: ________________
    Miami-Dade County Public Schools 122 Division of Student Services
    Transition Programs
Title of Resource: ____________________________________________

10. Where can I find career information? __________________________

Title of Resource: ____________________________________________

11. The year Frederick Douglass died: __________

Title of Resource: ____________________________________________

12. Fiction book with a “C” in the title or author’s name: Teacher Signature: __________

Title of Resource: ____________________________________________

13. A meerkat is what kind of animal? ______________________________

Title of Resource: ____________________________________________

14. My school web address: ______________________________________

Title of Resource: ____________________________________________

15. How do I find information about colleges in Florida? ________________

Title of Resource: ____________________________________________

16. The telephone number of Miami-Dade County Circuit Court: ____________

Title of Resource: ____________________________________________

17. The hours the library/media center is available to students besides the normal school day. ________________

18. Two services the library/media center provides: ____________________

19. The cost to have copies made: __________

20. List 3 types of technologies available for student use in the library/media center:
    1. ________________________________
    2. ________________________________
    3. ________________________________

21. The password for sun link. ________________________________

Title of Resource: ____________________________________________

22. How can I get on FCAT Explorer?
GOAL II: SUCCEEDING IN HIGH SCHOOL

Inquiry Question: What are some important elements for a valuable website?

Lesson Title: Evaluating Internet Websites

Description: The students will evaluate web sites using graphic organizers and a reference guide to better validate and qualify information for research purposes.

USA Today Newspaper in Education Description: Students will communicate a cause and effect relationship in the media promotes the internet.

Objectives: The student will be able to:

- Examine and evaluate materials for the purpose of recognizing bias and contrasting points of view.
- Apply personal and evaluative criteria for selecting relevant materials.

USA Today Newspaper in Education Objectives: Students will be able to:

- Predict cause and effect relationships.
- Use analytical skills to predict who, what, where and when events develop.

National Standards for Freshman Transition:

01.0 The student learns to project into the future and to understand the consequences of his/her actions and the choices made today.

Student Development Framework Standards and Benchmarks:

Benchmark CD 3.0 Students acquire the knowledge skills and attitudes that contribute to effective earning and knowledge

CBC Correlation: Library/Information Literacy III 2, 3, A, Research

FCAT Benchmark:

LA.A.2.4.7 Analyzes the validity and reliability of primary source information
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 2 – 3 hours.

Instructional Materials:

- Prearrange student access to computers with Internet access
- Overhead projector
- PC and internet access
- LCD projector (projector used with a computer)
- Handout: KWL graphic organizer
- Handout: Domains: Where is it from?
- Handout: Purpose: Why was the site created?
- Handout: Evaluation: What is this web site?
- Handout: Web site evaluation assignment

Activation of Prior Knowledge:

- Using the board, overhead or chart paper create a KWL chart, entitled WORLD WIDE WEB.
- Distribute the Handout: KWL Graphic Organizer. Explain to the students that the lesson involves learning about how to evaluate and use internet web sites.
  - Instruct the students to work independently and use their own KWL graphic organizer to write down what they already KNOW about the World Wide Web and how to evaluate sites.
  - Generate discussion and record responses.
  - Allow the class to come up with the W – what would they like to learn about the World Wide Web. Students should record responses on their own paper as well as the board.

- At the conclusion of the entire lesson, the students will record what they have LEARNED.

Instructional Lesson:

1. Using an overhead projector, display the following domains and ask the students if they know what each represents at an internet address. They should use the back of their KWL to record their responses.

   .edu   .biz
   .k12   .info
   .org   .com
   .net   .gov

2. Distribute the Handout: Domains: Where is it from?
   - Students will check their responses based on the handout.
   - Generate a discussion for clarification.
3. Using the board or overhead projector, display the following categories below.

- entertainment
- school information
- commercial
- music
- advocate ideas
- find friends
- recent information

- Instruct the students to work in teams to provide examples of web sites they have used for each of the categories listed on the **Purpose: Why was the site created?** handout.

4. Preview the sites listed below so that you understand the purpose of each of these sites. Utilize an LCD projector to display the following websites and discuss the purposes of the following websites:

- http://ssikids.com/games/
- www.amazon.com
- www.rif.org
- www.weather.com/
- your school home page
- www.dadeschools.net
- www.myflorida.com

5. Ask the students to respond to the following questions as you display each of the websites:

- What topic does the site cover?
- Can you understand the information presented?
- Is the information current?
- Who is the author?
- What makes him/her an expert on this site’s topic?

6. Distribute the **Handout: Evaluation: What is this web site?** Utilize an LCD projector to display:

- http://www.lexis-nexis.com/academic/2upa/Aaas/mlkFBI.htm

7. Move to computers either as individuals or in groups of 2 or 3 (depending on the number of computers available) and instruct students to click on:

- www.thekingcenter.com

8. Instruct the students to use the **Handout: Evaluation: What is this web site?** Review the handout.

9. Distribute to students or groups of students the **Handout: Web Site Evaluation Assignment.** Either individually or in pairs, instruct the students to select and analyze one of the web sites listed below. The students will write an evaluation in paragraph form about the site which will then be shared with the class.

- http://www.cdc.gov/tobacco/
- http://ash.org/
10. Have each student use his/her KWL chart distributed in the beginning of the lesson. Review what they **KNEW**, what they **WANTED TO LEARN**, and instruct them to complete the graphic organizer explaining what they have **LEARNED**.

**USA Today Newspaper in Education Activity:**

*With your fellow classmates discuss how the newspaper such as *USA Today* is used to promote the internet and websites. Search through the different sections of the paper and note how many times the newspaper makes mention to the internet. Does it refer to it in a positive or a negative light?*

**Assessments:** Teacher observation, KWL chart, student participation, and the written evaluation of selected web site. Answer the Inquiry Question.

**Follow-up Activities/Home Learning/Parent:** Instruct the students to select four new websites as a home assignment and apply the evaluation strategies:

- Does the site cover the topic?
- Can you understand the information presented?
- Is the information current?
- Who is the author?
- What makes him/her an expert on this site’s topic?

- http://www.forces.org/
- http://www.tobaccofree.org
- http://www.philipmorrisusa.com
- http://www.wctoh.org/
KWL Graphic Organizer

Name: __________________________ Date: ____________ Period: _____

WORLD WIDE WEB

<table>
<thead>
<tr>
<th>What do you KNOW?</th>
<th>What do you WANT to know?</th>
<th>What did you LEARN?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Domains: Where is it from?

**URL**
Abbreviation of the Uniform Resource Locator, the global address of documents and other resources on the World Wide Web

**.edu**
education-based sites – universities, vocational, state education departments
   
   Example: fiu.edu

**.k12**
elementary to high schools and school districts
   
   Example: dade.k12.fl.us

**.org**
organizations – profit and non-profit
   
   Example: rif.org

**.net**
provider of network connection service
   
   Example: bellsouth.net

**.gov**
government agency
   
   Example: nutrition.gov

**.mil**
military body
   
   Example: navy.mil

**.com**
commercial business or corporation
   
   Example: amazon.com

**.biz**
for large businesses around the world
   
   Example: United States.biz

**.info**
unrestricted top-level domain; can be used by anyone
   
   Example: insurance.info
Purpose: Why was the site created?

Name: ________________________________  Date: _______________  Period: _______

Explain your answer:

Entertainment

Commercial

Advocates ideas

Presents information

Other
Evaluation: What is this web site?

Name: ___________________________ Date: ___________ Period: _____

1. What information does the URL give you? Domain: (Where is it from?)
   - .edu
   - .k12
   - .org
   - .net
   - .gov
   - .mil
   - .com
   - .biz
   - .info

2. Does the site cover its topic?       Yes       No

3. What is the depth of coverage?      Complete     Incomplete

4. Can you understand the information presented?       Yes       No

5. Is the information up to date?       Yes       No       Year _______

6. Why was the site created? (Its purpose) Explain your reason.
   - entertain
   - commercial
   - advocate an idea
   - present information
   - other

7. Who is the author of this site?

8. What makes him/her an expert on this site’s topic?

9. What credentials are cited?
Website Evaluation Assignment

Individual students or pairs of students will select and analyze a website by completing a written evaluation. Select one of the sites below and be prepared to share the information with the class.

- http://www.cdc.gov/tobacco/
- http://ash.org/
- http://www.forces.org/
- http://www.tobaccofree.org
- http://www.philipmorrисusa.com
- http://www.wctoh.org/

Include in the written essay the following questions:

- Information: What kind of information is available?
- Does the site cover the topic?
- How complete is the information?
- Are all sides of the topic presented?
- Can you understand the information presented?
- Is the reading level appropriate?
- Is the information current?
- When was the information gathered?
- Who is the author?
- Is the author an individual or a company/organization spokesman?
- What makes him/her an expert on this site’s topic?
- What academic credentials are listed?
- What links may be beneficial to topic?
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GOAL II: SUCCEEDING IN HIGH SCHOOL

Inquiry Question: How can being organized help me get better grades?

Lesson Title: Organization is Key

Description: For the purpose of achieving better grades, students will develop an organizational plan.

USA Today Newspaper in Education Description: Students will recognize that self organization is preparation for future success in school and the workplace.

Objectives: Students will be able to:

- Communicate in writing a cause and effect relationship between personal organization skills and effective learning.
- Create a plan to develop better organizational skills.

USA Today Newspaper in Education Objectives: Students will be able to:

- Create a plan to develop better organizational skills.
- Understand the importance of having some type of action plan for the future.

National Standard for Freshman Transition:

9.0 The student demonstrates the importance of productive work habits and attitudes.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.1
Know common study skills and habits that contribute to effective learning.

Benchmark PS 1.6
Understand the concept of personal responsibility.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:
LA.A.1.4.2 Interprets words and data contextually
LA.A.2.4.1 Determines main idea and significant details
LA.E.2.4.8 Draws conclusions
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period.

Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers.
- **Handout: How Organized Are You?**
- **Handout: Cause and Effects of Being Organized.** Note that there are four (4) different cause and effects handouts.
- **Handout: My Plan for Getting It Together**
- Review the assignment with the mathematics teacher who will assess the plan and provide extra credit.

Activation of Prior Knowledge:

Read the following:

Sean John Combs, aka, P. Diddy, Puff Daddy, and Sean "Puffy" Combs.
Ask how many students know who this is.
Ask the students if they know how P. Diddy earns his living. (Record producer, clothing producer, recording artist, actor, restaurant owner, and movie producer are some responses.)

Read the following scenario:

*Puff Daddy scheduled to record an album with Lil' Kim at 3:30 in the afternoon. The recording studio charges $23,000 per hour to use the facilities and the sound equipment. Lil' Kim arrived at the studio on time ready to rap... As Lil' Kim walked through the door, so did Mariah Carey.*

*Puff Daddy realized he had also booked Mariah Carey at the same time. This is the third time Puff Daddy has booked two people at the same time for the same recording studio facilities. He is tired of losing $23,000 each time and upsetting the artists he gets to record for him.*

Ask the students what he could have done to prevent this overbooking. Ask students to volunteer to share their answers.

Explain that just as Puff Daddy needs to be organized in order to succeed as a performer, restaurant owner, music producer, and producer of his own line of clothing, students need to be well organized in order to be successful.
**Instructional Lesson:**

1. Ask students to generate ways that they are well-organized and record answers on the board, poster board, or acetate with an overhead.

2. Distribute **Handout: How Organized Are You?** Read the directions aloud. Allow five minutes for students to complete the inventory.

3. Instruct students to determine a personal score by adding up the numbers they have circled. Ask volunteers to share how this information helps them identify areas to improve.

4. Review the concept of cause and effect with students. Explain that cause and effect can have both positive and negative results. (Example: If you always do your homework, you will get a better class grade. If you do not do your homework regularly, the effect could be a lower class grade.) Ask students to generate cause and effect relationships that generate positive and/or negative results.

5. Explain to students that being organized directly affects how well they do in school and other areas of life. There is a direct cause and effect relationship between personal organization and school success.

6. Place students in cooperative groups of two (2) to three (3) students. Each group will be directed to complete the **Handout: Cause and Effects of Being Organized.** (There will be four (4) different handouts so that several concepts are covered.) Instruct students to **read the causes and generate two (2) effects for each cause** in their groups.

7. Have groups share by reading their causes and effects.

8. Distribute the **Handout: My Plan for Getting It Together.**

   - Explain that they will create a personal plan of strategies to help them become better organized. Instruct students to use the **Handout: How Organized Are You?** in order to generate responses.

9. The **Handout: My Plan for Getting It Together** and the **Handout: How Organized Are You?** The documents should be shared with parents and returned as a home learning assignment.

10. Instruct students to log on to [www.organizedteens.com](http://www.organizedteens.com) and click on school stuff. Ask students to read the article on School Stuff (SPACE Formula – Putting it all Together)

   - After reading the article, complete the following activity.

   Your best friend is attending the FBLA (Future Business Leaders of America) State Conference in Orlando, Florida. Using SPACE Formula given in the article, make recommendations.
USA Today Newspaper in Education Activity:

Select several articles from one USA Today reporter. What organizational skills did they have to use to research, write and edit their stories? What does it mean to “be on a deadline”?

How could you improve your organizational skills?

Assessments: Each student will create a plan to become better organized. The plan will be assessed. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: To reinforce positive behaviors and habits that will result in a more successful senior high school experience:

- The parents will review the student’s plan to become better organized, sign the plan, and remind the student to return it.

- The student will select a famous individual and generate a letter asking the person how he/she maintains a busy schedule and what strategies he/she uses to stay organized. The letter will be evaluated by the Language Arts or Business teacher for content and format.
How Organized Are You?

Name: ____________________________     Date: ____________ Period: ____

This is a survey to see how organized you are.
Circle 1 if the statement is never true.
Circle 2 if the statement is sometimes true.
Circle 3 if the statement is often true.
Circle 4 is the statement is always true.

1 I check for my supplies the night before school. 1 2 3 4
2 I have a dictionary, a good light, and study tools at home. 1 2 3 4
3 I bring everything I need at home from school. 1 2 3 4
4 I check to be sure I have my assignments before the end of the class. 1 2 3 4
5 I check to make sure I have the right books before going home in the afternoon. 1 2 3 4
6 I have the phone number of one classmate in each of my classes. 1 2 3 4
7 At the beginning of each week, I think about what I need to accomplish. 1 2 3 4
8 I clean out my book bag at least twice per month. 1 2 3 4
9 I have a notebook or folder for each class. 1 2 3 4
10 I always have an extra pencil or pen in my book bag. 1 2 3 4
11 When I have a major project due, I mark tasks to be completed on a calendar. 1 2 3 4
12 I have a calculator when needed. 1 2 3 4
13 I have a daily planner or assignment book where I can write down my assignments every day. 1 2 3 4
14 I do homework the night before, not just before class. 1 2 3 4
15 I check my planner frequently. 1 2 3 4
16 I check my book bag in the morning before I leave from home to make sure I have my assignments that are due. 1 2 3 4
17 The papers in my notebooks are neat and orderly. 1 2 3 4
18 I get supplies before they run out (like more paper). 1 2 3 4
19 I have my homework ready on the day it is due. 1 2 3 4
20 I study on a regular basis. 1 2 3 4

Add up your points: _____

70-80 You are totally organized and ready to learn!
50-69 Just a few areas that need to improve!
30-49 Improvement is needed.
Below 30 Help is definitely required!

Miami-Dade County Public Schools 139 Division of Student Services Transition Programs
#1 Cause and Effects of Being Organized

Name: __________________________________     Date: ____________ Period: ____

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

Example:  Cause:  You left your math book at school.  
Effects:  You will not be able to complete your homework. You can't study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You did not place a project assignment in your notebook.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>You did not understand how to complete a homework assignment.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>You identified afternoon tutoring sessions and wrote down the time and room location.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#2 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

**Example:**

**Cause:** You left your math book at school.

**Effects:**
- You will not be able to complete your homework.
- You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
</table>
| You read only half of the novel assigned to you. | 1. _________________________________________________  
2. _________________________________________________ |
| You do not have separate folders or notebooks for each class, but keep all of your papers inside of your book bag. | 1. _________________________________________________  
2. _________________________________________________ |
| You always have enough supplies for class. | 1. _________________________________________________  
2. _________________________________________________ |
#3 Cause and Effects of Being Organized

Name: __________________________ Date: ____________ Period: ____

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

Example:  
Cause: You left your math book at school.  
Effects: You will not be able to complete your homework.  
You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are always late for class, appointments, practice, and even meeting friends.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>You usually start a big project the night before it is due.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>You start your homework when you get home from school.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#4 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

Example:

**Cause:** You left your math book at school.

**Effects:** You will not be able to complete your homework. You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You generally get up late for school every day.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td>You ask the teacher before you leave school if you do not understand your assignment or how to complete your homework assignment.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td>Your planner is so small that you always lose it.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
</tbody>
</table>
My Plan for Getting It Together

Name: __________________________________ Date: ___________ Period: ______

List four (4) areas where you need to be better organized and create a plan for doing it.

Example: **Problem:** I need to stop waiting until the last minute to begin long-term projects.

**Plan:** I am going to create a calendar of tasks to be completed for the project and check my progress daily.

Problem #1: __________________________________________________________

Plan: __________________________________________________________

Problem #2: _________________________________________________________

Plan: __________________________________________________________

Problem #3: _________________________________________________________

Plan: __________________________________________________________

Problem #4: _________________________________________________________

Plan: __________________________________________________________

Share this plan with your parent(s) and return this assignment.

**Parent/Guardian Signature:** ____________________________________________
GOAL III: TOOLS FOR SELF-ASSESSMENT

Inquiry Question: I am smart! How can knowing how I learn help me to be a better student?

Lesson Title: My Learning Strengths and “Smartness”

Description: This lesson helps students create an awareness of their personal learning strengths and weaknesses. It also helps to boost their self-esteem by allowing them to identify how they are smart.

USA Today Newspaper in Education Description: Students will find an area that they feel is their strongest point and elaborate on how they can make those assets in their career goals.

Objectives: The student will be able to:

- Define what “smart” means to them and describe how “smartness” has affected their self-esteem.
- Identify their own interests, strengths and weaknesses and assess how these fit into one or more of Howard Gardner’s types of intelligences.
- Analyze how identifying their interests, strengths and weaknesses will assist them in career exploration and choices.
- Create a personal plan for getting smarter.

USA Today Newspaper In Education Objectives: Students will be able to:

- Learn and appreciate their strengths and interests by exploring daily news events.
- Use analytical skills to predict who, what, where and when events develop.

National Standards for Freshman Transition:

2.0 The student completes formal assessments and surveys to help them establish and consolidate their identity.

3.0 Student analyzes the effect of personal interests and aptitudes upon educational and career planning.

2.B Contemplate and list their unique traits (e.g. passions, values, and priorities, personality, strengths and weaknesses.

National Standards for Business Education:

Career Development – Standard 1: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career research and development.
Student Development Framework Standards and Benchmarks:

**Benchmark PS 3.3**
Recognizes one’s strengths and limitations.

**Benchmark PS 3.6**
Identifies and appreciates personal interests, abilities, and skills.

**CBC Correlation:**
Language Arts
- English I – Reading
- English II – Listening, Viewing and Speaking

**FCAT Benchmarks:**
- LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information.
- LA.E.2.2.1 Determines the main idea or essential message from text and identifies supporting information.

**Accommodations:**
Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 2 hours.

**Teacher Preparation:**
- Review the theory of multiple intelligences from the Reading: Multiple Intelligences.
  [http://www.education-world.com/a_curr/curr054.shtm](http://www.education-world.com/a_curr/curr054.shtm)

**Instructional Materials:**
- Handout: Can Do Bingo Directions (for the teacher and student)
- Handout: Can Do Bingo
- Handout: What does the word “smart” really mean?
- Handout: Personal Treasure Hunt: How smart are you?
- Handout: Eight (8) Ways of Being Smart
- Handout: My Personal Plan for Getting Smarter
- Prize for winning Bingo (maybe for 1st, 2nd, and 3rd place)
- Chart paper and markers
- Teacher created template for explanation of Multiple Intelligences (use Inspiration Software to create template).

**Activation of Prior Knowledge:**
Ask students to write down what they think the definition of the word “smart” is, then think of 5 people that they view as being smart and why they are smart.
Distribute the **Can Do Bingo** handout and read the directions from the **Can Do Bingo Directions** handout. Allow students time to walk around the room quietly to find the person that fit the descriptions in the boxes. This activity will let students see that people are talented in many different ways and can be “smart” in different ways. (The topics in the boxes may be modified to match the interests of your student body.)

**Instructional Lessons:**

1. Distribute the **Handout: What does the word “smart” really mean?** This lesson will enhance and frontload ideas and information about ‘being smart’.
   - Share responses to questions 2,3,4, and 5

2. Have students take the online test to determine their area(s) of intelligence.

3. Distribute the **Handout: Personal Treasure Hunt: How Are You Smart?**
   - Check off as many of the items that apply to them.
   - Share responses
   - Question – How can this information help you?

4. Distribute the **Handout: Eight Ways of Being Smart**
   - Create 8 Groups
   - Assign each group one ‘intelligence’, have them read the short passage, and come up with a free-form map that represents (in detail) that particular intelligence.
   - Display several examples in their free-form map.
   - Present maps and display. (If you have a large number of students, assign small groups of two (2) to complete this project.)

5. Ask students questions regarding the implications of multiple intelligences on how learning occurs. Examples:
   - Which intelligences have been traditionally valued in society and schools?
   - What impact does this have on a person whose strengths are in other intelligences?
   - If a student has a weak intelligence area, can they improve it?
   - Point out that most people find themselves in overlapping groups.
     - Ask students to think about a teacher where they really learned a lot! – as well as a teacher that they have had where they did not learn very much. (no names) Ask the students to think about HOW did the teacher teach them? Students may want to write examples as well as group and share.
     - Generate a discussion about the fact that teachers and/or their teaching style may fall into one particular area. How can students develop strategies in a class where the teachers’ style is different from the students’ strength? For example; if a teacher is ‘word smart’ or prefers a lecturing style of teaching and a student realizes that they are a ‘picture’ smart student, they may have difficulty in that
class and sitting closer to the teacher would be a strategy that helps maintain focus.

- Divide students into groups and assign each group one type of ‘intelligence’. Each group must generate at least three specific strategies that a person could use to improve their intelligence in that area.

6. Each group will report their strategies to the class.

7. Create a class list of strategies either through a class recorder or by using an overhead or chart paper. Emphasize that strategies are important to help students be more successful in a class where a teacher’s style is different and seemingly difficult.

8. Have students create a list of “top 25” jobs. Relating to the information learned about their “smartness”, have students categorize the “top 25” jobs/careers into one of the eight (8) intelligences.

9. Distribute and review the Handout: My Personal Plan for Getting Smarter which can be a home learning assignment.

10. Review the resources for career exploration available in the school. (Check with the Career Specialist)

**USA Today Newspaper in Education Activity:**

*Students will pick one section in the USA Today newspaper that they feel best describes who they are as a person. For example, if they are a sporty person, then they would choose the SPORTS section. Find an article, which you feel describes your strengths as a person either in your personal life or in your career life.*

*It is important to be aware that we can see ourselves in others. Especially if you choose to see positive role models and follow and believe that if they made it so can you.*

**Assessments:** Completion of the handout My Personal Plan for Getting Smarter. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will complete My Personal Plan for Getting Smarter and share with the class.
CAN DO BINGO DIRECTIONS

- The purpose of this activity is to have students become aware of and appreciates the skills, interests, and hobbies of their classmates.

- Duplicate copies of Interests and Skills Bingo for each student in the class.

- Distribute the copies to the students and instruct them that they must walk SILENTLY around the room and identify a student who fits a particular category. The identified person must sign their name if he/she fits the description in the box.

- Instruct the students that they are only allowed to sign each person's bingo card once. A person can sign their own board and the teacher and/or counselor can be included in the game.

- If nobody can get the entire card signed, you can then announce that the students are allowed to have the same person sign their board twice or more if there is still no winner.

- The person who has the entire card signed first should win a prize.

- When the game is over, have the winner read to the class each description and who signed it.

- Create a discussion about students' interests and skills.

- Please change the descriptions on the card to fit your student population.
## CAN DO BINGO

<table>
<thead>
<tr>
<th>Likes to participate in any sport</th>
<th>Reads fiction regularly</th>
<th>Plays a musical instrument</th>
<th>Likes to draw or paint</th>
<th>Likes to collect ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can write in two languages</td>
<td>Likes to play video games</td>
<td>Is on a team (The team is: ________)</td>
<td>Likes to write poetry or stories</td>
<td>Can read a road map</td>
</tr>
<tr>
<td>Likes to roller blade</td>
<td>Has an email address</td>
<td>Knows how to make an omelet</td>
<td>Has bought or owns stock in a company</td>
<td>Has selected a college to attend</td>
</tr>
<tr>
<td>Is part of a choir or band</td>
<td>Spends a lot of time on the computer</td>
<td>Is concerned about other people's feelings</td>
<td>Can use an electric drill</td>
<td>Likes to talk to or be with people</td>
</tr>
<tr>
<td>Understands sports statistics (Team standings or averages)</td>
<td>Wants to design buildings or houses</td>
<td>Knows how to use a digital camera</td>
<td>Likes to water ski or ride wave runners</td>
<td>Can put bait on a hook</td>
</tr>
</tbody>
</table>
What does the word "smart" really mean?

Name: __________________________________     Date: ____________ Period: ____

1. Using the 10 point scale below, estimate how smart you are.

   1  2  3  4  5  6  7  8  9  10
   not very smart   somewhat smart   very smart

2. You obviously had some measure in mind when you defined your "smartness." Create a list of words that might describe what you think of when you think of the word "smart."

3. How do you know that you are smart or not smart?

4. Think back to your early years of schooling. What words did you and your friends associate with smartness?

5. Discuss how and when the traditional idea of intelligence might have caused you any negative experience.
Personal Treasure Hunt: How Are You Smart?

Name: _______________________________     Date: ____________ Period: ___

Intelligence #1

I'm good at: I learn best by:
[ ] reading       [ ] listening
[ ] writing       [ ] using worksheets
[ ] telling stories [ ] writing things down
[ ] thinking in words [ ] journal writing
[ ] tongue twisters [ ] memorizing
[ ] paying attention to words on signs
[ ] playing word games

Intelligence #2

I'm good at: I learn best by:
[ ] arithmetic      [ ] solving problems
[ ] doing math in my head [ ] experimenting (as in science)
[ ] organizing ideas [ ] number games
[ ] puzzles and brainteasers [ ] counting things
[ ] analyzing and categorizing [ ] putting things in order
[ ] playing chess or computer games

Intelligence #3

I'm good at: I learn best by:
[ ] drawing figures [ ] looking at diagrams
[ ] doodling       [ ] seeing pictures
[ ] reading maps, charts, graphs [ ] building models
[ ] art activities [ ] visualizing
[ ] creating an image in my mind [ ] imagining things in my mind

Intelligence #4

I'm good at: I learn best by:
[ ] sports activities (running, jogging) [ ] hands on activities
[ ] dancing       [ ] drama (acting things out)
[ ] using gestures [ ] movement games that teach
[ ] using my hands [ ] making things
[ ] different crafts [ ] moving around
Name: ____________________________ Date: ____________ Period: ____

**Intelligence #5**

I'm good at:
- remembering melodies
- singing
- playing a musical instrument
- keeping a rhythm going
- hearing sounds and noises

I learn best by:
- songs that teach
- listening to background music
- making a rhyme or rap
- tapping while learning

---

**Intelligence #6**

I'm good at:
- getting along with people
- making new friends
- joining clubs or committees
- working in groups
- helping others

I learn best by:
- talking things over with others
- working with a partner
- role playing or acting out
- group projects

---

**Intelligence #7**

I'm good at:
- working alone
- doing things my own way
- expressing my feelings
- quiet activities
- reflecting on things
- remembering dreams

I learn best by:
- individual activities
- relating things to my life
- checking my own work
- keeping a journal of my thoughts

---

**Intelligence #8**

I'm good at:
- adapting to new environments
- observing things
- spotting trends and patterns
- interacting with nature
- working with animals
- growing plants

I learn best by:
- recording the natural world
- journaling information
- observing things up close
- engaging in outdoor activities
Eight Ways of Being Smart
A Theory of Multiple Intelligences

*Intelligence #1 - Word Smart (Linguistic Intelligence)*
Language skills include sensitivity to subtle meanings, use of words, and written or verbal communication. People like to read, speak formally and impromptu, journalize, write, debate, tell stories.

*Intelligence #2 - Number or Logic Smart (Logical-Mathematical Intelligence)*
Some people are skilled in their use of numbers and logical systems of thinking. Some people like to use symbols, outline, organize graphically, calculate, solve problems, see patterns.

*Intelligence #3 - Picture Smart (Spatial Intelligence)*
Artists, architects, and designers all demonstrate their spatial abilities often using technology/tools. Some people like to visualize, imagine, create color schemes and patterns, draw, paint, mind-map, pretend, sculpt, picture in the mind's eye.

*Intelligence #4 - Body Smart/Sports Smart (Bodily-Kinesthetic Intelligence)*
At the core of this intelligence is body control and the skilled handling of objects or tools. Some people like to dance, role play, move, use drama, mime, play games, use body language, exercise.

*Intelligence #5 - Music Smart (Musical-Rhythmic Intelligence)*
An expressive medium and ancient art form, music involves its own rules, language, and thinking structures. Some people like to compose or perform music, hum, sing, tap, play an instrument, and hear sounds in the environment.

*Intelligence #6 - People Smart (Interpersonal Intelligence)*
Reading the moods and intentions of others, and working well with groups are signs of this domain. People like to give feedback, understand others' feelings, collaborate, communicate, empathize, receive feedback, and work on projects.

*Intelligence #7 - Self Smart (Intrapersonal Intelligence)*
Understanding one's own feelings and using these insights to guide behavior is part of this intelligence. Some people like to meditate, think, process emotions, concentrate, imagine reason, use mindful practices.
Intelligence #8 – Nature/Environmentally Smart (Naturalist Intelligence)

The ability to interact with the environment and observe nature around them is characteristic of those who possess this intelligence. Outdoor activities, field trips and keeping journals of these activities both written and photographed are enjoyable to people in this group.
My Personal Plan for Getting Smarter

Name: _________________________________ Date:______________  Period:____________

My top two intelligences are:

1.  __________________ ______________________________________________

2.  __________________ ______________________________________________

The intelligence that I would like to develop more fully is: (provide reasons and identify characteristics for the selected intelligence)

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Three strategies that I can use to develop this intelligence more fully are:

1. __________________ ______________________________________________

2. __________________ ______________________________________________

3. ________________________ ________________________________________
GOAL III: TOOLS FOR SELF-ASSESSMENT

Inquiry Question: There are many ways to learn – which is my learning style?

Lesson Title: How Do I Learn?

Description: This lesson helps students create an awareness of their personal learning styles. Students develop techniques to enhance learning and understanding of content materials.

USA Today Newspaper in Education Description: Students will identify leadership qualities and how those qualities can assist them in being successful in the future.

Objectives: The student will be able to:

- Assess his or her individual learning style.
- Create self-improvement strategies that are aligned with his or her identified learning style.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify their strengths and attributes which may categorize them as having leader qualities.
- Analyze how identifying their interests, strengths and weaknesses will assist them in career exploration and choices.

National Standard for Freshman Transition:

8.J Explain and demonstrate effective communication in family, community, and career setting.
2.0 Student completes formal assessments and surveys to help establish their identity.

National Standards for Business Education:

Career Development Standard 1
Assess personal strengths and weaknesses as they relate to career research and development.

Student Development Framework Standards and Benchmarks:

Benchmark PS 3.3
Recognizes one’s strengths and limitations

Benchmark PS 3.1
Demonstrates common study skills and habits that contribute to effective learning
CBC Correlation:
Applied Technology – Workforce Readiness

FCAT Benchmarks:

LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information
LA.E.2.2.1 Determines the main idea or essential message from text and identifies supporting information.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Teacher Preparation:

- Read and review learning styles explained
  http://www.ldpride.net/learningstyles.MI.htm#Learning%20styles%20Explained

Instructional Materials:

- Handout: Types of Learners
- Handout: How Do You Learn?
- Handout: Scoring
- Handout: Suggestions for Auditory Learners, Kinesthetic Learners, and Visual Learners
- Learning Styles Explained (For Teacher Review)
  http://www.ldpride.net/learningstyles.MI.htm#Learning%20styles%20Explained
- Handout: Cloze Activity
- Teacher developed Cloze Activity – see example.
- Index cards (6 each) that state: Auditory Learner, Kinesthetic Learner, or Visual Learner (teacher created).

Activation of Prior Knowledge:

- Using an overhead projector, ask students to write down a response to the following scenario:

  You have just been chosen to play a part in the school play. This is something you wanted to do for a very long time. Your part is long and rehearsals will start in one week. How will you learn your part? Identify as many strategies as you can think of that will get you ready in one week’s time.

Instructional Lesson:

1. Review the activation to prior knowledge scenario. List student responses on a blackboard, overhead, or chart paper. Help students reach the conclusion that many different types of
strategies can be used to accomplish the same task. Ask students to guess which type of learning style they think they are.

2. Distribute **Handout: Types of Learners.**
   - Using “jump-in” reading, introduce students to three different learning styles: auditory, kinesthetic, and visual, and then draw a picture in the margin to help them remember each style of learning.
   - Ask the students how this is similar to My Strengths and “Smartness” lesson.

3. Distribute the **Handout: How Do You Learn?**. Instruct the students to complete the inventory and assignment.

4. Distribute the **Handout: Scoring.**
   - Review the assignment with the students, especially the scoring method. Students will complete steps #1 - #5.
   - Review each step and instruct the students in each step.
   - The students will form a conclusion based upon the graph results. (Example: Students are mostly visual learners.)

5. While students remain in groups of four, distribute **Handout: Suggestions for Auditory Learners, Kinesthetic Learners, and Visual Learners.**
   - Instruct the students to read the suggestions for each type of learner.
   - Distribute one index card to each group – Auditory Learner, Kinesthetic Learner, or Visual Learner
   - Instruct the groups to make a presentation about one of the suggestions in the particular style listed on the card. (Examples: make up a song for setting specific study goals; juggle vocabulary words; draw a picture to understand a concept, create a RAFT.)
   - The class will have to guess which learning style is being portrayed.

**USA Today Newspaper in Education Activity:**

Students will identify what qualities make someone a leader.

- Identify five leaders mentioned in today’s NEWS section.
- Next to each name, list the characteristics that are attributed to this person.
- What qualities do you think you possess that are similar?
- Do you see yourself as someday being a leader?
- What type of job do you think you would best be able to lead a group of people?

Assessments: Completion of graphs and the **How Do You Learn?** presentation. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Option – Goal 3 - My Learning Strengths and Smartness – Review step #7 – students may add to this part of the lesson. Each student will identify and create a chart of the five strategies which best assist in their preferred learning styles.
Types of Learners

AUDITORY LEARNERS:

Those who have a preference for learning through the auditory mode learn best by listening to lectures and discussions. They learn best when they participate in discussions or respond to questions. Auditory learners like to listen to tape recordings of material and to have a chance to ask questions about what they have learned or do not understand. Seminars and discussion classes fit auditory learners best. Auditory learners usually have some difficulty in spelling because they try to spell by sounding words out, but many of the same phonetic sounds in English can be spelled in a variety of ways.

KINESTHETIC LEARNERS:

Those who have a preference for learning through the kinesthetic mode learn best by doing. They often find all the explanations, visual presentations, and discussions confusing. Kinesthetic learners prefer to use a trial and error method of learning. They have strong feelings as to whether something is right or wrong, good or bad, but often have difficulty explaining why they feel that way. Kinesthetic learners do well in classes where they can use their hands to create and develop what they learn; classes like woodworking, cooking, doing experiments, etc. Kinesthetic learners usually have some difficulty in spelling.

Knowledge of your learning preferences can be used in structuring your learning experiences and studying. Selection of classes, choice of teachers, and selection of subject matter can be enhanced with this knowledge. Learn to build on your preferences to increase your learning effectiveness. You can use this information to develop and strengthen other learning modes.

VISUAL LEARNERS:

Those who have a preference for learning through the visual mode learn best by reading, watching, observing. They like to visualize when they learn. They learn best when they can see how things are done or how things are related. Visual aids - movies, pictures, graphs, etc. - help visual learners. Visual learners are usually good spellers because they visualize words and can tell from the way a word looks whether it is spelled correctly.
HOW DO YOU LEARN?

Name: _______________________________ Date: ________________ Period: ________

Everyone develops preferred ways of learning. Some like to learn by watching others and observing how a task is done. Some prefer to learn by listening and discussing a topic. Others prefer to learn by doing or by trying things out. We call these three preferences: Visual, Auditory, and Kinesthetic.

Directions: The purpose of this inventory is to help you assess how you prefer to learn. This is not a test. There are no correct or incorrect answers.

STEP #1: Read the 30 questions. For each item, circle one of the responses that best applies to you: (1) Almost Never; (2) Rarely; (3) Sometimes; (4) Frequently; and (5) Almost Always.

<table>
<thead>
<tr>
<th>Almost Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost Always</th>
<th>QUESTION</th>
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<td>I like using my hands when learning about something.</td>
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<td>I like seeing how a task is done before trying it.</td>
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<td>I would rather learn about the news listening to the radio than reading about it.</td>
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<td>I listen to the tone of the speaker’s voice for the meaning.</td>
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<td>When someone is talking, I get a lot out of how that person uses gestures.</td>
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<td>When people introduce themselves, I try to visualize their names.</td>
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<td>I would rather participate in an activity than watch others do it.</td>
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<td>I tune a radio more by sound than by numbers on the dial.</td>
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<td>When someone gives me a complicated problem, I prefer to see it on paper rather than hear about it.</td>
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<td>I prefer classes in which I am actively doing something.</td>
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<td>For me, doing is learning.</td>
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<td>For me, seeing is believing.</td>
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<td>I choose my clothes by the way they feel on me.</td>
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<td>Almost Never</td>
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<td>14 I visualize events, places, and people.</td>
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<td>15 I depend upon the radio for keeping up with what’s happening in the world.</td>
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<td>16 I like to explore objects by feeling their texture, shape, etc.</td>
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<td>17 I would rather watch an athletic event than participate in it.</td>
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<td>18 I learn best when I can discuss my ideas with others.</td>
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<td>5</td>
<td>19 I learn best from teachers who have distinctive voices, speaking and lecturing styles.</td>
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<td>20 I can tell more about persons from hearing their voices than from seeing them.</td>
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<td>21 I like reading books which are illustrated better than books with no pictures and graphs.</td>
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<td>22 I enjoy classes in which teachers use many visual aids.</td>
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<td>5</td>
<td>23 I would rather listen to records than read.</td>
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<td>24 I like classes that have planned activities and experiments.</td>
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<td>25 I am fascinated by sounds.</td>
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<td>26 Listening to music is one of my favorite past-times.</td>
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<td>5</td>
<td>27 The things I remember best are things in which I have participated.</td>
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<td>5</td>
<td>28 In trying to remember where I left something, I visualize where I placed it.</td>
</tr>
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<td>29 Learning only has meaning for me if I get a chance to try it.</td>
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<td>1</td>
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<td>4</td>
<td>5</td>
<td>30 When learning, I like to sit back, listen and absorb what is being said.</td>
</tr>
</tbody>
</table>
SCORING

Name: _________________________________ Date: ____________ Period: _______

STEP #2: Next to each number, place a V, A, or K according to the list below.

Learning Modes | Items
--- | ---
VISUAL | 2, 5, 6, 9, 12, 14, 17, 21, 22, 28
AUDITORY | 3, 4, 8, 15, 19, 20, 23, 25, 26, 30
KINESTHETIC | 1, 7, 10, 11, 13, 16, 18, 24, 27, 29

STEP #3: Review all of the V scores. Add up all of the numbers you identified as a V. Example, if you marked 5 for question #2, and 4 for question #5, your score would equal 9. You have to add up all of the items.

Next, after you have added up all of the V, add up the A, and then add up the K items.

Which was your highest score, visual, auditory, or Kinesthetic? ___________________

STEP #4: Your next task is to create a graph that reflects your learning modes. Refer to the scores that you tallied for each learning mode. Place an X at the appropriate interval identified by your score and then complete the bar by shading the space with a pencil or marker.

| Your Learning Style Bar Graph |
| --- | --- | --- |
| 50 | 40 | 30 |
| 20 | 10 | 0 |
| Visual | Auditory | Kinesthetic |

STEP #5: The next task is to get into a group of 3-4 students. Review each student’s bar graph. How do most of the students in your group learn?
SUGGESTIONS FOR AUDITORY LEARNERS

You will learn better when information comes through your ears. You need to hear it. Lecture situations will probably work well for you. You may not learn as well just reading from a book. Try some of these suggestions and create some more that will work for you.

Try studying with a buddy so you can talk out loud and hear the information.

• Recite out loud the thing you want to remember (quotes, lists, dates, etc.).

• Make tape cassettes of classroom lectures, or read class notes onto tape. Summarizing is especially good. Try to listen to the tape three times in preparing for a test.

• Before reading a chapter, look at all the pictures and headings, and then say aloud and write down what you think this chapter will be about.

• Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition. Check the back to see if you were right.

• Before beginning an assignment, set a specific study goal and say it out loud. Example, “First, I will read my history chapter.”

• Read aloud whenever possible. In a quiet library, try “hearing the words in your head” as you read. Your brain needs to hear the words as your eyes read them.

• When doing complicated math problems, use graph paper (or use regular lined paper sideways) to help with alignment. Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.
SUGGESTIONS FOR KINESTHETIC LEARNERS

You will learn best by doing, moving, or hands-on experiences. Getting information from a textbook (visually) or a lecture (auditorially) is just not as easy. Try some of these suggestions and create some more that will work for you.

- To memorize, pace or walk around while reciting to yourself or looking at a list or index card.

- When reading a textbook chapter, first look at all the pictures, then read the summary or end-of-chapter questions, and then look over the section headings and bold-faced words. Get a “feel” for the whole chapter by reading the end selections first, and then work your way to the front of the chapter. This is working whole-to-part.

- If you need to fidget when in class, cross your legs and bounce or jiggle the foot that is off the floor. Experiment with other ways of moving; just be sure you are not making noise or disturbing others. Try squeezing a tennis or Nerf ball.

- You may not study best at a desk, so when you are at home, try studying while lying on your stomach or back. Also, try studying with music in the background.

- If you have a stationary bicycle, try reading while pedaling. Some bicycle shops sell reading racks that will attach to the handle bars and hold your book.

- Use a bright piece of construction paper in your favorite color as a desk blotter. This is called color grounding. It will help to focus your attention. Also, try reading through a colored transparency. Experiment with different colors and different ways of using color.

- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of study and 5 minutes of break. (TV watching and telephone talking should **NOT** be done during break time!)

- When trying to memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes and see it with your “mind’s eye” and “hear” it in your head.
SUGGESTIONS FOR VISUAL LEARNERS

You will learn better when you read or see some information. Learning from a lecture may not be as easy. Try some of these suggestions and create some more that will work for you.

• Write things down because you remember them better that way (quotes, lists, dates, etc.)

• Look at the person while they are talking. It will help you stay focused.

• It’s usually better to work in a quiet place. However, many visual learners do math with music playing in the background.

• Ask a teacher to explain something again when you don’t understand a point being made. Simply say, “Would you please repeat that?”

• Most visual learners study better by themselves.

• Take lots of notes. Leave extra space if some details were missed. Borrow a dependable student’s or teacher’s notes.

• Copy over your notes. Re-writing helps recall.

• Use color to highlight main ideas in your notes, textbooks, handouts, etc.

• Before reading assignments, set a specific study goal and write it down. Post it in front of you. Example, “From 7:00 to 7:30, I will read this first chapter.”

• Preview a chapter before reading by first looking at all the pictures, section headings, etc.

• Select a seat furthest from the door and window and toward the front of the class if possible.

• Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.
Sample

CLOZE Activity

Name: ___________________________     Date: ___________ Period: ____

Cloze Outline – Types of Learners

1. Learning Styles
   A. There are _____ types of Learning Styles.
   B. People learn in _____ ways. The types of learners are called _________ learners, _________ learners, and _________ learners.
   C. There are no _________ or _________ learning styles.
   D. The way you learn is ______________ for you.

2. Characteristics of different types of learning styles.
   A. _________ learners learn better by seeing things being demonstrated.
   B. _________ learners learn better by actually doing things themselves.
   C. _________ learners learn best by listening to instructions.
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GOAL III: TOOLS FOR SELF-ASSESSMENT

Inquiry Question: What does my body language say about me or others around me?

Lesson Title: The Body Has the Last Word

Description: Students will demonstrate body-language techniques as non-verbal communication and explain how body-language hinders or helps success.

USA Today Newspaper in Education Description: Students will identify articles in the newspaper that can be used to describe their point of view, thoughts or feelings.

Objectives: The student will be able to:

- Infer information from non-verbal communication.
- Role-play a scenario with non-verbal communication (body language).

USA Today Newspaper in Education Objectives: Students will be able to:

- Students will infer information from non-verbal communication.
- Express emotions through the use of other non-verbal means of communication such as the newspaper.

National Standards for Freshman Transition:

8.J Explain and demonstrate effective communication in family, community, and career settings.

National Standards for Business Education:

Career Development: Standard 1
Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career research and development.

Communication: Standard 2
Apply basic social communication skills in personal and professional situations.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

CBC Correlation:
Applied Technology – Workforce Reading
FCAT Benchmarks:

LA.A.2.2.7   Compares and contrasts
LA.E.2.2.1   Describes cause and effect relationships
LA.A.2.4.4   Synthesizes of information

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 2 hours.

Instructional Materials:

- Read the explanation of body language from
  - Handout: The Body Has the Last Word Picture Story
  - Handout: The Body Has the Last Word
  - Role Play Directions (Teacher must cut up role-play sketches into paper strips or place each sketch on a 3 x 5 card.)
  - Develop a KWL Chart

Activation of Prior Knowledge:

- Have students create their own KWL chart entitled “What are types of communication?”
- Independently students will fill out the ‘K’ – as a class, list the ideas on a chart. Offer body language as an important form of communication.
- Working in pairs have students brainstorm the ‘W’ – what do they want to know about Body Language
- At the end of the lesson – as part of assessment – have students independently complete the ‘L’ – indicating what they learned.
- Review the concept of how body-language is an important form of communication

Instructional Lessons:

1. Distribute the Handout: The Body has the Last Word Picture Story.
   - Select one of the scenes or pictures depicted and create a one page story.
   - Ask for volunteers to read their story.
   - Ask the students what conclusions can be drawn in regards to the fact that some students have different or similar interpretations of the scenes depicted.

2. Distribute the Handout: The Body Has the Last Word.
   - Instruct the students to read the material, underline main points and then discuss how body language (non-verbal communication) affects how things can be interpreted or misinterpreted.
   - Ask student volunteers to share what they thought was the most interesting point found in the article. Challenge students to come up with other forms of body
language that are both positive and negative. Generate a discussion of cultural forms of body language.

3. Distribute and discuss the Role Play Directions
   - Assign skits, allow for time to brainstorm, plan and practice their skits.
   - After the students have performed the role playing skits, have the class generate a list of body language actions that were demonstrated.
   - Review what these actions may communicate.

4. Review the “L” column of the KWL chart.

**USA Today Newspaper in Education Activity:**

*Look through USA Today’s newspaper, and compile a list of 20 words that describe what you are thinking or feeling.*

Once you have a list of words, write a short paragraph using some or all of the words to tell a story about yourself. Try to describe how you see yourself personally and in the future with your career goals. Team up with a partner and share your list of words and compare any similarities or differences.

**Assessments:** The KWL chart, role-play skits, class discussion, and home learning assignment. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Have the students generate a list of five body language actions that should and five body language actions that should not be demonstrated in each of the following situations:

- a job interview
- a classroom
- a date
- a basketball game
- a meeting with a friend’s parents
Select one of the pictures or scenes from above and write a one page story about what you think is happening in the picture just by what you see in the body language or facial expression.
The Body Has the Last Word

Posture and Facial Expression make up most of our communication

Body language and facial expressions are crucial aspects of active listening and are a major factor in the communication process - much more than most people realize.

Research has shown that 58% of our communication is through body language and facial expression, 35% through the tone of voice used, and only 7% through the actual words we use. Here are some examples of what body language tells us.

- Folded arms show that the person is withdrawing, trying to cut himself or herself off from an uncomfortable situation (unless, of course, he is just cold).
- Fiddling or fidgeting indicates that the person is nervous, anxious, uncomfortable or maybe even bored.
- Hands on hips with elbows forward, are a display of anger and aggression, and elbows back with hands on hips indicate confidence and flirtatiousness. A chin held high, with eyes looking down at a person; reveal an arrogant, superior attitude, and a low chin and eyes looking up show someone who is shy, retiring and lacking self-esteem.
- Legs crossed towards someone reveal interest in that person, but legs crossed away from someone show a lack of interest.
- Looking away and not making eye contact, may indicate guilt, embarrassment, boredom, or being uncomfortable with a situation.
- A stiff posture may indicate fear, while a slouching posture might indicate indifference.

Of course, interpretation of body language may differ significantly from one person to the next and from one culture to another.

Think of how you interpret particular postures and facial expressions and then compare your view to your friends' interpretations, and to those of adults. For example, in Western culture, making eye contact is seen as a sign of being truthful, straightforward, confident and honest. In traditional African culture, however, it is seen as arrogant and disrespectful. Think about how these two views can cause serious misinterpretations. Misinterpretation generally leads to poor communication. In the Middle East, standing close to someone is very acceptable. In Western cultures, standing too close to someone is viewed as threatening.

Sometimes the messages you send out via body language and facial expression are not necessarily the messages you think you are sending out, and they are often not the messages that are going to get you the result you want.
Role Play Directions

(For Teacher Use Only)

Instruct students to work in groups of two. Each pair will get a scenario to enact. The pair must create a mime (no words) which demonstrates the negative and/or positive body language identified in the scenario.

Instruct the audience to:

1. Try to figure out the scenario.
2. Write down all of the body language they observe.

Each group will have approximately five minutes to prepare their mimes.

Teacher will provide each group with ONE scenario only on a strip of paper.

The role-play scenarios are:

- A student is being accused of copying answers from another student's exam.
- A parent won't let a teenager go out with friends.
- Friend A is trying to get friend B to do something she doesn't want to do, e.g., smoke, steal, or cheat.
- Teenager A accuses Teenager B of stealing something from his school bag. Teenager B did not do it.
- Teenager A wants to ask Teenager B to go to the school dance.
- The coach calls foul play against a player - but the player knows it was someone else's fault.
- Student A is listening to music which student B finds to be too loud and annoying and wants student A to stop. Student A doesn't want to turn down the music.
- Customer A is in a ten-item only line at a grocery store. Customer B has 40 items and is putting them on the counter very slowly, one item at a time.
- Teenager A keeps touching Teenager B who finds the physical contact inappropriate. Teenager A thinks it is just playful. Teenager B thinks it is highly annoying.
- Student A is bored in class but needs a good grade in order to graduate.
• Teenager A has an after-school job which she really needs. Her boss gives her multiple tasks to complete which she does not think she can finish in one afternoon. Just before it is time to leave her boss gives her another task which must be completed by closing time.

• Student A does not particularly like world history. The homework assignment is going to be particularly long and the teacher wants the students to review the assignment before dismissal.

• Parent A, while cleaning up a teenager’s room, inadvertently finds a banned, illegal substance in the room and confronts the teen about it.
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GOAL III: TOOLS FOR SELF-ASSESSMENT

Inquiry Question: Do I understand the differences between positive and negative habits?

Lesson Title: Habits Help Determine Your Success in Life

Description: Students will discuss their personal habits and their impact on life.

USA Today Newspaper in Education Description: Students will be able to identify traits that are conducive to living a healthy lifestyle.

Objectives: The students will be able to:

- Identify two positive habits that help them every day, and two negative habits that could prevent them from achieving their future goals.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify traits that are common to living a healthy lifestyle.
- Understand ways to incorporate those traits into their own way of living.

National Standard for Freshman Transition:

7.0 The student knows the process for career planning and educational preparation.

Student Development Framework Standards and Benchmarks:

Personal/Social Domain

- PS 1.2 Describe the consequences of personal behavior.
- PS 1.3 Demonstrate effective time-management skills.
- PS 1.5 Explain how personal attitudes and feelings affect behavior.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:

- LA.C.1.4.3 Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the idea of a previous speaker, and respecting the viewpoints of others.
- LA.E.2.4.8 Draws conclusions.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 1 hour.

Teacher Preparation:

- A professional representative from the community may be invited to share with students the ways they were able to become successful in life.

Instructional Materials:

- Handout: Habits Help Determine Your Success in Life
- Handout: Check Out These Habits
- Handout: Habits Help Determine Your Success in Life Scenarios
- Handout: Counseling Session Reflection Sheet

Springboard Activity:

Write the definition for the word “habit” on the board – A pattern of behavior acquired through frequent repetition.

Demonstrate interactive dialog about positive habits, so students will see modeling of how adults continuously monitor their behavior so that they can improve their habits to become more effective in their work and personal lives.

Instructional Lesson:

1. The teacher will explain to students that as part of this lesson they will identify positive and negative habits that they use each day. They will also develop an understanding of how positive habits lead to success with academics, career planning, and personal/social development.

2. After the springboard short discussion on habits and how they influence one’s life, ask students to list examples of their positive habits as well as habits that need improvement on the handout Habits Help Determine Your Success in Life.

3. Introduce the Check Out These Habits 7 Habits of Highly Effective Teens, as listed on the student handout. Students will volunteer to read each habit and discuss its significance and how it can help them achieve success.

- Students will divide into teams of three to four. Each team will select one of the seven habits. The team will write two short scenarios with one describing a “bad” version of the habit and the other a “positive” example. The team will discuss the bad scenario and make suggestions on how to turn this habit into something positive. Students will be given 8 to 10 minutes to collaborate and write the scenarios. (Examples are provided in Habits Help Determine Your Success in Life Scenarios handout.)
Students will identify which one of the “7 Habits” are being represented by each scenario.

4. Time permitting, students will read their scenarios to the class.

5. Students will each write a brief reflection on today’s lesson and what significance it has for them using the handout Counseling Session Reflection Sheet. This handout can be utilized when looking back at what was learned today and in the future so that students see how they have grown.

**USA Today Newspaper in Education Activity:**

Students are to read over the SPORTS Section in the USA TODAY Newspaper. Find an article which describes how a particular sports figure lives his or her day to day life. List examples of their daily routine, diet and exercise regimen and describe how their lifestyle has impacted their success.

**Assessments:** Complete worksheets Habits Help Determine Your Success in Life, Check Out These Habits, Habits Help Determine Your Success in Life Scenarios, and Counseling Session Reflection Sheet. Answer Inquiry Question: Do I understand the differences between positive and negative habits?

**Follow-up Activities/Home Learning:** It is recommend that students check-out the book The Seven Habits of Effective Teens from the library and read it.
Habits Help Determine Your Success in Life!

Name: _________________________________________ Date: _______________

Student Worksheet

HABIT: a pattern of behavior acquired through frequent repetition.

We will examine how habits can block your success and how negative habits can be turned into positive ones.

Activity 1: “Looking at Yourself”

Be thinking of examples of your everyday habits. Do these habits have a positive or negative influence on your life? How might you turn a negative habit into a positive habit? List one or two habits in each category below:

Examples of Habits That Need Improvement

Academics:

Career Planning:

Personal/Social:

Positive Habits

Academics:

Career Planning:

Personal/Social:
Check Out these Habits!

Name: _____________________________ Date: ______________

Sean Covey, in his book *The 7 Habits of Highly Effective Teens*, researched teenagers and identified 7 habits that have helped young people achieve success. Compare these habits with those you have listed previously.

**From The 7 Habits of Highly Effective Teens:**

Habit #1     Take responsibility for your life.
Habit #2     Define and control your own destiny—plan ahead.
Habit #3     Prioritize, and do the most important thing first.
Habit #4     Attitude is everything! See that everyone is a winner.
Habit #5     Don’t just listen, hear what people are saying.
Habit #6     Be a team player.
Habit #7     Take care of your body, brain, heart and soul.

Select one of the habits which would be beneficial for you to work on. Why?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Activity 3:  “Pair and Share”**

The class will divide into teams of three to four students. Each team will select one of Covey’s 7 habits. The team will write two short scenarios describing the habit; one being positive and the other negative. If time permits, the team will make recommendations on how to improve the ineffective habit. Teams will be given 8 to 10 minutes to discuss and write the scenarios. Teams will share their scenarios.

**Activity 4:  Reflection**

Below, write a short paragraph describing what you learned about yourself based on *The 7 Habits of Highly Effective Teens*. Think about what you are already doing correctly and what you would like to change.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________

Miami-Dade County Public Schools
Division of Student Services
Transition Programs
Habits Help Determine Your Success in Life!

Scenarios

Scenario

Jennifer wants to be a nurse. Her mother, grandmother, and brother are nurses and she wants to carry on the tradition. Against her counselor’s recommendation she did not take chemistry in high school. She applied to a local school of nursing and was rejected.

How could you change this situation?
______________________________________________________________________
______________________________________________________________________

Scenario

Jesus knows he has a very important paper due Monday morning during 2nd period. Saturday Jesus plans to complete his paper but a friend calls and invites him to see a movie and hang out at the mall. Against his better judgment, Jesus accepts, thinking he has all day Sunday for his paper. Sunday a family emergency occurs and the paper does not get done.

How could you change this situation?
______________________________________________________________________
______________________________________________________________________

Scenario

It is your responsibility to take out the garbage every evening. You made a deal with your father that if you take out the garbage each night your dad will give you a weekly allowance and allow you to use the car on Saturday night. You did a great job Sunday, Monday, Tuesday, and Thursday nights but dad had to take it out on Wednesday and Friday nights. Saturday you were expecting money and the car. Dad said no allowance and no car.

How could you change this situation?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Counseling Session Reflection Sheet

Name: _________________________________________ Date: _______________

The purpose of this reflection sheet is for students to take a few minutes to “reflect” on the
session in order to use the knowledge they gained to improve themselves personally,
academically, and/or professionally. Students should place this sheet in their portfolio so that
they can monitor their improvements in life during their high school experience.

Topic: _________________________________________

Meeting Date:               ___/___/___

Presented in class: ____________________________

Period: __________

Circle your response to each statement:

Today’s meeting…

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<th></th>
<th>Disagree</th>
<th>Agree</th>
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<td>…introduced me to people who can help me make sound decisions.</td>
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<tr>
<td>….encouraged me to make changes to be more successful at school and in life.</td>
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<td>….enabled me to better prepare for my future.</td>
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<td>….was worth my time.</td>
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My thoughts... *Write a few sentences, describing the impact this session will have on your life – personal, educational, and/or career.*

______________________________________________________________________
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GOAL III: TOOLS FOR SELF-ASSESSMENT

Inquiry Question: Do I have what it takes to be responsible, to be an effective planner and a person that prioritizes my actions?

Lesson Title: Habits That Help to Develop Responsibility, Effective Planning, and Prioritizing

Description: Students will discuss their personal habits and their impact on responsibilities, effective planning skills, and prioritizing their actions.

USA Today Newspaper in Education Description: Students will compare their personal habits to those of prominent figures mentioned in today’s news and media.

Objectives: The students will be able to:

- Identify responsible actions that they take every day.
- Identify effective planning skills.
- Identify prioritizing skills.

USA Today Newspaper in Education Objectives: Students will be able to:

- Acknowledge the difference between positive and negative behaviors.
- Reflect on their own habits and describe the effects of expressing those behaviors.

National Standard for Freshman Transition:

1.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Personal/Social Domain

- PS 1.2 Describe the consequences of personal behavior.
- PS 2.1 Demonstrate the use of effective problem-solving model.
- PS 4.1 Develop effective personal communication skills.

CBC Correlation:

Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
FCAT Benchmarks:

**LA.C.1.4.3** Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the idea of a previous speaker, and respecting the viewpoints of others.

**LA.E.2.4.8** Draws conclusions.

**Accommodations:**

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** 2 hours.

**Instructional Materials:**

- **Handout:** Identifying Your Habits
- **Handout:** Responsibility Circle
- **Handout:** 2 Column Notes
- **Handout:** Planning 7 Steps to My Future
- **Handout:** Weekly Planner

**Springboard Activity:**

Write the definition for the word “habit” on the board – An acquired behavior pattern regularly followed until it has become almost involuntary: *the habit of looking both ways before crossing the street.*

Ask students what they think the words responsibility, planning, and priorities mean and list their comments on the board.

Write the definition on the board of the following terms:

**Responsibility** - Answerable or accountable, as for something within one's power, control, or management.


**Planning** - A scheme or method of acting, doing, proceeding, making, etc., developed in advance.


**Priorities** - Precedence, especially established by order of importance or urgency.


**Instructional Lesson:**

1. The teacher will explain to students that as part of this lesson they will identify responsible, planned, and prioritized habits that they use each day. They will also develop an understanding of how these habits lead to success with academics, career planning, and personal/social development.
2. After the springboard short discussion on habits and how they influence one’s life, ask students to list examples for responsible, planning, and prioritizing habits. Distribute the Handout: Identifying Your Habits. Allow students to work in groups if necessary.

3. Review the 7 Habits of Highly Effective Teens. (Listed on the student handout Check Out These Habits from the previous lesson.). Students will review each habit and discuss how it can help them achieve success in school as well as in their workplace locations.

4. Introduce students to things (responsibilities) that they have and do not have control over. (i.e. I have control over how I react to situations. I will react responsibly when someone requests something from me. I do not have control over the weather for my ballgame. I am not responsible for the bad weather.) Distribute the Responsibility Circle handout. Allow students to give ideas and list them on the board. Students may use some of these ideas for their answers and/or develop their own.

5. Along with responsible behavior comes self-awareness (the ability to observe my own thoughts and actions), conscience (listening to my inner voice and choosing right from wrong), imagination (seeing new possibilities) and willpower (the power to choose). Distribute the 2 Column Notes handout. Have students pose situations and put these in the ACTION column and then place what happens after in the CONSEQUENCE column.

6. Explain to students that planning for future endeavors requires thoughtful choices in areas such as friends, study habits, and classes to take. In the handout Planning 7 Steps to My Future have students fill in the 7 boxes with the appropriate actions for the corresponding statements.

7. Discuss priorities that are faced in everyday life. Examples might be a science fair project, a baseball game, or a birthday party of a relative. Which one of these is top priority? Allow students to rank order these on the board to see where their priorities lie.

8. Distribute the Weekly Planner handout. Have students fill in the calendar with the items listed. Brainstorm other ideas the students have so they can decide what activities are considered a “priority” and those that are important but do not have to be started right away. Students may use different color pencils to differentiate the activities. If you visit the following link, it will give many suggestions for calendars and other templates. http://office.microsoft.com/en-us/templates/FX100595491033.aspx?pid=CL100632981033
9. Students may have many things going on in their lives. Peer pressure to do many things will distract you from the important things you want to do. Try to ignore peer pressure so that you get the important things done first. When this happens you are able to spend time with friends without worrying about your homework or other planned activities.

10. We are all busy; however, everyone needs to put things into perspective. If we think of everything as a “priority” then we would never get anything done. If we put off doing things until later they will never get done. A happy middle ground is important when prioritizing activities so that everything is addressed in a timely manner.

11. Students will each write a brief reflection on today’s lesson and what significance it has for them using the handout Counseling Session Reflection. This handout can be utilized when looking back at what was learned today, so that students see how they have grown.

USA Today Newspaper in Education Activity:

Review all four sections of the USA TODAY Newspaper. Find examples of positive habits as well as negative habits that are common in today’s society. Describe how you feel about those behaviors and state whether or not you can relate to some of the habits described.

Assessments: Completed worksheets: Identifying Your Habits, Responsibility Circle, 2 Column Notes, Planning 7 Steps to My Future, and the Weekly Planner. Answer Inquiry Question: Do I have what it takes to be responsible, to be an effective planner and a person that prioritizes my actions?

Follow-up Activities/Home Learning: It is recommended that students check-out the book The Seven Habits of Effective Teens from the library and read it.
Identifying Your Habits

Name: ______________________________ Date: _______________ Period: ___________

Identify 4 ways that you show the following habits. List 2 that you currently do and 2 you would like to improve upon.

**Responsibilities:**

Currently doing:

1. ______________________________________________________________________
2. ______________________________________________________________________

Needs improvement:

1. ______________________________________________________________________
2. ______________________________________________________________________

**Planning:**

Currently doing:

1. ______________________________________________________________________
2. ______________________________________________________________________

Needs improvement:

1. ______________________________________________________________________
2. ______________________________________________________________________

**Prioritizing:**

Currently doing:

1. ______________________________________________________________________
2. ______________________________________________________________________

Needs improvement:

1. ______________________________________________________________________
2. ______________________________________________________________________
Responsibility Circle

Name: ______________________________ Date: _______________ Period: ___________

In the circle below list things that are in your control and things you cannot control. Remember you are in control of yourself and not of others actions or reactions.

Examples of things I **can** control:

1. My behavior
2. My choice of words.

Examples of things I **cannot** control:

1. The score of the football game.
2. The actions of others

Things I **cannot** control:

______________________
______________________
______________________
______________________

Things I **can** control:

______________________
______________________
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Miami-Dade County Public Schools
190
Division of Student Services
Transition Programs
2 Column Notes

Name: ______________________________ Date: _______________ Period: ___________

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Miami-Dade County Public Schools 191 Division of Student Services Transition Programs
Planning 7 Steps to My Future

Name: ______________________________ Date: _______________ Period: ___________

1. Who has inspired you from your past?
   __________________________________________
   __________________________________________
   __________________________________________

2. What person made a positive influence on you?
   __________________________________________
   __________________________________________
   __________________________________________

3. Where do you see them in 3 years and what are you doing?
   __________________________________________
   __________________________________________
   __________________________________________

4. List 4 of your favorite things.
   __________________________________________
   __________________________________________
   __________________________________________

5. Can any of these turn into a career?
   __________________________________________
   __________________________________________
   __________________________________________

6. Think of anything you think that represents you and why.
   __________________________________________
   __________________________________________
   __________________________________________

7. What are some of your talents?
   __________________________________________
   __________________________________________
   __________________________________________
The days and times listed below are your tasks for the week. Put activities you feel are a priority in the top part of the box and lower priority activities in the lower part of the box. Place these items on your calendar:

- **Monday:** 4:00 pm School Science Fair Project due in 2 weeks.
- **Tuesday:** 8:00 am Math Quiz.
- **Wednesday:** 6:00 pm baseball game at Pitcher’s Field.
- **Thursday:** 4:30 After School Activity.

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Inquiry Question: Does my attitude affect others?

Lesson Title: Attitude is Everything

Description: Students will develop and identify skills necessary to have a positive attitude, and listening skills.

USA Today Newspaper in Education Description: Students will learn the importance of taking responsibility and how important organization is in order to accomplish your set goals.

Objectives: The students will be able to:

- Identify what it takes to have a positive attitude.
- Identify appropriate positive listening skills.

USA Today Newspaper in Education Objectives: Students will be able to:

- Understand the importance of being organized.
- Learn that prioritizing is essential to maintaining a daily routine and managing your time.

National Standard for Freshman Transition:

09. The student demonstrates the importance of productive work habits and attitudes.

Student Development Framework Standards and Benchmarks:

Personal/Social Domain

PS 3.0 Students understand the importance of developing a positive self-concept.
PS 4.0 Students begin to develop positive interpersonal skills.

CBC Correlation:

Language Arts
   English 1 - I Reading
   English 1 - III Listening, Viewing, and Speaking
FCAT Benchmarks:

LA.C.1.4.3 Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the idea of a previous speaker, and respecting the viewpoints of others.
LA.E.2.4.8 Draws conclusions.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 2 hours.

Instructional Materials:

- Handout: Identifying Your Positive and Negative Attitudes
- Handout: Attitude Quotes
- Handout: Listening Behaviors Survey
- Handout: Analysis of Results
- Handout: Suggestions for Active Listening

Springboard Activity:

Reflect on the prior lesson handout Identifying Your Habits. Allow students to volunteer ideas that describe a responsible, planning, or prioritizing person. They may have thought of more ideas throughout the day and would like to discuss them.

Today’s activities will engage students in the concepts about attitude, listening to understand, being a team player, and taking care of their body, brain, heart, and soul.

Instructional Lesson:

1. Introduce the following vocabulary words:

   compare- to examine (two or more objects, ideas, people, etc.) in order to note similarities and differences: to compare two pieces of cloth; to compare the governments of two nations.


   compete- to strive to outdo another for acknowledgment, a prize, supremacy, profit, etc.; engage in a contest; vie: to compete in a race; to compete in business.


2. Discuss with students the meaning of the words above. These words can be a part of someone’s attitude. Positive or negative attitudes can be developed through identifying the positive and negative aspects.
3. Describe that comparing themselves to others (i.e. peers, people in magazines or on TV) may not let them be happy with themselves. When trying to compare themselves to others they may create an unrealistic goal or an unattainable one.

4. Describe that competition on the other hand, can be healthy to a point. When two sisters compete for a friend, that may become an uncomfortable situation, however, competing on the soccer team together may allow them to play better.

5. Identify ways students think they have positive attitudes and negative ones. Distribute the handout Identifying Your Positive and Negative Attitudes. Have students read the situations and write down their reactions. You may have several students work in groups and have one person from the group share with everyone when they are complete.

6. Distribute Attitude Quotes handout and cut each quote out and allow the groups respond to their quote. Discuss what the quote means to the group and how they could apply it to their lives.

7. Discuss listening skills and how important they are to school and workplace settings.

8. Distribute Listening Behaviors Survey handout and Analysis of Results (after finishing the survey). This survey reveals listening skills of students. Some ways of being a bad listener are: spacing out, pretending to listen, and selective listening. Some ways of effective listening are: listening with your eyes, heart and soul, and mirroring what the person is saying. When you employ effective listening skills, you will be able to really understand what the speaker is saying and how they are saying it.

9. Distribute the handout Suggestions for Active Listening. These skills are important in the school and workplace environment. Allow students in their groups read aloud the 7 active listening skills. If time permits have the students act out examples of the listening skills.

**USA Today Newspaper in Education Activity:**

Students are to develop and organize a weekly schedule which depicts a list of responsibilities to be completed. Organize in order of importance and try as much as possible to use your time effectively. Once you have completed your own schedule, review all sections of the USA TODAY newspaper and list at list five pointers you can incorporate into your planner.

**Assessments:** Completed worksheets: Identifying Your Positive and Negative Attitudes, Attitude Quotes, Listening Behaviors Survey, Analysis of Results, and Suggestions for Active Listening. Answer Inquiry Question: Does my attitude affect others?

**Follow-up Activities/Home Learning:** It is recommended that students check-out the book The Seven Habits of Effective Teens from the library and read it.
Identifying Your Positive and Negative Attitudes

Name: ______________________________ Date: _______________ Period: ___________

Identify 4 attitudes that you have in the following situations. List 2 ways that you currently react and 2 ways you react that you would like to improve upon.

1. My friend went shopping this weekend and she was able to buy a whole new outfit and new shoes. How does this make me feel?

Current reaction:
1. ______________________________________________________________________
2. ______________________________________________________________________

How to improve:
1. ______________________________________________________________________
2. ______________________________________________________________________

2. There is a party on Friday night at my friend’s house. I ask my mom to take the car and she says no. We get in a huge fight and I storm off into my room. I ask a friend for a ride and don’t talk to my mom for the rest of the night. What happens next?

Current reaction:
1. ______________________________________________________________________
2. ______________________________________________________________________

How to improve:
1. ______________________________________________________________________
2. ______________________________________________________________________

3. You are playing soccer with your sibling that is three years younger. They score more points, but you get more action in the game. How do you react?

Current reaction:
1. ______________________________________________________________________
2. ______________________________________________________________________

How to improve:
1. ______________________________________________________________________
2. ______________________________________________________________________
Attitude Quotes

Name: ______________________________ Date: _______________ Period: ___________

If you don't like something change it; if you can't change it, change the way you think about it. ~Mary Engelbreit

Wherever you go, no matter what the weather, always bring your own sunshine. ~Anthony J. D'Angelo, The College Blue Book

Attitudes are contagious. Are yours worth catching? ~Dennis and Wendy Mannering

I don't think of all the misery but of the beauty that still remains. ~Anne Frank, The Diary of a Young Girl

The greatest discovery of my generation is that a human being can alter his life by altering his attitudes. ~William James

Positive anything is better than negative thinking. ~Elbert Hubbard

The only disability in life is a bad attitude. ~Scott Hamilton
# Listening Behaviors Survey

Name: ______________________________ Date: _______________ Period: ___________

**PRESENTED BY THE ELMHURST COLLEGE LEARNING CENTER**

Fill out this survey. Read each statement and decide how that statement describes your behavior. Circle **YES** in the appropriate column. The interpretation for this survey is located below the survey. **BUT don't peek.** Be honest in your self-assessment.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Always True of Me</th>
<th>Sometimes True of Me</th>
<th>Never True of Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I stay awake during class.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>2. I maintain eye contact with speaker.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3. I don't pretend interest in subject.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>4. I understand instructor's questions.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>5. I try to summarize the information.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>6. I look for organizational patterns (e.g. causes and effects, listing of items).</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>7. I set a purpose for listening.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>8. I forego the temptation to daydream during class.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>9. I try to predict what will come next.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>10. I take notes regularly.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>11. I ignore external distractions such as loud noises, late arriving students.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>12. I try to determine the speaker's purpose.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>13. I recognize that the speaker may be biased about the subject.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>14. I write down questions the instructor poses during class.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>15. I copy down items from the chalkboard or overhead projector.</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
Analysis of Results

Tally the three columns. Then refer to the interpretations below.

14-15 YES for Always True of Me

You're probably a fantastic listener, both in a classroom setting and among your friends. Keep up the good work.

12-13 YES for Always True of Me

You are a good listener but you need to fine tune a few of your listening skills. Choose behaviors to modify that you feel will easily improve your listening and classroom performance.

10-11 YES for Always True of Me

You need to change some behaviors so that you will get more out of classroom lectures. To improve your listening behaviors, you should start with any item that you marked as Never True. Then move to the Sometimes True column.

9 or Less YES for Always True of Me

OR

7 or More YES for Never True of Me

At this point in your academic career, you need to master listening skills for academic success. It will be difficult to find a situation in which you will not need to use listening skills. College class formats include lecture, class discussion, or group work. But there is hope!
Suggestions for Active Listening
Presented By the Elmhurst College Learning Center

1. Set a purpose for listening.

**What do you want to achieve?**
- Main ideas or details of the topic?
- Improved notes from class?
- Better ability to participate in class discussion?
- Staying awake during class lecture?

2. Concentrate on the message by eliminating internal and external distractions.

**Examples of external distraction:**
- classmates arriving late
- noise from outside classroom

**Examples of internal distraction:**
- concern over argument with friend from the night before
- worry about stack of papers on instructor desk due to be returned at end of class

3. Capitalize on your faster thought speed. Use this time wisely.

- **Predict** what will be discussed next.
- **Evaluate** evidence presented.
- **Find links** among topics or details.
- Think of **additional questions** or **comments** you might make.

4. Listen for transitions. These are often specific clues to various parts of a lecture.

<table>
<thead>
<tr>
<th>Introduction or Summary:</th>
<th>Enumeration or Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's lecture covers...</td>
<td>First, second, third</td>
</tr>
<tr>
<td>Today I'd like to discuss...</td>
<td>First, next, then, final</td>
</tr>
<tr>
<td>Let's look at the topic of...</td>
<td>Most important, least important</td>
</tr>
<tr>
<td>To summarize...</td>
<td>In addition, last</td>
</tr>
<tr>
<td>As a review...</td>
<td></td>
</tr>
<tr>
<td>Recapping...</td>
<td></td>
</tr>
<tr>
<td>In conclusion...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and Contrast:</th>
<th>Cause and Effect:</th>
</tr>
</thead>
<tbody>
<tr>
<td>similarly, both, likewise, in like manner</td>
<td>the cause of, for this reason, because</td>
</tr>
<tr>
<td>however, on the other hand, instead of, nevertheless</td>
<td>as a result, results in, thus, therefore</td>
</tr>
</tbody>
</table>
Suggestions for Active Listening Continued...

5. Hear the speaker out.
   - Don't jump to conclusions.
   - Don't stop listening because of an emotional response to a word or topic.
   - Don't give up because the subject is difficult.

6. Be alert for other verbal and nonverbal cues.
   - Tone of voice changes.
   - Item is written on chalkboard or overhead transparency.
   - Specific phrases may be used such as "Last semester.... or "Some students have had difficulty with this." These phrases may be cues that details will be on the test.

7. Be prepared and be flexible.
   - If a chapter was assigned prior to lecture, read it.
   - If group work was to be completed, be sure you have done your part before the next class session.
   - Teaching styles differ among professors and disciplines.
   - Some professors lecture and then ask questions of students on a daily basis; others prefer class discussion and wander from group to group.
   - Sometimes class sessions may wander to extended examples.
   - Sometimes class sessions wander off on a tangent.
GOAL III: TOOLS FOR SELF-ASSESSMENT

Inquiry Question: Do my actions affect others?

Lesson Title: Being a Team Player Helps Everyone

Description: Students will develop and identify skills necessary to be a team player, and ways to take care of their body, brain, heart and soul.

USA Today Newspaper in Education Description: Students will understand the importance of having a positive attitude and how it can be influential to others.

Objectives: The students will be able to:

- Identify traits of a team player.
- Describe ways to live a healthy lifestyle by taking care of their body, brain, heart and soul.

USA Today Newspaper in Education Objectives: Students will be able to:

- Understand the importance of seeing the positive aspects to every situation.
- Reflect their thoughts to others as well as respect their thoughts and opinions.

National Standard for Freshman Transition:

09. The student demonstrates the importance of productive work habits and attitudes.

Student Development Framework Standards and Benchmarks:

Personal/Social Domain

PS 3.0 Students understand the importance of developing a positive self-concept.
PS 4.0 Students begin to develop positive interpersonal skills.

CBC Correlation:

Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
FCAT Benchmarks:

LA.C.1.4.3 Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the idea of a previous speaker, and respecting the viewpoints of others.

LA.E.2.4.8 Draws conclusions.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 2 hours.

Instructional Materials:

- White board
- Markers
- Internet Access
- Handout: Student Team Member Web
- Handout: 2 Column Notes
- Handout: Healthy Lifestyles
- Handout: Writing Prompt

Springboard Activity:

Reflect on the prior lesson handout Identifying Your Positive and Negative Attitudes. Allow students to volunteer ideas that describe an attitude of a positive person. They may have thought of more ideas throughout the day and would like to discuss them.

Today’s activities will engage students in the concepts of being a team player, and taking care of their body, brain, heart, and soul.

Instructional Lesson:

1. Discuss with students the meaning of teamwork. Write their suggestions on the board and allow them to input their ideas into the Student Word Web. This handout will involve 6 ideas of teamwork and the definition students have of the word teamwork.

2. Describe to students that there are ways to be team members and ways to work as a team. It is important to remember that there are many cultures, personalities and characteristics that make up each one of us. Diversity is a large part of any situation and respect for others is paramount.

3. Identify and discuss with students the term Synergy.

Synergy is a term that describes the interaction of two or more agents or forces so that their combined effect is greater than the sum of their individual effects.

4. Give an example to students that synergy is like being at a concert. People listen to the whole experience. They do not focus solely on the guitar or drums; they enjoy the whole experience of everything together. For example, the people around them, the lead singer, guitarist, pianist, and lighting effects that makes up the concert venue.

5. Developing synergy involves steps that will help you explore the situation and enhance the outcome.
   - First, define the situation.
   - Second, try to understand the viewpoint of others.
   - Third, share your ideas so others understand you.
   - Fourth, create new ideas and ways to resolve the situation.
   - Fifth, the best solution will emerge after going through steps 1 through 4. Follow through with the best thought out idea.

6. Develop a 2 Column Note page that reflects ways that students can introduce synergy into their daily lives. Place an event in the left column that might occur in everyday life. In the right column, place ways synergy can help enhance the experience they are having.

7. Discuss with students about living a healthy lifestyle. Write these ideas on the board. These ideas can include things such as eating healthy, reading books for pleasure, having positive friendships, and writing in a journal. Distribute the Healthy Lifestyles handout so that students can fill in their own ideas. The following websites can offer ideas for food choices and living a healthy lifestyle.

   http://www.mypyramid.gov/pyramid/index.html
   http://www.cdc.gov/healthyliving/

8. Identify what would help student development in one of the 4 areas listed below:
   - Healthy lifestyle
   - Active mind
   - Positive relationships
   - Personal time

   Have students write their ideas on their worksheets. Allow students to explain why they think the choices they made are healthy. If the responses are vague, have them give specific examples. (i.e. If the student wrote “Going to the library” for an active mind, ask what they would do at the library.)

9. Write the following link on the board.

http://www.mayoclinic.com/health/HealthyLivingIndex/HealthyLivingIndex

Allow students to search this site to find articles about fitness, healthy eating and healthy living ideas. Have students print an article and write about their findings on the handout provided. Distribute the **Writing Prompt** handout. Give students time to complete and share their writing prompts.
USA Today Newspaper in Education Activity:

Students are to pair up with another classmate and review the four sections of the USA TODAY Newspaper. Find an article of interest to both of you and describe how you feel that article could have a positive impact on others. Have your partner share their feelings about the article and list on a piece of paper the similarities as well as the differences.

Assessments: Completed worksheets: Student Word Web, 2 Column Notes, Healthy Lifestyles, and Writing Prompt. Answer Inquiry Question: Do my actions affect others?

Follow-up Activities/Home Learning: It is recommended that students check-out the book The Seven Habits of Effective Teens from the library and read it.
Student Team Member Web

Name: ___________________________ Date: ______________ Period: ____________

Complete the web with how to be a team member.

List 6 activities in which you see yourself involved with others in school, work, and social activities.

Describe in the middle box what it means to you to be a part of a team.

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________

Being a team player means:

____________________________________
____________________________________
____________________________________
____________________________________

Miami-Dade County Public Schools
Division of Student Services
Transition Programs
<table>
<thead>
<tr>
<th>Event</th>
<th>Synergy in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Healthy Lifestyles

Name: ______________________________ Date: _______________ Period: ___________

1. List 5 things you can eat to have a healthy lifestyle.
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

2. List 5 ways to keep an active mind.
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

3. List 5 ways to build positive relationships.
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

4. List 5 ways to make personal time for yourself.
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
Writing Prompt

Describe the healthy lifestyle subject you have chosen. In detail describe ways you do or do not engage in these activities. How would you change your lifestyle to improve your overall health?

Read
Think
Explain

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Miami-Dade County Public Schools
Division of Student Services
Transition Programs
GOAL IV: CAREER AND POSTSECONDARY PLANNING

Inquiry Question: Where can I find information about opportunities after graduation?

Lesson Title: Learning After Senior High School

Description: This lesson introduces students to college opportunities in the State of Florida and provides students with an opportunity to use the internet link FACTS.org to access important postsecondary information.

USA Today Newspaper in Education Description: Students will research employment and networking opportunities that are available to them after high school through the use of the newspaper.

Objectives: The student will be able to:

- Generate three reasons why postsecondary training is desirable after high school graduation.
- Utilize the internet site, FACTS.org, as a resource for exploring postsecondary information.
- Research a postsecondary institution, based on given specific criteria.

USA Today Newspaper in Education Objectives: Students will be able to:

- Learn how to look for employment opportunities using the job search section of newspaper.
- Learn about community events that they can be a part of in order to network with business partners.

National Standard for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark ED 1.5
Understand that educational attainment relates to selection of high school subjects, course of study, and postsecondary educational opportunities.

CBC Correlation:
Workplace Essentials
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking
**FCAT Benchmarks:**

LA.A.1.4.4  Summarizes or paraphrases the content of selected materials  
LA.B.2.4.3  Writes formally and informally in a variety of modes  

**Accommodations:**

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:**  Approximately 2 hours.

**Teacher Preparation:**

- Prearrange a presentation by a CAP advisor or a guest from a local postsecondary institution. Share this lesson so that the resource person will be prepared for students' questions. *If there are new requirements, or updated materials, or materials developed specifically for your senior high school, please ask the counselor to assist in providing those materials.*

- Prearrange with library/media center and/or internet computer lab to have materials and access available for student research.

**Instructional Materials:**

- Construction and/or chart paper and markers  
- **Handout:** Facts and Fictions About College Costs  
- **Handout:** What good is a college education anyway?  
- **Handout:** Glossary  
- **Handout:** Directions for Do-It-Yourself Vocabulary Crossword Puzzle  
- **Handout:** Learning After Senior High School Crossword Puzzle and Clues  
- **Handout:** FACTS.org  
- **Handout:** College Admission Time Line for Ninth and Tenth Graders

**Activation of Prior Knowledge:**

- Using chart paper and markers, direct the students to generate a list of everything they know about college. Assign two students who will assist by recording responses.  
- This chart will be saved to be reviewed at the culmination of all activities including presentation made by CAP advisor.

**Instructional Lesson:**

1. Distribute the **Handout: Facts and Fictions About College Costs.**  
   - Using “jump-in” reading, have the students read the document.  
   - Using a 2 Column Notes format students will paraphrase information.

2. Distribute the **Handout: What good is a college education anyway?**
• Students will pick one of the 5 Ways that College can help you and summarize why that is the most important point to them.

3. Distribute the **Handout: Glossary**. Review terms.

4. Distribute the **Handouts: Directions for Do-It-Yourself Vocabulary Crossword Puzzle and Learning After Senior High School Crossword Puzzle and Clues**.
   • Workings in pairs instruct students to do a draft of a crossword puzzle using the terms in the glossary.

5. Arrange for a Presentation by the CAP advisor and/or college/postsecondary institution guest speaker. Students should be required to take notes during this presentation. The topics should include a review on using the internet site [www.FACTS.org](http://www.FACTS.org).

6. Distribute the **Handout: FACTS.org**
   • Review the assignment prior to going to the library/media center or an internet-access computer lab.
   • Assign students to work in pairs to complete the assignment.
   • Ask students how they might use this site when they are assigned to complete a report about postsecondary planning.

7. Review the chart generated by students at the beginning of the lesson and instruct students to make additions and/or corrections based on the new information that they have learned.

8. Distribute the **Handout: College Admission Time Line for Ninth and Tenth Graders**
   • Review the concepts with the students.

**USA Today Newspaper in Education Activity:**

*Students are to read the LIFE section of the USA Today newspaper and look for business opportunities that are posted. Pair up with a classmate and have a mock phone interview in which you will pretend that you are calling to inquire about the position and would like to obtain more information. Have your classmate provide feedback.*

**Assessments:** Two Column Notes on Fact/Fiction, Creation of crossword puzzles, completion of crossword puzzles. Students will also be given credit for finding information about additional colleges and universities and their letters to the institutions. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will draft a letter to a college, university, or other postsecondary program (e.g., technical school) and upon receiving materials, will create a presentation for the class.
Facts and Fictions about College Costs

With all the publicity about elite private colleges with $30,000-a-year price tags, many students and parents have misconceptions about how much it actually costs to attend college. One California study found that high school students overestimated the tuition cost of public universities by several thousand dollars! Such perceptions can have negative effects on students' and parents' ambitions.

**Fiction:** My family can't afford the $20,000+ a year that it takes to go to college.

**Fact:** Full-time tuition at Florida public universities is only about $2,700 a year. A four-year degree costs less than a new car and will pay for itself many times over in graduates' higher incomes. At community colleges, tuition is even lower, generally under $1,750 a year. Living expenses are extra, but you'd have those even if you didn't go to college!

**Fiction:** Tuition fees pay for the full cost of running public colleges and universities.

**Fact:** Only out-of-state students pay the full cost. Florida resident tuition is set at about 25% of the cost of instruction. The state pays 75%. In effect, every resident receives a 75% "scholarship". It's a bargain you shouldn't miss!

**Fiction:** If I don't have money for tuition and living expenses, I can't go to college.

**Fact:** Money should not be a reason for a qualified student not to go to college. Most students in Florida receive some kind of financial aid. Those who qualify for Bright Futures Scholarships get 75% to 100% of their tuition paid. The federal Hope tax credit also helps some families pay for the first two years of college. Many sources of need-based aid are also available. On- or off-campus jobs and low-interest loans can help pay living expenses for some low- and middle-income students. Many students with few resources manage to work their way through college. Before saying you can't afford it, call a college financial aid office to discuss your options!

**Fiction:** Students and parents shouldn't take out loans for college.

**Fact:** Most financial planners agree that if you're careful and don't take out too much, student loans, unlike car loans or credit cards, can be "good debt". That is, they represent an investment that will pay for itself. A student who graduates with $25,000 in student loans and gets a job paying $30,000 a year will have a higher standard of living than a student who doesn't attend college and has a job paying $20,000 a year. Many families qualify for subsidized loans with low interest and flexible repayment plans. Student loans are also easier to get than many other loans.
Fiction: Private colleges are for rich kids.

Fact: Some private colleges are more expensive than others. Many of the most expensive ones also have the most generous financial aid programs for low-income families. Even middle class students who attend private colleges often receive "discounts" from full tuition. Getting into selective private colleges isn't easy, but qualified students shouldn't shy away for financial reasons. Colleges want students with diverse backgrounds—not just rich kids—and may make generous financial aid offers to low-income students with good academic credentials. In addition, Florida offers scholarships of up to $2,800 to resident students who attend in-state private colleges. Some families find out that when financial aid offers are considered, a seemingly "pricey" private college is less expensive than a "cheaper" public one.
What Good is a College Education Anyway?

By Katharine Hansen

Questioning whether you should go to college? Here are five ways that a college education will make you a better person:

1. It will likely make you more prosperous.
2. It will give you a better quality of life.
3. It will give you the power to change the world.
4. It will be something you can pass on to your children.
5. It makes you a major contributor to the greatest nation on earth.

First things first, because I know you’re thinking “Show me the money.” The lifetime income of families headed by individuals with a bachelor’s degree will be about $1.6 million more than the incomes of families headed by those with a high-school diploma, according to the Postsecondary Education Opportunity Research Letter. The U.S. Census Bureau tells us that in 1999, average income for a male age 25 or over who holds a bachelor’s degree was about $61,000, compared to about $32,000 for a male with a high-school diploma -- so the college graduate’s income was about $29,000 more annually than the high-school grad’s. And incomes of those with only a high-school education are sinking steadily lower.

Now, unfortunately, women still make less money than men do, but the news for females who choose higher education is truly phenomenal: In a 1997 study, young women who had completed a bachelor’s degree or higher earned 91 percent more than young women with no more than a high-school diploma or GED.

A college education is an extraordinarily profitable investment. Every dollar spent on a young man’s college education produces $34.85 in increased lifetime income. Any Wall Street stockbroker would envy that kind of investment yield -- especially these days.

You say you can’t afford to go to college? The Postsecondary Education Opportunity Research Letter says you can’t afford not to.

College may be expensive, but the only thing more expensive than getting a college education is not getting one. The income differential empowers you to make choices that enrich your life.

Unlike most purchases, a college education appreciates in value instead of depreciating. And don’t forget that there are ways to get around the high cost - scholarships, financial aid, community colleges, and emerging choices in distance learning that can enable you to take classes on your computer while also participating in the workforce.

John G. Ramsay, a professor at the Perelman Center for Learning and Teaching, said that the credentials you gain with a college education “are about setting yourself apart,
being employable, becoming a legitimate candidate for a job with a future. They are about climbing out of the dead-end job market, and achieving one of life’s most difficult developmental tasks: independence from one’s parents. Strong credentials trigger that magical set of middle class ‘firsts,’ ” Ramsay said: “The first real-world job, the first non-student apartment, the first new car, and of course, the first loan payments. Weak credentials can be painful reminders of a string of misfortunes: poor advice, money problems, bad decisions, and wasted time.”

Next, quality of life: Is there anyone who wouldn’t like to live a longer, healthier life? Studies show that, compared to high-school graduates, college graduates have:

- longer life spans  
- better access to health care  
- better dietary and health practices  
- greater economic stability and security  
- more prestigious employment and greater job satisfaction  
- less dependency on government assistance  
- greater use of seat belts  
- more continuing education  
- greater Internet access  
- greater attendance at live performances  
- greater participation in leisure and artistic activities  
- more book purchases  
- higher voting rates  
- greater knowledge of government  
- greater community service and leadership  
- more volunteer work  
- more self-confidence  
- less criminal activity and incarceration.

Third, more money and greater quality of life aren’t the only reasons for a college education. Children’s Defense Fund director Marian Wright Edelman cautioned that “Once you have that college diploma in hand never work just for money or power. They won’t save your soul or build a decent family or help you sleep at night.”

Edelman explains why this advice is so important: “We are the richest nation on earth, yet our incarceration, drug addiction, and child poverty rates are among the highest in the industrialized world. Don’t condone or tolerate moral corruption, whether it’s found in high or low places, whatever its color. . . Don’t confuse legality with morality. Dr. [Martin Luther] King noted that everything Hitler did was legal. Don’t give anyone the proxy for your conscience.”

Cuban patriot Jose Marti once wrote: “Students are the ramparts and the strongest army of freedom. When liberty is in danger, a newspaper threatened, a ballot box in
peril, the students unite . . . And arm in arm they go through the streets demanding justice, or they run printing presses in cellars for what they cannot say."

If you doubt that knowledge is power, consider the societies that have denied education to selected segments of the population. The Taliban in Afghanistan keeps women from having any power by outlawing their education, much as antebellum American society kept slaves from possessing power by denying them schooling.

Institutions of higher learning continue to be among the best venues for cultivating social change.

The fourth point is that a college education is a legacy for your children. The idea of having children may be as remote to you as the international space station, but trust us, your college education will benefit your children - and not just so you can impress them with how well you play “Who Wants to Be a Millionaire.”

Research shows that children of college-educated parents are healthier, perform better academically, and are more likely to attend college themselves than children of those with lower educational attainment.

Your education builds a foundation for your children - for our nation’s children, and for the children of our global community -- which leads to the last point.

Education is the cornerstone of public progress.

Education is the essence of the democratic ideals that elevated the United States from a backward land of rebellious colonists to the greatest, most spirited, powerful and successful nation in the world.

And we are the greatest nation. America leads the world in educational attainment, and with only one exception, we lead in per-capita income. Speaking at a symposium on American values, Anne L. Heald said there is “an extraordinary consensus that the preparation of young people for work is one of the singular most important things a society can do to improve its ability to prosper in a new international economy.”

Similarly, Federal Reserve Board Chairman Alan Greenspan said recently, “We must ensure that our whole population receives an education that will allow full and continuing participation in this dynamic period of American economic history.”

What Greenspan is saying is that, without college, you may be left out. And the relationship between a college education and success will become more and more significant in our information-driven global economy. Higher education will be increasingly important for landing high-paying jobs.
Technology and the information age are not the only reasons to be well educated; the trend is toward multiple jobs and even multiple careers, and higher education prepares you to make the transitions to new fields.

So what more could you ask of your investment in higher education than prosperity, quality of life, the knowledge that bolsters social change, a legacy for your children, and the means to ensure the continuing success of the American dream?

See Quintessential Careers College Planning Resources. Reprinted with permission
Glossary

Acceptance - a decision by a college or post secondary training program which grants an individual admission.

Accreditation - recognition of a school, college or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to have met certain requirements. Any institution a student considers attending should be accredited or the degree or certificate earned might not be recognized.

Advanced Placement - a program of high school class work culminating in a national exam that can lead to college level credit or placement in advanced courses. Advanced Placement exams are available in approximately 30 subjects. International Baccalaureate (IB) students take AP exams as well as IB exams in May of each year.

ACT Assessment - a test by the American College Testing Program and required or recommended for admission or placement by many colleges or universities. Subject exams measure development in English, Mathematics, Reading and Science Reasoning. The test is administered on Saturdays several times a year. Registration materials and practice tests are available in the student services office.

Application for Admission - a form provided by the postsecondary institution which must be submitted to be considered for admission. Applications to state universities may be obtained in the student services office. All others may be requested from the college or a Common Application may be used when possible.

Application Fee - fee required by most colleges for processing applications. Fees generally range from $10 to $50 and are non-refundable. Fees should never be paid in cash; always by check or money order. Fee Waivers are sometimes available in cases of severe financial limitation. Your counselor or CAP advisor can assist you, if you think you qualify.

Associate Degree - (AA – Associate of Arts or AS – Associate of Science) the degree normally granted by a community college or junior college after approximately two years of work. Students earning an AA degree from Florida’s community colleges may transfer to Florida four year state universities. Some restrictions may apply.

Bachelor Degree - (BA – Bachelor of Arts or BS – Bachelor of Science) the degree normally granted by a college or university to students who complete a prescribed program of study which usually takes four or five years.

Candidate Notification Date - the date on which colleges notify students of admission decisions. The date is April 15 for colleges that are members of the National Association of College Admission Counseling.
Candidate Reply Date - the date on which a college requires students to indicate their decision to enroll. The date is usually May 1.

PLAN - an assessment for tenth grade students which includes four academic tests, an interest inventory, and a measure of study techniques. The information it provides is useful in postsecondary planning.

Preliminary Scholastic Assessment Test/National Merit Scholar Qualifying Test (PSAT/NMSQT) - a test designed to provide practice for the SAT and to predict SAT scores. Students may take the test in October of ninth, tenth, and eleventh grade. However, eleventh grade is the only time the PSAT will qualify a student for the National Merit Scholarship competition.

Rank in Class - numerical ordering of students based on GPA. Final rank in class is determined after the first semester of the senior high year. However, college applications often require an estimate of rank in class. This information can be secured from the counselor.

Recommendation - a letter submitted by a teacher, counselor, employer or community member to support a college, scholarship or employment application. Students should ask people who know them well to write recommendations and should request the recommendations two or more weeks before the deadline.

Rolling Admission - an admission plan whereby the college renders an admissions decision as soon as the entire application is received. Florida state universities are on rolling admissions plans or modified rolling admission plans.

Reserve Office Training Corps (ROTC) - a group of programs administered by the Air Force, Army and Navy on select college campuses, combining military education with college study. Scholarships can be awarded in exchange for military service. These scholarships are very competitive and selection begins in the spring of the junior year.

Scholastic Assessment test (SAT) I - a test administered by the College Board and recommended or required for admission or placement by many colleges or universities. It has sub-tests in verbal and mathematical areas and is administered on Saturdays several times a year. Registration materials and practice tests are available in the student services office.

Scholastic Assessment test (SAT) II - tests which measure achievement in approximately 25 subjects. They are required for admission or placement by some colleges, including the University of Florida. Registration materials are available in the student services office.
Transcript - an official record of high school courses and grades which must be mailed directly from the high school to the college scholarship organization requesting the transcript. A transcript request form is available in the registrar’s office.

Tuition - the registration cost of courses. Other college expenses include housing, food, travel, books, and personal expenses.

Undergraduate - a college or university student who has not yet earned a Bachelor’s degree.

University - an institution of higher learning that includes one or more schools or colleges and awards Bachelor’s, Master’s and Doctoral degrees.

Waitlist - a list of students who are not classified as accepted or rejected by a college and who may be offered admission if space becomes available at a later date.

Work-study - part of a financial aid package offered to a student which involves a job on campus.
Directions for Do-It-Yourself Vocabulary Crossword Puzzle

You are going to create a crossword puzzle to help you and other students understand important terms that you need to know for college. Use the words from the handout glossary to select the terms and their meanings.

1. Select twenty vocabulary words of your choice and arrange them on the crossword grid so that they connect with at least one other word.

2. Number the box containing the first letter of each word.

3. On the Handout: Learning After Senior High School Crossword Puzzle Clues, under “across” write the number of each word that is written horizontally on your crossword grid. By the number, write the word’s matching definition (no more than about six words for each definition).

4. Under “down”, write the number of each word that is written vertically on your crossword grid. By the number, write the word’s matching definition (no more than about four or five words in each definition).

5. Now, on your blank crossword puzzle, color in black all of the squares in which there is not a letter.

6. Create a title for your puzzle.
Learning After Senior High School Crossword Puzzle Clues

Name: _________________________________ Date: ___________ Period: ______

<table>
<thead>
<tr>
<th>Clues Across</th>
<th>Clues Down</th>
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Miami-Dade County Public Schools 227 Division of Student Services Transition Programs
FACTS.org

Name: ___________________________ Date: ____________ Period: ____________

FACTS.org is Florida’s official online student advisor for senior high school students. During this activity the student will have time to explore this internet link and gain valuable information about postsecondary planning. Answer the questions below as you explore FACTS.org.

1. FACTS is an acronym for ____________________________.

2. Identify four things you can do with FACTS.org:

   ____________________________  ____________________________
   ____________________________  ____________________________

3. Select the Career Planning Link. What is the Occupational Outlook Handbook?

   _______________________________________________________

4. Under Sales, what are three occupations that are available?

   ____________________________
   ____________________________
   ____________________________

5. What type of information is provided for each occupation?

6. Return to FACTS.org homepage. Using the link section, identify one postsecondary institution and answer the following:

   ➢ What is the name of the postsecondary institution?

   ➢ What are the academic programs available?
➢ What is the location?

➢ What are the requirements for acceptance?

➢ What is the tuition?

➢ What special programs are available?

➢ What is the housing availability?

➢ How many students attend the school?

7. Explain how you might use FACTS.org while you are in senior high school.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

8. Explain how you might use FACTS.org after you have graduated from senior high school.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
College Admission Time Line For Ninth and Tenth Grade Students

**Ninth Grade**

- Register for a challenging curriculum assisted by a guidance counselor.
- Be a volunteer - begin community service.
- Get involved at school. Participate in extra-curricular activities.
- Build reading skills and vocabulary.
- Keep a diary. Include your thoughts about life and books that affect you. Record comments that your teachers and school mates make and how you feel about them. This process can help with your essays.
- Record information that you will include in your resume.
- See your career specialist for help with focusing on a career.
- Learn about college admission.
- Visit college fairs and college campuses.
- Learn about the Bright Futures Scholarship program from your counselor.
- Check your student history.
- Start saving. Your family will get help paying for college if they cannot afford it, but whatever you save will help.

**Tenth Grade:** Repeat ninth grade list and take the PLAN, PSAT and college entrance exams such as the CPT.
GOAL IV: CAREER AND POSTSECONDARY PLANNING

Inquiry Question: What career preparation programs are available at my school?

Lesson Title: Rah Rah Career Prep

Description: This lesson provides the students an opportunity to learn about the various career preparation programs that are available at the senior high school.

USA Today Newspaper in Education Description: Students will explore some of the hot topics and trends in today’s business world.

Objectives: The student will be able to:

- Describe several career preparation opportunities available at the senior high school.
- Organize information about career opportunities.

USA Today Newspaper in Education Objectives: Students will be able to:

- Become familiar with current business practices that are conducive to being successful.
- Learn about their own likes, dislikes and if they would someday want to be part of a large company or be self-employed.

National Standards for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

7.0 The student knows the process for career planning and educational preparation.

Student Development Framework Standards and Benchmarks:

Benchmark CD 4.0
Students have skills to locate, evaluate, and interpret career information.

CBC Correlation:
- Workplace Essentials
- English 1 - I Reading
- English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information
LA.E.2.2.1 Determines the main idea or essential message from text and identifies supporting information

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 4 hours.

Teacher Preparation:

- Prearrange a presentation with the Career Specialist, CAP Advisor, Career Academy Leader and/or the Magnet Lead teacher at your school who can also assist in providing materials about available programs at the school. Share this lesson plan prior to the lesson.

Instructional Materials:

- **Handout: Why Do We Need Career Prep?**
- **Handout: What are Career Pathways?**
- Markers, chart paper, and construction paper
- **Handout: Career Pathways Programs and Opportunities**
  - Career-focused Academies
  - Internships
  - Career and Technical Student Organizations (CTSOs)
  - Magnet Programs
  - Cooperative Education (OJT) – On the job training
- **Handout: Career Paths: High School Students – The Army National Guard**
- **Handout: Highlighting A Career**
- Highlighters for each student (Instruct students that they will need to bring a highlighter for this activity.)

Springboard:

- Ask students to independently write down in their learning logs, or portfolios all of the different programs available to students that teach about careers. Discuss answers and generate a discussion.

Instructional Lesson:

Read the following to the students:

In 2002, a school district in California created a policy that said that graduating seniors who did not have definite plans after high school graduation were not allowed to participate in the graduation ceremonies. The students had to show a letter of acceptance from a college, or technical school, a letter from an employer showing that they would have a job, or a letter from an armed services organization that stated that they had joined.
In 2001, only half of the graduating seniors did not have definite plans after high school. Because of the new rule, almost all of the graduating seniors showed documentation that they had signed for the army, were entering a postsecondary educational program, or had a permanent job. Some of the students stated that they liked the new rule because if forced them to plan for their future. Some of the students said that this was phony because they got accepted to colleges but didn’t really plan to attend because they wanted to take a year off.

Because of the policy of this one school district in California, many other school districts throughout the nation are thinking about making this a new requirement for graduation.

http://articles.latimes.com/2002/may/07/local/me-grad7

How do you feel about this new rule?

- Explain to students that there are generally three common paths that high school graduates take: go straight to college or technical school, enter the job market, or enter the military.
- Explain to students that there are many programs available to them at the senior high school, including internships, job shadowing, Career Pathways, and other programs that they will learn about during this lesson.

1. Distribute the Handout: Why Do We Need Career Prep? Using either “jump-in” reading, or asking for volunteers, read the information aloud to the class.

2. Explain to students that college is one postsecondary path. Many students choose other routes after senior high school including getting a job or entering the military.

3. Put the words – Career Pathways on the board – generate a discussion to determine student knowledge. If the students do not know – ask what do the words sound like they mean?

4. Distribute Handout: What is Career Pathways?
   - Through “jump-in” reading or read aloud strategy ask students to identify any Career Pathways programs at their school. The students can write a one sentence summary from the passage.

5. Distribute Handout: Career Pathways Programs and Opportunities.
   - Instruct students to read the materials in their groups and generate ten questions that they will be prepared to ask the presenter.

6. Presentation from Student Services personnel or Academy Lead teacher.
   - Ask students to prepare questions
   - Have students take notes on presentation.

   - Through “jump-in” reading, review the article.
Students will create an essay entitled: “The military as a career path after graduation from senior high school.” This essay may be support the military as a career or may not support the military as a career. Remind students to use examples, reasons, facts, incidences and statistics to support their position.

- Inform the students that in groups, they will read the article aloud and selectively highlight the important points.
- Review information with the class and instruct the students that this strategy of selective highlighting will be valuable to them when they are researching their own career.
- As an option – assign the passage as a take home reading assignment, for a second reading, divide the passage and assign to small groups – have them read it and present to the class the main points of their piece.

**USA Today Newspaper in Education Activity:**

Using the contents of today’s MONEY section in the USA Today newspaper, students will develop ten general questions about current business practices in the U.S. What are some of those current trends in the market and which businesses or companies are succeeding the most.

Pair up with a classmate and discuss your thoughts on what innovative job opportunities you could come up with if given the opportunity to start your own business.

Assessments: The essay, questions, lists, and notes. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Instruct the students to research one of the topics identified during this lesson. The students are to find an article using the internet, newspaper, a magazine or book which provides additional information not covered during the lesson.
Why Do We Need Career Prep? *

- Of the 64 percent of the students in high school who do go on to college, only 20 percent complete a baccalaureate degree within four years.
- Students who take one math class beyond Algebra II more than double their odds of completing college.
- Approximately 65 percent of future jobs will require education beyond high school.
- Only four (4) percent of new jobs can be filled by people with the lowest skill levels.
- Employment is expected to grow faster for technicians and related support occupations than for any other major occupational group between now and the year 2008.
- The largest growth area of 99 percent of new careers will be for computer systems analysts, engineers, and scientists.
- Seventy (70) percent of the 20 fastest growing occupations require two years at the postsecondary level and 30 percent will require a baccalaureate degree or higher level of training.
- The typical job in the southeast requires almost 14 years of formal education.
- Career-relevant academic skills must become a focus in the curriculum of American secondary schools.
- The average yearly income of a worker with an associate (two-year) college degree is $7,000 more than that of a high school graduate.

*Source: Occupation Outlook Updates*
What are Career Pathways?

Career Pathways is a senior high school program intended to provide workplace skills and knowledge that will allow the student to successfully enter the job market, the military, or further education after graduation from senior high school. Every senior high school in Miami-Dade County Public Schools has a Career Pathways program where students can choose a program of study that is of interest to them. Different senior high schools do, however, offer different programs.

Throughout your school experience, you have probably identified some careers that are interesting to you. Some students want to work in the health field, in technology, in education, or maybe in air conditioning. Maybe you do not have a special career in mind, but you know you want to work with computers, work with your hands building or fixing things, or even work with animals or plants. It is possible in senior high school, through Career Pathways, to take a group of courses that prepare you for your future.

A program of study is a series of courses that a student takes in order to be a “completer” who would then qualify for college credit or an entry level job upon graduation from senior high school. An example of a program of study is an Allied Health/Physical Therapy Aide. The student would take Health Science 1 and 2 and Allied Health Assisting 3/Physical Aide in senior high school. If the student successfully meets requirements, the student would be given credit for these courses at Miami Dade College and could then take higher level courses to be certified as a therapy aide.

Career Pathways has programs of study in Agriscience, Architectural Drafting, Accounting, Business Management, Early Childhood Education, Electronics, Computer Technology, and other interesting programs where jobs and postsecondary education are available in the South Florida community.

Here are some important things to know about Career Pathways:

- Students use their electives to take a series of classes which if completed successfully, can be used toward college credit.
- Usually, students begin a Career Pathways program of study in 10th grade.
- Career Pathways students have an opportunity to get “real world” experiences through internships and mentoring programs.
- Each senior high school has a guidance counselor, a career specialist, and a Career Pathways Cadre Leader who can provide more information about the Career Pathways programs of study available to you.
Career Academies

Career academies have been growing in popularity in recent years, and now operate in every senior high school in M-DCPS. *Studies have found that students in career academies perform better in high school and are more likely to continue into postsecondary education, compared to similar students in the same schools.*

A career academy consists of three structural elements:

- **A small learning community** – A career academy is a personalized small learning community within a high school, selecting a group of 100-300 students and teachers for a two-, three-, or four-year span. Students enter through a voluntary process; they must apply and be accepted, with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Team members have shared planning time, usually a daily common planning period, and often release time.

- **College preparatory curriculum with a career theme** – Students in a career academy have a mixture of career (usually one or two) or academic (usually three or four) classes at a time. These classes meet entrance requirements for four-year colleges and universities. They are linked to academic and industry standards and demonstrate to students how their subjects relate to each other and the career field.

- **Partnerships with employers, communities, and higher education** – The academy career theme is selected locally, based on an industry. Employers from a group of companies in the selected field work as partners with the academy, serving on a steering committee (along with teachers, administrators, and often parents and students) that governs the program’s development and operation. The employer partners may also hire students after graduation. Postsecondary educational institutions are often included as well.
Internships

Selected senior high schools and local businesses are developing partnerships to connect Miami-Dade County Public Schools students with the workforce of the future. These partnerships provide students with exposure to workplace dynamics, structure, and technology. A total of 30 students from a senior high school may spend six hours per week interning in various departments of a business for one semester. The schools involved in School-To-Career realize the importance of work-based learning and students receive a seventh-period credit plus community service for their time at the company.

Students work in different departments, assisting mentors at different levels within the company. This initiative provides students with the opportunity to spend time in a realistic workplace, gaining vital skills, and learning what the working world will expect of them in the future.

The internship program runs from September through January and January through June of each academic year. These experiences should be from 2:30 p.m. to 5:30 p.m., twice a week. Your teacher, counselor, or a career counselor can be of assistance in setting up an internship.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations (CTSOs) are organizations that are part of each Career Pathways program. Each program is paired with a different student's organization. Examples include: Agriscience – FFA; Health – HOSA; Marketing Education – DECA; and Business Technology – FBLA. You may hear of some of these student groups. To understand what a CTSO does, read the information provided about DECA.

DECA, a national association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA is not extracurricular; it is an integral part of the classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing, or management careers. While DECA membership consists primarily of students in marketing programs, membership extends also to alumni and to professionals in marketing education and in marketing teacher education. Working hand-in-hand with the education and business communities, DECA’s goal is for its student members to develop a “career success kit” to carry into their business and personal lives after graduation; one that includes:

- Occupational competencies needed for careers in marketing, management and entrepreneurship
- Leadership abilities
- Social and business etiquette
- Understanding and appreciation of civic responsibility
• Ethical behavior in personal and business relationships
• Understanding the role of our free enterprise system in the global economy

To accomplish this, DECA utilizes on-the-job experience, chapter projects, and a program of competency-based competitive events in specific marketing occupational areas. These events emphasize academic and vocational excellence as building blocks for successful marketing and management careers and demonstrate the direct relationship between marketing education and the real needs of business and industry. Each year **more than 110,000 students participate** in the competitions on the local, state and national levels.

**Senior High School Magnet Programs**

Miami-Dade County Public Schools Magnet Programs are schools of choice, offering themes of study that cater to the unique interest, talents, and abilities of students and offer specialized studies in areas such as arts, sciences, foreign languages, and creative writing. Magnet programs and career-focused academies are very similar. Both:

• have a specific program of study
• have a career focus and postsecondary component
• are small learning communities within a larger senior high school
• are voluntary

Any student who either attends or is eligible to attend a Miami-Dade County Public School may apply for admission to a magnet program. Racial balance is a consideration in the selection of students for magnet programs. Applications for magnet programs are accepted October 1 through the last day of January (January 15th for New World School of the Arts). Applications received during this period will be considered for the next school year. According to School Board guidelines, limited transportation is available for many students based on attendance zones. Grade levels served by magnet programs vary by school.

Magnet programs are in selected schools and require an acceptance by the program. Career-focused academies are in every senior high school but like magnet programs, only certain career-focused programs of study may be available.
Cooperative Education (OJT)

Definition

Cooperative Education is a planned process for students developed jointly by the school and employers in business and industry. Job skills are developed by the students through an organized sequence of supervised on-the-job training (OJT), paid employment, and related classroom instructional activities.

Philosophy

A training plan is developed as an integral part of the curriculum framework. This plan helps to successfully prepare students to complete in a rapidly growing technological world. Students develop skills, abilities, work habits, positive attitudes, and realistic on-the-job experiences. These realistic experiences give students first-hand knowledge of meaningful school-to-career opportunities.

Process

Students spend part of the school day in academic and/or career related instructional settings and part of the day in supervised on-the-job activities. Each student is expected to work a minimum of three (3) days per week, Monday through Friday, to receive OJT credit. Weekend only jobs are not acceptable for cooperative education placement.

Based upon satisfactory classroom and job performance, students earn credit for both classroom and on-the-job training activities. Instruction and supervision is shared by the cooperative education teacher and the on-the-job training employer.

Students should be scheduled for classroom instruction in the mornings. On-the-job training hours are scheduled as part of the school day. A student’s scheduling should reflect the needs of both the student and the employer.
Career Paths: High School Students

The Army National Guard

To join the Guard, you must be at least 17 years old and have a high school diploma or GED equivalent. However, the Guard realizes that individuals who are not yet 17 or high school graduates may be planning ahead for their future.

High School Juniors

If you are 17 and a high school junior, the Guard offers a program that allows you to join prior to your senior year. This program enables you to serve and earn pay all through your senior year. When you enlist in the Army National Guard, you'll typically serve one weekend a month and two weeks a year (usually in the summer). Your initial training will be broken into two parts. First, you'll get basic instruction on how to be a soldier, such as how to salute, march and shoot an M-16. Second, you will learn a special, individual occupational skill. You can accomplish this training all at once or these two parts can be split. You can do Basic Training one summer and your job training the next summer. This program is called Split Option Training. High school juniors who attend basic training in the summer can earn pay throughout their senior year.

The Split Training Option is offered to qualified high school students. This is available to applicants who are unable to attend a continuous training cycle. You must enlist for a minimum of 6 years. You also must enter Basic Training within 270 days of enlistment. The training will begin following your junior year in high school or as soon as possible for seasonal workers. Upon successful completion of Basic Training you will be released and returned to your unit and begin weekend training. Within one year of completion of Basic Training you will be required to enter into your Advanced Individual Training (AIT) to complete your required training.

For Example: A high school junior reports to basic training after the end of the junior year in school. That summer the student completes basic training and is released back to their unit in a paid drill status. During this time the soldier completes their senior year in high school while attending weekend drills with their unit. After graduating from high school you would be shipped to your Advanced Individual Training (AIT) to complete the initial entry training cycle. Your recruiter can provide you with more specifics.

Not 17 yet?

Even though you are not yet eligible to join, you can still receive information to help you make plans for your future. Browse through the site and see what the Army National Guard has to offer. When you are ready, fill out a request form for additional information.
HIGHLIGHTING A CAREER

Directions: This article will assist you in your personal career investigation. The article about teachers is from the Occupational Outlook Handbook, http://www.bls.gov/k12/index.htm which you can use as one of your sources in your own career investigation.

You will be creating a presentation about a career you are interested in pursuing. As a practice activity, pretend (or maybe this is your career choice) that you would like to become a teacher. As you read the article below about the nature of the work, working conditions, employment, training, job outlook, and earnings, highlight, circle, or underline what you think are important points that you would include in your presentation. Remember, you CANNOT HIGHLIGHT EVERYTHING.

Teachers-Preschool, Kindergarten, Elementary, Middle, and Secondary

Nature of the Work

Teachers act as facilitators or coaches, using interactive discussions and "hands-on" learning to help students learn and apply concepts in subjects such as science, mathematics, or English. As teachers move away from the traditional repetitive drill approaches and rote memorization, they are using more "props" or "manipulatives" to help children understand abstract concepts, solve problems, and develop critical thought processes. For example, they teach the concepts of numbers or adding and subtracting by playing board games. As children get older, they use more sophisticated materials such as science apparatus, cameras, or computers.

Many classes are becoming less structured, with students working in groups to discuss and solve problems together. Preparing students for the future workforce is the major stimulus generating the changes in education. To be prepared, students must be able to interact with others, adapt to new technology, and logically think through problems. Teachers provide the tools and environment for their students to develop these skills.

Preschool, kindergarten, and elementary school teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world, and affect later success or failure in school, work, and their personal lives. Preschool, kindergarten, and elementary school teachers introduce children to numbers, language, science, and social studies. They use games, music, artwork, films, books, computers, and other tools to teach basic skills. Preschool children learn mainly through play.

Recognizing the importance of play, preschool teachers build their program around it. They capitalize on children's play to further language development (storytelling and acting games), improve social skills (working together to build a neighborhood in a
sandbox), and introduce scientific and mathematical concepts (balancing and counting blocks when building a bridge or mixing colors when painting). Thus, a less structured approach is used to teach preschool children, including small group lessons, one-on-one instruction, and learning through creative activities, such as art, dance, and music. Play and hands-on teaching also are used in kindergarten classrooms, but academics begin to take priority. Letter recognition, phonics, numbers, and awareness of nature and science are taught primarily by kindergarten teachers.

Most elementary school teachers instruct one class of children in several subjects. In some schools, two or more teachers work as a team and are jointly responsible for a group of students in at least one subject. In other schools, a teacher may teach one special subject-usually music, art, reading, science, arithmetic, or physical education-to a number of classes. A small but growing number of teachers instruct multilevel classrooms, with students at several different learning levels.

Middle and secondary school teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world. Middle and secondary school teachers specialize in a specific subject, such as English, Spanish, mathematics, history, or biology. They also can teach subjects that are career-oriented. Vocational education teachers instruct and train students to work in a wide variety of fields, such as health care, business, and auto repair, communications, and, increasingly, technology. They often teach courses that are in high demand by area employers, who may provide input into the curriculum and offer internships to students.

Teachers may use films, slides, overhead projectors, and the latest technology in teaching, including computers, telecommunication systems, and video discs. Use of computer resources, such as educational software and the Internet, exposes students to a vast range of experiences and promotes interactive learning. Through the Internet, American students can communicate with students in other countries. Students also use the Internet for individual research projects and information gathering. Computers are used in other classroom activities as well, from helping students solve math problems to learning English as a second language. Teachers also may use computers to record grades and perform other administrative and clerical duties. They must continually update their skills so that they can instruct and use the latest technology in the classroom.

Teachers often work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in many parts of the country, it is important for teachers to establish rapport with a diverse student population. Accordingly, some schools offer training to help teachers enhance their awareness and understanding of different cultures. Teachers may also include multicultural programming in their lesson plans to address the needs of all students, regardless of their cultural background.

Teachers design classroom presentations to meet student needs and abilities. They also work with students individually. Teachers plan, evaluate, and assign lessons;
prepare, administer, and grade tests; listen to oral presentations; and maintain classroom discipline. They observe and evaluate a student's performance and potential, and increasingly are asked to use new assessment methods. For example, teachers may examine a portfolio of a student's artwork or writing to judge the student's overall progress. They then can provide additional assistance in areas where a student needs help. Teachers also grade papers, prepare report cards, and meet with parents and school staff to discuss a student's academic progress or personal problems.

In addition to classroom activities, teachers oversee study halls and homerooms, supervise extracurricular activities, and accompany students on field trips. They identify physical or mental problems and refer students to the proper resource or agency for diagnosis and treatment.

Secondary school teachers occasionally assist students in choosing courses, colleges, and careers. Teachers also participate in education conferences and workshops. In recent years, site-based management, which allows teachers and parents to participate actively in management decisions, has gained popularity. In many schools, teachers are increasingly involved in making decisions regarding the budget, personnel, textbook choices, curriculum design, and teaching methods.

**Working Conditions**

Seeing students develop new skills and gain an appreciation of knowledge and learning can be very rewarding. However, teaching may be frustrating when one is dealing with unmotivated or disrespectful students. Occasionally, teachers must cope with unruly behavior and violence in the schools. Teachers may experience stress when dealing with large classes, students from disadvantaged or multicultural backgrounds, and heavy workloads.

Schools, particularly in inner cities, may be run down and lack the amenities of schools in wealthier communities. Teachers are sometimes isolated from their colleagues because they work alone in a classroom of students. However, some schools are allowing teachers to work in teams and with mentors to enhance their professional development. Including school duties performed outside the classroom, many teachers work more than 40 hours a week.

Most teachers work the traditional 10-month school year with a 2-month vacation during the summer. During the vacation break, those on the 10-month schedule may teach in summer sessions, take other jobs, travel, or pursue other personal interests. Many enroll in college courses or workshops to continue their education.

**Employment**

Teachers held about 3.9 million jobs in 2006. Of those, about 1.5 million were elementary school teachers, 1.1 million were secondary school, 674,000 were middle
school, 437,000 were preschool, and 170,000 were kindergarten teachers. Approximately 16 percent of elementary, middle, and secondary school teachers work for private schools. Preschool facilities are often located in schools, religious institutions, and workplaces in which employers provide day care for their employees' children. Employment of teachers is distributed geographically, much the same as the population.

Training, Other Qualifications, and Advancement

All 50 States and the District of Columbia require public school teachers to be licensed. Licensure is not required for teachers in private schools. Usually licensure is granted by the State board of education or a licensure advisory committee. Teachers may be licensed to teach the early childhood grades (usually nursery school through grade 3); the elementary grades (grades 1 through 6 or 8); the middle grades (grades 5 through 8); a secondary education subject area (usually grades 7 through 12); or a special subject, such as reading or music (usually grades kindergarten through 12). Requirements for regular licenses to teach kindergarten through grade 12 vary by State.

However, all States require general education teachers to have a bachelor's degree and to have completed an approved teacher training program with a prescribed number of subject and education credits as well as supervised practice teaching. About one-third of the States also require technology training as part of the teacher certification process. A number of States require specific minimum grade point averages for teacher licensure. Other States require teachers to obtain a master's degree in education, which involves at least 1 year of additional coursework beyond the bachelor's degree, with a specialization in a particular subject.

Almost all States require applicants for teacher licensure to be tested for competency in basic skills such as reading, writing, teaching, and subject matter proficiency. Most States require continuing education for renewal of the teacher's license. Many States have reciprocity agreements that make it easier for teachers licensed in one State to become licensed in another.

Teachers must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand their educational and emotional needs.

Teachers must be able to recognize and respond to individual differences in students, and employ different teaching methods that will result in higher student achievement. They should be organized, dependable, patient, and creative. Teachers also must be able to work cooperatively and communicate effectively with other teaching staff, support staff, parents, and other members of the community. With additional preparation, teachers may move into positions as school librarians, reading specialists, curriculum specialists, or guidance counselors. Teachers in kindergarten through grade 12 may become administrators or supervisors, although the number of these positions is limited and competition can be intense.
Job Outlook

Job opportunities for teachers over the next 10 years should be excellent, attributable mostly to the large number of teachers expected to retire. Although employment of preschool, kindergarten, elementary, middle, and secondary school teachers is expected to increase about as fast as the average for all occupations, a large proportion will be eligible to retire by 2010, creating many vacancies, particularly at the secondary school level.

Intense competition for good teachers is already under way among employers in many locations, with schools luring teachers from other States and districts with bonuses and higher pay. Overall enrollments through 2016, a key factor in the demand for teachers, are projected to rise slowly, resulting in average employment growth for all teachers from preschool to secondary grades. However, projected enrollments vary by region. States in the South and West—particularly California, Texas, Arizona, and Georgia will experience large enrollment increases, while States in the Northeast and Midwest may experience declines.

Currently, many school districts have difficulty hiring qualified teachers in some subject areas—mathematics, science (especially chemistry and physics), bilingual education, foreign languages, and computer science.

Earnings

Median annual earnings of kindergarten, elementary, middle, and secondary school teachers ranged from $43,580 to $48,690 in 2006; the lowest 10 percent earned $28,590 to $33,070; the top 10 percent earned $67,490 to $76,100. Median earnings for preschool teachers were $22,680.

According to the American Federation of Teachers, beginning teachers with a bachelor’s degree earned an average of $31,753 in the 2004-2005 school year. The estimated average salary of all public elementary and secondary school teachers in the 2004-2005 school year was $47,602. Private school teachers generally earn less than public school teachers.
GOAL IV: CAREER AND POSTSECONDARY PLANNING

Inquiry Question: What career would I like to learn more about?

Lesson Title: My Career Investigation

Description: This lesson will give the student an opportunity to investigate a career choice, find concrete information utilizing the internet, and create a classroom presentation using a rubric as a guide.

USA Today Newspaper in Education Description: Students will research a variety of careers listed in the newspaper in hopes of determining one that is most suitable for them.

Objectives: The student will be able to:

- Conduct an investigation of three careers identified fields of interest by the student using the internet and other sources of information.
- Prepare an oral presentation utilizing a rubric as a guide.

USA Today Newspaper in Education Objectives: Students will be able to:

- Explore career options by reading articles in the daily news.
- Determine what career is best for them by setting goals based on their interests and their qualifications.

National Standard for Freshman Transition:

3.0 The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

Student Development Framework Standards and Benchmarks:

Benchmark CD 4.0
Students have skills to locate, evaluate, and interpret career information.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:
LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information

Miami-Dade County Public Schools 247 Division of Student Services Transition Programs
LA.E.2.2.1  Determines the main idea or essential message from text and identifies supporting information

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately three weeks including research time and classroom presentations.

Instructional Materials:

- Prearrange access to internet in library/media center or computer lab for students to conduct an inquiry of a career path. Share this lesson prior to the session. (If you have limited accessibility, a week or two prior to this assignment, send 4-5 students at a time to the library/media center to conduct the research necessary.)
- Prearrange a presentation with a counselor or career specialist at your school who can assist in career exploration. Share this lesson prior to the presentation.
- **Handout: Internet Exploration Instructions Assignment 1**
- **Handout: Occupational Outlook Handbook Assignment 2**
- **Handout: Careers: The Career Interest Project Classroom Assignment**
- **Handout: Career Project Scoring Rubric**
- **Handout: Student Score Sheet**

Activation of Prior Knowledge:

- Place students in groups of 3-4. Give them each a sheet of poster board paper. Have the groups generate a list of 10 careers that they would like to have and 10 careers that they would not like to have. Allow students between 5-7 minutes to complete the activity.

- Once the groups have generated their lists, have them evaluate each career as to the following career requirements:
  - Requires working indoors/outdoors
  - Requires working with others/working alone
  - Requires technology skills/little or no technology skills
  - Requires physical skills/little or no physical skills
  - Requires college degree/requires only some postsecondary education
  - Requires traveling/little or no traveling
  - Requires multiple language skills/requires only one language
  - Requires working with the public/does not require working with the public
  - Requires leadership/no leadership requirement
  - Requires teamwork/little teamwork involved
  - Requires creativity/career is very structured

- Complete a class tally of the preferred career requirements.
**Instructional Lesson:**

1. Explain to students that deciding on a career is an important decision and the students are going to explore a possible career based upon specific criteria which will help them to narrow down the kinds of areas they might like to pursue.

2. Plan to utilize the library/media center or computer lab with internet access throughout this investigation period.

3. Prearrange a presentation with a counselor or career specialist at your school who can assist in career exploration and who is familiar with the *Occupational Outlook Handbook* other resources. Share this lesson prior to the lesson.

4. Guidance counselor or career specialist presentation.

5. Take students to media center or computer lab. Assign students in pairs to use a computer with internet access. Explain to the students that they will be reviewing two sites to assist them in the selection of a career that they would be interesting to them. The two sites are [bridges.com](http://bridges.com) and [online.onetcenter.org](http://online.onetcenter.org). *Bridges.com* will allow students to take a career interest inventory and find out what careers match their interests. *Online.onetcenter.org* will provide students with information about specific careers.

6. Although students are in pairs, each student will take turns investigating their own career interests and complete their own interest survey.

7. Distribute **Handout: Internet Exploration Instructions**
   - Review the instructions with the students. Each student has two assignments.

8. Distribute **Handouts: The Career Interest Project Assignment, the Career Project Scoring Rubric, and the Student Score Sheet**.
   - Read and review assignment and expectations
   - Set a schedule for individual student presentations.

**USA Today Newspaper in Education Activity:**

Have students make a list of the qualities of their ideal job. For example, time, location, money and then have them research articles in the *USA Today* paper that are most similar to the ideal career they have envisioned for themselves.

Summarize two of the articles that you have read and list some of the qualities that you found stood out the most in the career you have chosen.

**Assessments:** Career investigation project using rubric. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will use home learning time for investigation of the selected career and preparation of the presentation.
Internet Exploration Instructions

Name: ___________________________ Date: ____________ Period: ____

Each student will use two different internet sites to assist in finding information about a possible career choice that they will investigate.

The first site to be used is Bridges.com. This site will provide each student with the opportunity of completing a career interest survey. This will help a student to know more about what they like to do and what careers are associated with those preferences.

ASSIGNMENT #1

➢ Log on to the internet site Bridges.com.

➢ Select the login arrow. This is a Miami-Dade County Public Schools subscription with the portfolio name and the password name of MIAMDADE. (Note that the spelling is only eight letters.)

➢ On the screen under Work and Learn, click under the screen icon the Interest Profiler.

➢ Click the icon Start Answering Questions. The first student will complete the 179 questions that indicate what he/she is interested in most and least.

➢ When the survey is completed, the students will receive and Interest Profiler. Identify the two areas which received the most points:

   1. ______________________________________
   2. ______________________________________

➢ Click on the icon Check out careers matching your interests. Identify three careers that match your interests:

   1. ______________________________________
   2. ______________________________________
   3. ______________________________________

➢ The second student will return to the first page and begin their interest survey.
Log on to the internet site Online.onetcenter.org. O*NET On-line is an online version of the Occupational Outlook Handbook. It gives you the ability to get up-to-date information for your career research.

- Pick three careers from the list that you previously identified.
  1. __________________________________________
  2. __________________________________________
  3. __________________________________________

- Select one of the occupations that you want to research:
  __________________________________________

- Click on find occupations then enter the job title that you wish to research.

- Click go, then select the appropriate job title that you want to research.

**Answer the following questions utilizing your new found career research skills:**

1. **What is the title of the career that you have decided to research?**
   __________________________________________

2. **What is the nature of the work?**
   __________________________________________
   __________________________________________
   __________________________________________

3. **What are the working conditions?**
   __________________________________________
   __________________________________________
   __________________________________________
4. What is the employment outlook?

____________________________________________________________________

5. What are the training, other qualifications and advancement opportunities?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. What are the working conditions?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. What is the job outlook?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. What are the earnings?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. What would you have to do as a high school student to get to this career goal?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
The Career Interest Project Assignment

This course has presented to you many skills and much information about the importance of planning beyond senior high school. This project is designed for you to start seriously thinking about your career and postsecondary plans.

Assignment:

You will investigate two or three career paths that you might be interested in pursuing. You will then select one career and create a presentation that will be shared with your classmates. The presentation will:

- Be an oral presentation
- Be five minutes in length
- Show evidence of using the Occupational Outlook Handbook and Career Finder (bridges.com – remember the password is miamdade.)
- Include a PowerPoint or other technology presentation or a display, brochure, newspaper, play, or other creative type of presentation. You can create a display and arrange for a guest speaker to assist in your presentation with the permission of your teacher. This project needs to be as visual and interesting as possible.
- You can dress up in the appropriate outfit that you would use for that career. If you are going to be a lawyer, be prepared to be in a professional outfit. If you want to be a first responder or paramedic, a different type of career outfit would be worn for that day. (Extra points given)
- Required **eight** components to be included in presentation:

  ✓ Job description
  ✓ Industry availability (Is this a career that will be in high demand in the future?)
  ✓ Educational requirements
  ✓ Required examination or license
  ✓ The particular working environments that are interesting to you (work with technology, provide traveling opportunities, require physical dexterity, work with other people, work with animals, etc.)
  ✓ Approximate salary
  ✓ Benefits to working in this career field
  ✓ The sources that were used to provide the information
# Career Project Scoring Rubric

## Scoring Guidelines - Each presentation will be graded on the following six areas.

<table>
<thead>
<tr>
<th>Category</th>
<th>8</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Organization</strong></td>
<td>The presenter was organized and was articulate</td>
<td>The presenter was fairly organized and spoke well</td>
<td>The presenter could not be heard or the presentation was read</td>
<td>The presenter read to the class and the presentation could not be heard at all</td>
</tr>
<tr>
<td><strong>Time Requirements</strong></td>
<td>The project met the 5 minute requirement and used the class time in a most effective manner.</td>
<td>The project met close to the 5 minute time requirement</td>
<td>The project was too short. The project was too long.</td>
<td>The project was under half the required length</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>The research was complete and thoroughly supported the project</td>
<td>The project's research was accurate and on topic</td>
<td>The project contained some information that was inaccurate or inappropriate</td>
<td>The project contained many pieces of inaccurate or inappropriate information</td>
</tr>
<tr>
<td><strong>Career Description</strong></td>
<td>The description as to tasks required was complete and well presented; includes all <strong>eight</strong> components required</td>
<td>The description presented a fairly good idea of what the career; includes most of the components required</td>
<td>The description was incomplete and required more information; includes some components required</td>
<td>The description failed to communicate the tasks required; does not include the components required</td>
</tr>
<tr>
<td><strong>Why the career interested the student</strong></td>
<td>Was fully addressed in the presentation, several benefits included other than just monetary</td>
<td>Was somewhat addressed in the presentation, one benefit presented other than monetary</td>
<td>Was only mentioned presentation, only monetary benefit listed</td>
<td>Was not covered in the presentation, benefits not incorporated into presentation</td>
</tr>
</tbody>
</table>
Student Score Sheet

Student: ____________________________________

Date: ____________________ Period: __________

Career: _____________________________________

Type of Presentation: __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Organization</td>
<td>1 3 5 8</td>
</tr>
<tr>
<td>Time Requirements</td>
<td>1 3 5 8</td>
</tr>
<tr>
<td>Research</td>
<td>1 3 5 8</td>
</tr>
<tr>
<td>Career Description (Included the eight components required.)</td>
<td>1 3 5 8</td>
</tr>
<tr>
<td>Why the career interested the student</td>
<td>1 3 5 8</td>
</tr>
<tr>
<td>Use of technology or other creative presentation</td>
<td>1 3 5 8</td>
</tr>
</tbody>
</table>

Total Points: ________________

44 - 48 = A  
38 - 43 = B  
32 - 37 = C  
28 - 31 = D  
30 - Below = F

Final Grade

Additional comments by the evaluator
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GOAL V: WORK RELATED BEHAVIORS

Inquiry Question: What behaviors can I change to help me be more successful in school?

Lesson Title: What is SCANS?

Description: This lesson introduces the students to the SCANS requirements from the Secretary of Labor’s Commission on Achieving Necessary Skills and the importance of developing skills in senior high school that can transfer into success in the workplace.

USA Today Newspaper in Education Description: Students will explore a variety of career paths and develop an idea of what jobs may be suitable to their talents and interests.

Objectives: The student will be able to:

- Explain in writing what SCANS skills are and provide examples.
- Create a cartoon which depicts SCANS skills.
- Explain how the skills developed in high school are important to society.

USA Today Newspaper in Education Objectives: Students will be able to:

- Explore competencies which relate to different career options.
- Identify their personal qualities and how they can apply those characteristics to the workplace.

National Standard for Freshman Transition:

1.0 The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career to another.

3.0 The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

Student Development Framework Standards and Benchmarks:

Benchmark CD 4.1
Describe the work tasks, educational requirements, related skills, and other characteristics of various occupations.

CBC Correlation:
Workplace Essentials
FCAT Benchmarks:

LA.A.2.4.1 Determines the main idea and identifies relevant details
LA.A.2.4.4 Evaluates written information for a variety of purposes, including research projects, real-world tasks and self-improvement

National Standards for the Freshman Transition

10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career to another.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 Hours.

Teacher Preparation:

- A professional representative from the community may be invited to share with students the ways they were able to become successful in life.

Instructional Materials:

- Handout: What is SCANS?
- Handout: Glossary of Terms
- Handout: SCANS Skills Chart
- Handout: Comic Strips (Teacher identifies and prepares as handout prior to lesson)
- Handout: SCANS Cartoons
- Handout: SCANS Cartoon Strip Template

Activation of Prior Knowledge:

- On the board, overhead or chart paper, list the following skills, ask the students to write a statement that explains the skill/term. (Teachers should review the Handout: What is SCANS handout for background information as needed).

  BASIC SKILLS
  THINKING SKILLS
  PERSONAL QUALITIES
  RESOURCEFUL
  INTERPERSONAL SKILLS
  KNOWLEDGE OF INFORMATION
  TECHNOLOGICAL SKILLS

Optional Strategies:
- Teacher can create learning groups and Jig Saw the task
• Think, pair, share (allow the students to think about the information – write their ideas, then share with a partner and create a master class list
• Carousel Brainstorming – Place various headings on chart paper around the room and have students respond to each chart. (similar to Chalk Talk) This activity provides opportunity for movement. If the class size is large – allow rows or groups to go in rotation.

**Instructional Lesson:**

1. Distribute the **Handout: What is SCANS?** *(Preview this article)*
   - Working in pairs, have the students rewrite the introductory paragraph in a way that is clear to other students and contains the same basic information.
   - Instruct pairs of students to join another pair, (creating a square), and instruct the new group to rewrite the introductory paragraph in a finalized form.
   - Instruct each group of four select one student who will read aloud the final version.

2. Distribute the **Handouts: Glossary of Terms** and **SCANS Skills Chart**. Use jump-in reading to review information.
   - Share with students that there are three **SCANS skills**: Basic Skills, Thinking Skills, and Personal Qualities. There are also **Five Workplace Competencies**: Resources, Interpersonal, Information, Systems, and Technology. Write these on the blackboard or use an acetate and overhead projector.

3. Instruct students that they will learn what these skills and competencies are through a series of creative activities – students may work in groups or pairs:
   - **Activity #1**: Locate three comic strips from the newspaper that depict work-related behaviors. Duplicate and distribute the comic strips as a class handout. Instruct pairs of students to identify as many of the SCANS skills and competencies as they can find displayed in the strips.
   - **Activity #2**: Distribute the **Handout: SCANS Cartoon**. Instruct the students to write a caption for each of the three cartoons and identify a SCANS skill or competency that is depicted in the cartoon. Have volunteers share their captions.
   - **Activity #3**: Distribute the **Handout: SCANS Cartoon Strip Template**. Create their own comic strip that will reflect five SCANS skills or competencies.

4. Post the students’ comic strips around the room.

5. Review the SCANS skills and the purpose of the Secretary of Labor’s Commission on Achieving Necessary Skills. Ask why knowing this information is important to them and to our nation.
USA Today Newspaper in Education Activity:

What factors determine the career path an individual chooses? How much of a person’s career do you think can be planned?

Find an article in the USA Today newspaper which discusses an individual in a specific career path and how that person made it to the position they are in today.

Assessments: Evaluation of student created cartoon strips. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Instruct the students to visit a mall/store or a business that is involved in providing a service to the consumer within the next seven days. The student will identify ten SCANS skills demonstrated and elaborate on the incident or situation that was involved that depicted basic skills, thinking skills, and personal qualities, and the five workplace competencies.
What is SCANS?

Published and released in June 1991, the SCANS Report's skills and competencies were identified by the Secretary of Labor's Commission on Achieving Necessary Skills. The national commission deemed the skills a necessary requirement of high school graduates or persons entering the workforce, and especially those expecting to become successful members of that workforce. As such, the report places particular emphasis not only on identified skills, but on acceptable levels of proficiency, proficiency assessment, and strategies employers and educators must consider in order for students to have access to and meaningful experience with the identified skills. The commission recommended using SCANS as a tool to identify applicable school-to-work transition skills which could serve as a basis for defining quality instructional products.

**Basic Skills:**

Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. **Reading**--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. **Writing**--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. **Arithmetic/Mathematics**--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. **Listening**--receives, attends to, interprets, and responds to verbal messages and other cues

E. **Speaking**--organizes ideas and communicates orally

**Thinking Skills:**

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. **Creative Thinking**--generates new ideas

B. **Decision Making**--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. **Problem Solving**--recognizes problems and devises and implements plan of action
D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities:

Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty

A. Responsibility--exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem--believes in own self-worth and maintains a positive view of self

C. Sociability--demonstrates understanding, friendliness, adaptability, and empathy

D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty--chooses ethical courses of action

FIVE WORKPLACE COMPETENCIES

Resources:

Identifies, organizes, plans, and allocates resources

A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently

D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
**Interpersonal:**

Works with others

A. Participates as Member of a Team--contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers--works to satisfy customers' expectations
D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity--works well with men and women from diverse backgrounds

**Information:**

Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

**Systems:**

Understands complex inter-relationships

A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance
Technology:

Works with a variety of technologies

A. Selects Technology--chooses procedures, tools or equipment, including computers and related technologies

B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment

C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies
Glossary of Terms

Basic Skills

Reading:
Locates, understands, and interprets written information in prose and documents--including manuals, graphs, and schedules--to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing:
Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic/Mathematics:
Arithmetic --Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening:
Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

Speaking:
Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal languages and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates message; understands and responds to listener feedback; and asks questions when needed.
**Thinking Skills**

**Creative Thinking:**
Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

**Decision Making:**
Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

**Problem Solving**
Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

**Seeing Things in the Mind’s Eye:**
Organizes and processes symbols, pictures, graphs, objects or other information; for example, see a building from blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

**Knowing How to Learn:**
Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

**Reasoning:**
Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.
**Personal Qualities**

**Responsibility:**

Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

**Self-Esteem:**

Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

**Sociability**

Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

**Self-Management:**

Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; is a "self-starter."

**Integrity/Honesty.**

Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
### SCANS Skills Chart

<table>
<thead>
<tr>
<th>FOUNDATION SKILLS</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>- Reading</td>
<td>- Acquiring, evaluating, organizing, maintaining, interpreting, and communicating information</td>
</tr>
<tr>
<td>- Writing</td>
<td>- Using computers for processing information</td>
</tr>
<tr>
<td>- Mathematics</td>
<td></td>
</tr>
<tr>
<td>- Speaking</td>
<td></td>
</tr>
<tr>
<td>- Listening</td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td><strong>Interpersonal Skills</strong></td>
</tr>
<tr>
<td>- Creative thinking</td>
<td>- Participating as a member of a team</td>
</tr>
<tr>
<td>- Decision making</td>
<td>- Teaching others</td>
</tr>
<tr>
<td>- Reasoning</td>
<td>- Serving clients/customers</td>
</tr>
<tr>
<td>- Problem solving</td>
<td>- Exercising leadership</td>
</tr>
<tr>
<td>- Mentally visualizing</td>
<td>- Negotiating to arrive at a decision</td>
</tr>
<tr>
<td>- Knowing how to learn</td>
<td>- Working well with cultural diversity</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>- Individual responsibility</td>
<td>- Managing time, money, material, facility, and human resources</td>
</tr>
<tr>
<td>- Self-management</td>
<td></td>
</tr>
<tr>
<td>- Integrity</td>
<td></td>
</tr>
<tr>
<td>- Believes in own self-worth</td>
<td></td>
</tr>
<tr>
<td>- Sociability</td>
<td></td>
</tr>
<tr>
<td><strong>Systems</strong></td>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>- Understanding how social, organizational, and technological systems work and operate</td>
<td>- Selecting and applying technology</td>
</tr>
<tr>
<td>- Monitoring and correcting performance</td>
<td>- Maintaining and troubleshooting technology</td>
</tr>
<tr>
<td>- Improving and designing systems</td>
<td></td>
</tr>
</tbody>
</table>

Source: U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS)
SCANS CARTOONS

Fill in the caption with a comment that relates to the SCANS skills that you think relates to the cartoon.

Cartoon #1

Which SCANS skill is reflected in cartoon #1? ______________________

Cartoon #2

Which SCANS skill is reflected in cartoon #2? ______________________

Cartoon #3

Which SCANS skill is reflected in cartoon #3? ______________________
Create your own SCANS comic strip in the boxes below. Include and identify five SCANS skills or competencies. You may create: one (1) six-box comic strip, or a six (6) one-box comic strip.

The SCANS skills you have included are:

1. ____________________________  2. ____________________________
3. ____________________________  4. ____________________________
5. ____________________________
GOAL V: WORK RELATED BEHAVIORS

Inquiry Question: What are work related behaviors and can they help me keep a job?

Lesson Title: Identifying Work-Related Behaviors (WRB)

Description: The students will identify and understand work-related behaviors that have been identified by industry as critical to success in the 21st century workplace.

USA Today Newspaper in Education Description: Students will understand the interrelationship of life roles and the world of work.

Objectives: The student will be able to:

- Identify sixteen work-related behaviors.
- Correlate the relationship between the classroom, workplace, and personal lives and the sixteen work-related behaviors.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify work related behaviors.
- Understand the correlation between the classroom, workplace, and personal lives.

National Standard for Freshman Transition:

8.K Apply reading, writing, listening, speaking and mathematical skills in family and workplace settings.

Student Development Framework Standards and Benchmarks:

Benchmark CD 1.0 Students understand the interrelationship of life roles and the world of work.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmark:

LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Instructional Materials:

- Handout: Work-Related Behaviors Scramble Activity Directions
- Handout: Sixteen Work-Related Behaviors Definitions Chart
- Nine to ten envelopes which each contain 16 WRB Names and 16 WRB Definitions (32 separate strips of paper in each envelop.)
- Teacher created blank chart (refer to instruction #9)
- Large chart paper and markers for creating class chart
- Handout: Work Related Behaviors (with pictures)

Activation of Prior Knowledge:

- Using an overhead projector, chart paper or LCD projector, instruct students to write down a response to the following scenario:

  You are starting up your own software company designing new games for Play Station 16 computer video games. You are going to hire workers for your new company. What types of skills and behavior will you look for in your new employees?

  Allow students to share responses.

Instructional Lesson:

1. Place students into cooperative groups of 3 to 4.

2. Follow the Work-Related Behavior Scramble Directions.

   - Review definitions and procedures through a group discussion.
   - Direct the cooperative groups to break up into pairs.
   - Instruct the cooperative pairs to create a chart and generate examples of how each behavior is demonstrated in a school environment, in their personal lives, and in a work environment. Divide the class so that half the pairs work on behaviors 1 to 8, and the other half of the pairs work on behaviors 9 to 16.
   - At the end of 20 minutes, have the pairs join into group of four (squares) and complete the chart.

4. Using a pre-prepared blank chart paper, instruct each group to assign one student to come up to the chart and fill in an example for one work-related behavior.
Teacher Created Large Sample Chart

Example:

<table>
<thead>
<tr>
<th>WRB</th>
<th>School Behaviors</th>
<th>Personal Lives Behaviors</th>
<th>Work Environment Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Complies with attendance</td>
<td>Gets to class on time</td>
<td>Attends important family celebrations</td>
<td>Comes to work everyday</td>
</tr>
</tbody>
</table>

5. Continue the activity until all of the categories are completed.
   - Review the chart to make sure all 16 work-related behaviors are completed.
   - Ask students to identify what they believe are the three most important work-related behaviors from the definition chart and explain why.
   - Instruct students to create a want-ad to be posted on the internet or in a newspaper for three different jobs for the new software company they want to start.
   - Ask student volunteers to share their want-ad.

6. Log on to

   [http://www.content.onlypunjab.com/Article/Off-to-College-or-the-workplace/11476](http://www.content.onlypunjab.com/Article/Off-to-College-or-the-workplace/11476)

   - Use Jump in Reading strategy, read the article “Off to College or the Workplace,” “The Top 10 Interpersonal Skills Teens Can’t Leave Home Without” and discuss with the class.

**USA Today Newspaper in Education Activity:**

Search through the four sections of USA Today's newspaper. Skim through the articles and find descriptions of three interesting jobs.

For each job, describe the job title, field or industry, skills required and education needed. Which of these jobs interest you most? Explain.

**Assessments:** Evaluation of chart and want-ads. Answer the Inquiry Question.

**Follow-up Activities/Home Learning/Parent:** Using the Handout: Work Related Behaviors (with pictures) have students draw a picture or find a picture that represents the work related behaviors for a home learning assignment.
Work-Related Behaviors Scramble Activity Directions

Please note: This activity is done prior to giving out any information about the Work-Related Behaviors.

Materials needed:

- Use the uncut chart as a teacher answer key. Teacher will need to cut up Work-Related Behaviors Chart for this activity.
- 10 envelopes
- 10 sets of the 16 work-related behaviors on strips of paper
- 10 sets of the 16 work-related behaviors definitions on strips of paper
- Each envelope will contain (32) strips: 16 behaviors and 16 definitions
- Note that the behaviors are numbered, the definitions are not.

Instructions:

- Place students into cooperative groups of 4.
- Distribute an envelope to each group.
- Instruct the students not to open the envelope until they are told to do so.
- The task of the group is to try to match the correct work-related behavior’s definition to the correct work-related behavior.
- Establish a time limit of 10 minutes to complete the task.
- The first group to get the most correct will receive extra credit and/or a prize.
<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complies with attendance</td>
<td>Maintains attendance record that is acceptable, based on district guidelines, and provides acceptable rationale for absence or release time.</td>
</tr>
<tr>
<td>2. Practices punctuality</td>
<td>Arrives on time for class and/or work and from breaks; is on-time for appointments.</td>
</tr>
<tr>
<td>3. Interacts with teachers or supervisors</td>
<td>Converses and interacts with teachers or supervisors in a respectful manner.</td>
</tr>
<tr>
<td>4. Cooperates as a team member</td>
<td>Performs as a member of a team, works well with others; cooperates with others.</td>
</tr>
<tr>
<td>5. Seeks assistance appropriately</td>
<td>Seeks help, when needed, in a non-disruptive, patient, and cooperative manner.</td>
</tr>
<tr>
<td>6. Works unsupervised</td>
<td>Follows directions, consistently remains on task without supervision.</td>
</tr>
<tr>
<td>7. Completes tasks accurately and in a timely manner</td>
<td>Works at a pace and speed required to adequately complete assigned work.</td>
</tr>
<tr>
<td>8. Uses good judgment</td>
<td>Makes decisions that are logical, correct, and mature for a given situation in a work setting. Shows evidence of the use of common sense</td>
</tr>
<tr>
<td>9. Accepts changes</td>
<td>Adapts readily to changes in situations without becoming upset, having emotional outbursts, or decreasing work production.</td>
</tr>
<tr>
<td>10. Accepts constructive criticism</td>
<td>Accepts criticism that identifies behaviors or manners of task performance which should be changed to enhance success; attempts and desires to improve on required task</td>
</tr>
<tr>
<td>11. Displays initiative</td>
<td>Is ready to work and begins work tasks promptly without being told.</td>
</tr>
<tr>
<td>12. Displays integrity</td>
<td>Demonstrates fair and honest behavior.</td>
</tr>
<tr>
<td>13. Displays frustration tolerance</td>
<td>Maintains emotional stability and work pace when faced with challenging, difficult, or pressured situations.</td>
</tr>
<tr>
<td>14. Displays good personal habits and manners</td>
<td>Avoids interrupting or disrupting others; does not use profane language.</td>
</tr>
<tr>
<td>15. Displays personal appearance required by situation</td>
<td>Practices good hygiene and wears appropriate clothing.</td>
</tr>
<tr>
<td>16. Displays safe use and proper care of materials and equipment</td>
<td>Demonstrates ability to safely use, maintain, and care for work station, tools and materials.</td>
</tr>
</tbody>
</table>
WORK RELATED BEHAVIORS

1. Complies with attendance
2. Practices punctuality
3. Interacts with teachers/supervisors
4. Cooperates as a team member
5. Seeks assistance appropriately
6. Works unsupervised
7. Completes tasks accurately and in a timely manner
8. Uses good judgement
9. Accepts changes
10. Accepts constructive criticism
11. Displays initiative
12. Displays integrity
13. Displays frustration tolerance
14. Displays good personal habits & manners
15. Displays personal appearance required by situation
16. Displays safe use and proper care of materials and equipment
GOAL V: WORK RELATED BEHAVIORS

Inquiry Question: How can I be a more active team member?

Lesson Title: The Importance of being a Team Member

Description: The students will demonstrate how teamwork contributes to success in school and in the workplace.

USA Today Newspaper in Education Description: Students will recognize the importance of working with others in order to achieve common goals.

Objectives: The student will be able to:

➢ Correlate the relationship between teamwork and work-related success.
➢ Demonstrate teamwork skills.

USA Today Newspaper in Education Objectives: Students will be able to:

➢ Understand that working together with others can lead to successful results.
➢ Share as well as accept the ideas of others in order to obtain a common goal.

National Standards for Freshman Transition:

9.A List the characteristics of an effective team member.
9.B Work on a team to accomplish an assigned task and complete an “effective team member” profile to be placed in the personal career portfolio.

Student Development Framework Standards and Benchmarks:

Benchmark PS 4.4
Develop and use effective group-membership skills.

CBC Correlation:
Language Arts
English 1 - I Reading
English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.1.4.2 Interprets words and data contextually
LA.A.2.2.7 Compares and contrasts
LA.A.2.4.2 Identifies a main idea and significant details
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Instructional Materials:
- Handout: The Goose Story
- Handout: Team Rules
- Handout: Teamwork Matching Activity
- Handout: Teamwork Matching Activity Teacher Answer Key
- Handout: Designing and Creating a Teamwork Poster
- Handout: Teamwork Poster Rubric
- Handout: Effective Team Member Profile

Activation of Prior Knowledge:
- Ask students if they watch sports or have ever been on a team. Have students write a short essay about why teamwork is important.

Instructional Lesson:

1. Distribute the Handout: Goose Story.
   - Through jump-in reading, review the story and instruct the students to identify teamwork skills that are used in the story.

2. Distribute the Handout: Team Rules.
   - Review the behavior required during any group activity.

3. Distribute the Handout: Teamwork Matching Activity.
   - Instruct students to match the behaviors with the definitions. Review the answers with the students.
   - Instruct students, in their groups, to provide an example of the time when a member of the group has demonstrated that behavior.
   - Share 3-5 examples with entire class.

4. Distribute and explain the Handout: Designing and Creating a Teamwork Poster instructions.
   - Instruct the students to:
     - begin to create a design and a slogan for the poster
     - determine which supplies are required for next class meeting
     - determine which student will be responsible for which supplies
     - review the rubric with the class prior to dismissal.

5. Additional class meeting time will be allocated for the completion, presentation, and evaluation of the Teamwork Posters.
6. Distribute **Handout: Effective Team Member Profile.** Profiling a team is important to ensure that each member understands the objective of the team.

- As a reflection exercise, each team member will complete the profile and write a statement for each.
- Place profile reflection in the student portfolio.

**USA Today Newspaper in Education Activity:**

Find an article in the **SPORTS** section of **USA Today** newspaper which refers to teamwork or a group of people working together.

*How important do you feel it is to work as a team? Did the group in the article work together to successfully meet their goals?*

*Do you prefer to work individually or in a group? Do you feel that you get the same results when you work both ways?*

**Assessments:** Teamwork Poster utilizing Teamwork Poster Rubric and observation of student participation. Profile reflection. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will secure materials and supplies needed to create class teamwork poster assignment.
THE GOOSE STORY

Next autumn, when you see geese heading south for the winter, flying along in a 'V' formation, you might like to know what science has discovered about their flight patterns.

Scientists have determined that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 72 percent to the flying range that each bird would have if it flew on its own.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone. It quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

When the lead goose gets tired, he rotates back in the formation and another goose flies "point."

The geese honk from behind to encourage those up front to keep up their speed.

Finally, when a goose gets sick or is wounded by gun shots and falls out, two geese fall out of the formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they then launch out on their own with another formation to catch up with the group.

- Identify the teamwork skills that the geese used in each of the six paragraphs. Justify your choice by explaining how that skill is being used.

Flesch-Kincaid Readability Index: 8.5
# Team Rules

<table>
<thead>
<tr>
<th>Team Courtesy</th>
<th>Agreeing to Disagree</th>
<th>Fouls When Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to each other’s ideas.</td>
<td>• Identify the problem</td>
<td>• Blaming</td>
</tr>
<tr>
<td>• Praise each other’s ideas.</td>
<td>• Focus on the problem</td>
<td>• Name-Calling</td>
</tr>
<tr>
<td>• Agree to disagree.</td>
<td>• Attack the problem, not the person.</td>
<td>• Threats</td>
</tr>
<tr>
<td>• Help each other.</td>
<td>• Listen with an open mind.</td>
<td>• Put-Downs</td>
</tr>
<tr>
<td>• Talk about how you worked well together and how you can improve.</td>
<td>• Treat a person’s feelings with respect.</td>
<td>• Bossing</td>
</tr>
<tr>
<td>• VCR, VCR, VCR - Voice Control Required</td>
<td>• Take responsibility for your actions.</td>
<td>• Making Excuses</td>
</tr>
</tbody>
</table>

- Blaming
- Name-Calling
- Threats
- Put-Downs
- Bossing
- Making Excuses
- Not Listening
- Getting Even
- Bringing Up The Past
- Sneering
- Not Taking Responsibility
- Hitting
Teamwork Matching Activity

Name: ____________________________ Date: ____________ Period: ___

Match the teamwork definition by placing the correct letter in the box to the left next to the teamwork behavior.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>S accepts constructive criticism</td>
<td>A works unsupervised</td>
</tr>
<tr>
<td>W encouraging</td>
<td>B productive</td>
</tr>
<tr>
<td>persistent</td>
<td>C polite</td>
</tr>
<tr>
<td>independent</td>
<td>D punctual</td>
</tr>
<tr>
<td>cooperates</td>
<td>E prepared</td>
</tr>
<tr>
<td>patience</td>
<td>F works well with others</td>
</tr>
<tr>
<td>competent</td>
<td>G responsible</td>
</tr>
<tr>
<td>reliable</td>
<td>H does not rush projects</td>
</tr>
<tr>
<td>good communication skills</td>
<td>I has good skills for the job</td>
</tr>
<tr>
<td>hard working</td>
<td>J speaks and writes properly</td>
</tr>
<tr>
<td>common sense</td>
<td>K culturally diversified</td>
</tr>
<tr>
<td>accuracy</td>
<td>L checks work for mistakes</td>
</tr>
<tr>
<td>listens</td>
<td>M adapts to new ideas and situations</td>
</tr>
<tr>
<td>technology skills</td>
<td>N hears what other people say</td>
</tr>
<tr>
<td>multicultural sensitive</td>
<td>O motivated</td>
</tr>
<tr>
<td>sets high goals</td>
<td>P controls temper</td>
</tr>
<tr>
<td>accepts changes</td>
<td>Q maximum effort given</td>
</tr>
<tr>
<td>follows directions</td>
<td>R safe use of and proper care for materials and equipment</td>
</tr>
<tr>
<td>friendly</td>
<td>S seeks assistance appropriately</td>
</tr>
<tr>
<td>integrity/ethical behavior</td>
<td>T uses good judgment</td>
</tr>
<tr>
<td>ready to work</td>
<td>U follows instructions</td>
</tr>
<tr>
<td>good hygiene</td>
<td>V nice to others</td>
</tr>
<tr>
<td>organizes others to stay on task</td>
<td>W supports others</td>
</tr>
<tr>
<td>frustration/tolerance</td>
<td>X good self esteem/self confident</td>
</tr>
<tr>
<td>good attendance</td>
<td>Y leadership abilities</td>
</tr>
<tr>
<td>displays good manners</td>
<td>Z displays good personal appearance</td>
</tr>
<tr>
<td>mature</td>
<td>AA honest and trustworthy</td>
</tr>
<tr>
<td>stays on task</td>
<td>BB likes new ideas</td>
</tr>
<tr>
<td>creative/innovative</td>
<td>CC finishes assignments</td>
</tr>
</tbody>
</table>

Miami-Dade County Public Schools

Division of Student Services
Transition Programs
**Teamwork Matching Activity Teacher Answer Key**

Match the teamwork definition by placing the correct letter in the box to the left next to the teamwork behavior.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>accepts constructive criticism</td>
</tr>
<tr>
<td>W</td>
<td>encouraging</td>
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Designing and Creating a Teamwork Poster

We see posters everywhere, from a store window advertising an upcoming event to movie posters announcing the next great flick. A poster usually includes a picture or graphic design with the text.

**A poster is not a report.** There should not be lengthy information. It should be short, to the point, with catchy sayings. Colors and or patterns along with a variety of materials should be used in creative ways to catch the attention of the reader.

Working in groups of 3, using a flat piece of poster board, foam board, or a 3-sided display board, create a poster demonstrating teamwork in action. The group will have one week to complete the poster. Two hours of class time will be given.

**Special considerations:**

- The purpose of a poster is to announce something or to sell something. You are selling the idea that in order to be successful, you have to be able to work effectively as a team. The best posters are simple and easy to read.
- The poster should be balanced; no part of the poster should overpower the other.
- Play-on words, rhymes, popular sayings and/or dramatic pictures can be used.

**Required information that must be displayed on the poster:**

- A slogan for the poster that gets the attention of the reader
- Picture or pictures demonstrating teamwork in action
- Explanation of why teamwork is important in the real world
- Five of the most important teamwork skills necessary to build a successful team
Teamwork Poster Rubric

1. ______ Creativity (25 points) - Variety of materials, colors, shapes, slogans, rhythms, and or unique pictures used to get the attention of the reader.

2. ______ Workmanship (25 points) - This is the overall quality of the poster, including lettering, coloring, pictures, and message. Quality workmanship results in outstanding posters.

3. ______ Informative (50 points) - This includes:
   a) (1-10 pts.) _____ Slogan that gets the attention of the reader
   b) (1-10 pts.) _____ Picture demonstrating teamwork in action
   c) (1-10 pts.) _____ The importance of a team in the real world
   d) (1-10 pts.) _____ The 5 most important teamwork skills necessary for a successful team
   e) (1-10 pts.) _____ A verbal explanation as to how the skills are critical to the team

Total Points __________

Grade ______________________

Students: 1: _______________________
          2: _______________________
          3: _______________________
          4: _______________________

Period: ______ Date: ________________
Effective Team Member Profile

Each person has unique traits, abilities, skills, and perceptions that contribute to the success of a team. Brainstorm the different tasks that must be performed by each team member.

Reporter: ____________________________________________________________

Time Keeper: _________________________________________________________

Facilitator: __________________________________________________________

Recorder: __________________________________________________________

Profile Reflection: What are your traits which contribute or detract from the success of a team?

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GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: What is it about my school that gives me ‘school pride’?

Lesson Title: School Pride

Description: This lesson will provide an opportunity for students to develop a sense of school pride.

USA Today Newspaper in Education Description: Students will gain an understanding of the importance of taking ownership and pride in whatever they may do in their everyday lives either personally or academically.

Objectives: The student will be able to:

- Identify reasons for school pride and school ownership.
- Participate effectively in groups to generate information.
- Develop a sense of school pride/school ownership.
- Develop oral communication skills.
- Respond to essay prompt, “Why are you proud of your school?”
- Investigate web-based instruction.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify a sense of pride in setting and accomplishing goals.
- Understand the correlation between the classroom, workplace, and personal lives.

National Standards for Freshman Transition:

8.B The students will write qualitative goals and objectives for three (3) personal goals or classroom projects.
8.D Diagram steps required to achieve identified short- and long-term goals.

Student Development Framework Standards and Benchmarks:

Benchmark ED 1.1
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being.

CBC Correlations:
Language Arts
English I Reading
English II Listening, Viewing, and Speaking
FCAT Benchmarks:

LA.A.2.4.2 Identifies the author’s purpose and point of view  
LA.E.2.2.1 Explains causes and effects  
LA.A.2.4.1 Identifies main idea and significant details

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional time: Approximately 1 class period.

Instructional Materials:

- picture of school mascot
- copy of school song
- school mission
- school colors
- chart paper and markers for each group
- chalkboard/overhead projector
- Handout: Reasons to be proud of your school

Purpose: To learn the school mascot, song, and mission.

Vocabulary: Students will create a word list as they investigate various areas of information.

- Mascot
- Mission statement
- Vision

Instructional Lesson:

- Show the students a picture of the school mascot. Have students share their feelings about the mascot.
- Give each student a copy of the school song. Have them recite it and learn it. Sing it in class with “pride”.
- Have the students write the school song and mission in their notebooks. Have them journal what each means to them. Share with the class.

1. Brainstorm with students to determine their knowledge about their current school and areas that they are proud of in their current school. List these on the board.

2. Distribute the Handout: Reasons to be Proud of Your School.
   - Explain to the students that these are ideas other students have reported.
   - Ask the students to complete the handout.
• After completing the handout, divide the class into groups of four. Give the following directions:
  
  • Designate a group reporter.
  • Have each student share their ratings with the group.
  • Tally the chart.
  • Have students focus on the top five most common answers.
  • Have the group reporter present the group findings.

3. Generate discussion: “Why is it important to have school pride?” Provide students with the school website and have them investigate the various links. Suggested links: Faculty, Administration, School Mission Statement, School Calendars, Clubs, Media Center, Sports, Student Code of Conduct, Athletics, School Information, Student Information on Miami-Dade Portal, FCAT Explorer & FACTS.org

**USA Today Newspaper in Education Activity:**

*Have students pair up with a classmate and search through the four sections of the USA Today newspaper. Explain to the class that they are to find an article that describes an event in which either an individual or a team has set a goal and accomplished that goal successfully.*

*Have the students describe what a person feels when they have a sense of pride or ownership for something they have accomplished. Have them think of a time in their lives in which they felt a sense of pride and describe those feelings. Share your thoughts with your fellow classmates.*

**Assessments:** Have each student design a book, notebook, or file folder cover including the school mascot, song, mission and colors.

Group participation and essay assignment. Answer the inquiry question: Why are you proud of your school?

**Follow-up Activities/Home Learning/Parent:** Have students create posters that promote school spirit. After the discussion in Handout, have the students individually respond to inquiry question, “Why is it important to have school pride?” in an essay format. Ask the students to turn in the essay a subsequent class period.
Reasons to be Proud of Your School

Name: ________________________________ Date: ____________ Period: ____

Instructions: Evaluate the following items using a rating scale of 1 – 5. Pick the top five, with 1 being the most favorite and 5 being the least favorite item that would make you proud of your school.

___ Clubs
___ Honor Societies
___ Band
___ Dance Productions
___ Safety on campus
___ Cleanliness on campus
___ Students follow rules
___ Uniforms
___ Good Tutoring Programs
___ Caring teachers
___ Academics
___ Sports
___ Field Trips
___ Homecoming Parties
___ Prom
___ Helpful students
___ School Plays
___ Pep Rallies
___ Administration

___ Traditional School Events
___ Lunch schedule
___ School Organization (JROTC)
___ Counselors
___ Activities Director
___ Alumni Club
___ Others (specify)

Miami-Dade County Public Schools 290 Division of Student Services Transition Programs
GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: How can having good manners help me become a better student?

Lesson Title: Educational Etiquette/Manners

Description: Students will discuss manners and etiquette within a variety of settings and demonstrate how acceptable manners can positively influence their educational experience.

USA Today Newspaper in Education Description: Students will understand that proper etiquette and manners are vital aspects of their personal/social, academic and professional lives.

Objectives: The student will be able to:

- Identify the differences between manners and etiquette.
- Recognize the importance of manners and etiquette in everyday life.
- Participate effectively in groups to generate information.
- Use the ABC listing strategy.
- Create a skit to dramatize a real world scenario demonstrating appropriate etiquette/manners.
- Recognize appropriate manners and etiquette in different cultures.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify that having proper etiquette and manners will have a positive impact on their careers in the future.
- Understand that there are differences in etiquette throughout cultures and how important it is to be aware and sensitive to those differences.

National Standard for Freshman Transition:

8.1 Students will make a persuasive oral presentation about a contemporary teenage problem.

Student Development Framework Standards and Benchmarks:

Benchmark ED 1.1
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being.

CBC Correlations:
Language Arts
English I  Reading
English II  Listening, Viewing, and Speaking

FCAT Benchmarks:

- LA.A.2.4.2 Identifies the author’s purpose and point of view
- LA.E.2.2.1 Explains causes and effects
- LA.A.2.4.1 Identifies main idea and significant details

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional time: Approximately 2 class periods.

Instructional Materials:

- Handout: ABCs of School Etiquette/Manners.
- Manners list from previous activity
- Handout: Tips for Manners
- Handout: Paper Doll Handout (male & female)
- Suggested web-sites on etiquette

ETIQUETTE

Purpose: To learn about the manners and etiquette that is expected of young adults.

Vocabulary:

- Etiquette: (noun) the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life.
- Manners: (noun) the mode or procedure or way of acting.
- Respect: Recognizing the importance and/or significance of an individual or situation and communicating that recognition through words and actions.
- Attire: clothing, accessories and grooming

Instructional Lessons:

1. Write the words etiquette and manners on the board, overhead or chart.
   - Students work in teams to write examples and definitions of etiquette and manners.
   - Review the ideas and discuss them in class.
   - Using a dictionary and/or a technology search, students will write a “dictionary” definition of manners and etiquette. Share with the group. (HINT: Manners and etiquette are similar. According to the Webster definition, the major difference is that manners are for everyday behavior/actions and expectations, whereas etiquette is for social or official occasions).

2. Brainstorm different situations and the different rules of etiquette required by each. (Suggested examples: Prom Etiquette, Church Etiquette, Dining Etiquette, Dating)
RESPECT

Purpose: To learn about R-E-S-P-E-C-T—Aretha Franklin sings for it. Rodney Dangerfield never gets any. Educators who teach good manners find it every day in student behavior. Could mastering manners make a difference in your classroom?

Instructional Lesson:

1. Direct the students to focus on acceptable school etiquette/manners. Have the students create an ABC list of appropriate manners as it relates to the school setting. It is essential to recognize the various cultural differences embedded in rules of etiquette.

2. Have students identify or list the top 5 respectful behaviors necessary for success in high school. (These should recognize the elements of the Student Code of Conduct, but not be limited to this document.) Of the 5, have the students select one behavior that will be the focus of a promotional poster.

3. The students will work in groups to create a poster that will promote acceptable manners within the school setting. Posters must include a theme and illustration. For example:
   - Silence is Golden – Listen when others are speaking!
   - Put your brain in gear before engaging your mouth – Think before you speak!

4. After completing their poster, instruct the students to create a 3-5 minute skit demonstrating their theme as it relates to acceptable manners/etiquette within an educational setting. Some examples:
   - Proper audience etiquette
   - How to behave during a presentation
   - How to behave during a class lecture

5. Post the projects around the room; this will serve as a foundation in creating a respectful classroom atmosphere.

CLOTHES MAKE THE PERSON

Purpose: To investigate elements of proper attire in various situations. To understand that a person’s attire can influence the way others judge him/her.

Instructional Lesson:

1. Initially have the students bring in pictures of people dressed for a variety of jobs.
2. Have the students (through consensus) decide if the outfits are appropriate for the different job(s).
3. In their journals, have the students write why they feel certain clothes are appropriate for jobs.
4. Assign individual students a job.
5. Using the paper doll handout (male & female) have the students draw or place pictures of clothing on the paper doll they feel is appropriate for their assigned job.
6. Post the paper dolls. Number each paper doll/outfit
7. Have the students, on their own paper, decide what job the paper doll is dressed for.
8. Through class discussion afterwards, the students can become aware of perceptions of dress and the impact on career success.

**USA Today Newspaper in Education Activity:**

Students are to read through the LIFE section of the USA Today newspaper. Find an article that relates to etiquette or differences in a particular culture. Describe the differences between the etiquette described in the article and that of your own culture.

Are there any similarities or differences? Is there anything that you feel you could relate to or would find interesting that you have never heard of in your own culture?

How important do you think it is to have proper etiquette in everyday life? Do you feel that there are things that we may do unknowingly that may be offensive to some and not to others?

Describe your thoughts.

**Assessments:** Written Assignment: Have students respond to one of the following prompts.

- How can practicing acceptable manners/etiquette positively impact your high school experience?
- Have students create an oral skit describing their poster.
- Challenge: Have students write skits – or dialogues describing “rude” behaviors with examples of “good manner” behaviors of the same social situation.
- Answer the inquiry question in paragraph form or in the form of a personal narrative.
- Write an entry in the journal.
- Complete the paper doll activity.
- Correct assessment of “dressing for success”.

**Follow-up Activities/Home Learning/Parent:** Have students research cultural manners/etiquettes as it relates to their family. Have the students “dress” their paper dolls for the in-class assignment. Research the appropriate types of attire for a particular career. Research the clothing/uniforms required for certain jobs, (i.e., chef, flight attendant, doctor, lawyer, maintenance worker).
The ABC’s of School Etiquette/ Manners

Name: __________________________ Date: ______________ Period: ___________

A____________________    X_______________________
B____________________    Y_______________________
C____________________    Z_______________________
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Tips for Improving Social Behavior

- Stress to students the importance of treating others the same way they like to be treated. “The Golden Rule”
- Help students understand the harm caused by thoughtless, unkind words and actions.
- Role-play difficult situations for students in order to demonstrate appropriate responses.
- Establish a politeness policy of basic manners in your classroom.
- Teach students the importance of thinking of others; write thank-you notes.

Manners

We say, "Thank you."
We say, "Please."
We don't interrupt or tease.
We don't argue. We don't fuss.
We listen when folks talk to us.
We share our toys and take our turn.
Good manners aren't too hard to learn.
It's really easy, when you find.
Good manners means…

JUST BEING KIND!
Suggested Web-sites on Etiquette:

1. Learn the proper rules of Formal Dining and Social Etiquette
   www.undefineu.com

2. Audience Etiquette: Golden Rules
   www.ffaire.com/rules.html

3. Dining Etiquette: An Overview of Cross Cultural Dining Etiquette around the world
   www.sideroad.com/Cross_Cultural_Communication/dining-etiquette.html

4. The simple guide to Japanese Customs and Etiquette
   www.japan-guide.com/e/e622.html

5. General Etiquette Tips
   www.LifeScript.com

6. Frequently Asked Etiquette Questions
   http://www.drdaveanddee.com/etiquette.html

7. Telephone Etiquette
   http://www.fullerton.edu/it/services/Telecomm/FAQ/etiquetteteguide.asp

8. Miss Etiquette
   www.miss-etiquette.com

9. Emily Post Rules of Etiquette
   http://www.bartleby.com/95/1.html
GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: How does the international job market affect me?

Lesson Title: One Global Economy for All to Share

Description: This lesson discusses the world of work in a global economy.

USA Today Newspaper in Education Description: Students will gain an understanding of the complexities faced by different genders, races and cultures in our global society.

Objectives: The student will be able to:

- Research the international job market.
- Determine why jobs have been taken overseas.
- Locate the manufacturer of everyday products.
- Recall where products are made.
- Distinguish between academic and soft skills.
- Evaluate various types and levels of work.
- Appraise the socioeconomic changes of women's lives.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify work related behaviors.
- Understand how the job market may affect them based on their race or gender.

National Standard for Freshman Transition:

2.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark ED 2.0
Students understand the importance and value of lifelong learning.

CBC Correlations:
Language Arts
English I Reading
English II Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.1.4.1 Selects and uses pre-reading strategies that are appropriate to text.
LA.A.1.4.2   Selects and uses strategies to understand words and text, and confirm inferences from what is read.  
LA.C.1.4.3    Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to, and building on the ideas of a previous speaker, and respecting the viewpoints of others.  
LA.A.2.4.4    Locates, gathers, and analyzes information.  
MA.A.3.4.3    Uses appropriate methods of computing.  

Accommodations:  
Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.  

Activation of Prior Knowledge:  
➢ Ask students to look around the classroom and list 10 items they see, ask them to guess where they were manufactured. Call on selected students to share their lists.  

Instructional Time: Approximately 2 hours.  

WHERE ARE PRODUCTS MADE?  

Purpose: To investigate where products are made and the pros and cons of importing goods.  

Vocabulary:  
➢ Off-shoring  
➢ Outsourcing  
➢ Soft skills: Refers to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us as unique individuals.  
➢ Students will create a word list as they complete this lesson.  

Instructional Materials:  
➢ Handout: If You Were a Product  
➢ Have the students create a visual collage of products made in various countries. This can be completed at home and followed up with the activities below.  
➢ Handout: Writing Prompt.  
➢ Handout: Illustrative Soft Skills  
➢ Research materials: books and internet access.  
➢ Teacher Resource: 2004 Income in Selected Countries in the World  
➢ Resource Materials for Teachers  

Instructional Lesson:  
1. Distribute Handout: If You Were a Product. Have the students find products or services found in their classroom and where they are made, chart them.  
2. In the last column, have the students discuss the pros and cons of each product/service.
3. Have the students find reasons why the product/service can or cannot be made in the United States.

**MADE IN....**

**Purpose:** To become aware of the how products made in the United States or in other places can impact career plans.

**Instructional Lesson:**

1. Organize cooperative groups; assign a recorder, a reporter, and a time keeper.
2. Share visual collages (from home learning assignment).
3. Generate discussion – where are things made? – why are they made there and shipped to the United States? – how does this affect our economy and affect them in their future career plans?
4. Create a graphic organizer to show concepts developed in the discussion.

**AM I PREPARED?**

**Purpose:** A student in high school today is being prepared to work and serve in society in the near future. Many students in high school have after school and weekends jobs. When they work they are in constant competition with other workers for the best paying and most easily available positions. Many years ago, high school students could easily find employment in grocery stores or fast food restaurants. Today, older employees fill these positions because employers feel they are more reliable and trustworthy. Are American students losing out on job opportunities? Are students prepared to compete in the global economy?

**Instructional Lesson:**

1. Writing Assignment: develop an essay: How prepared are you to work in a global economic market? Distribute **Handout: Writing Prompt**
2. What skills do you need to be a participant in the global market?
3. At what level do you wish to enter and compete in the global market?

**AM I READY FOR THE NEW WORLD?**

**Purpose:** To distinguish between academic and soft skills. Persons who rank high in soft skills are generally the people that most employers want to hire. Soft skills complement hard skills; which are the technical requirements of a job.

**Instructional Lesson:**

1. Break the students into groups and distribute **Handout: Illustrative Soft Skills.**
2. Assign each group a category.
3. Discuss and list ways to improve their skills in that category.
4. Design a home learning lesson or activity that will assist each class member to improve their soft skills.
5. Develop a rubric to assess mastery of soft skills.
6. Share their lesson and rubric.
ROLE OF WOMEN

Purpose: Through research students will become aware of the changing roles of women in the workforce.

Instructional lessons:

1. Have the students brainstorm traditional jobs commonly performed by women and classify them into groups (at home tasks, office tasks, etc). Have them list jobs not typically done by women.
2. Have individual students or groups research various career paths for women. Students will include the historical job market for women in the specified job as well as current job market opportunities and future job market prospects.

Students will develop a chart of the changing roles of women in the specific job or career tract. Students will include a comparison of salaries between men and women in the same career. Students will note changes over time and differences based on geographic location.

Have students create a visual presentation (power point, poster board, newsletter, etc) Have them share their findings with the class. Students should also make an oral presentation to accompany their visuals.

USA Today Newspaper in Education Activity:

Have students read through three different sections of the USA Today newspaper. Describe in each article whether or not it refers to a specific gender as a successor in the job market, event or team sport.

Do you find that is easier for a specific gender to be successful in this society? Or do you feel that it is equal for both but that certain genders get more publicity when they do succeed? Share your thoughts and opinions.

Assessments:

- Participate in a discussion regarding how prepared they are to enter the job market.
- Write an essay.
- Answer the inquiry question.
- Complete the chart and discuss in class.
- Develop lesson and rubric of soft skills.
- Demonstrate mastery of soft skills.
- Complete research and chart.
- Visual and oral presentations.

Follow-up Activities/Home Learning/Parent: Scavenger Hunt: Web-based research on global market and economies. Optional: Copy the Resource Materials page for students, and arrange the computer lab or media center. Have students evaluate websites and present findings to the class. Investigate successful career women. Develop a report to share. Design a lesson or activity to increase a skill from one of the components of the soft skills.
If You Were a Product

Name: __________________________________ Date: __________ Period: __________

Class/Home Product “Scavenger Hunt”. Look around the classroom and find out where things were made. You might want to start with the labels on your clothes and shoes.

Do the first five in class and take the paper home to finish the hunt.

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Students, take this paper home to finish the hunt. It is due next class for a grade.

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| 11                 |                                                             |
| 12                 |                                                             |
Writing Prompt

Name ___________________________ Date _____________ Period _____

How prepared are you to work in a global economic market?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Illustrative Soft Skills

Work Ethic

A motivating belief that employees owe their employer a full day of diligent work including following their supervisor’s instructions.

Courtesy

The habitual use of “please,” “thank you,” “excuse me,” and “may I help you?” in dealing with customers, supervisors, and colleagues.

Teamwork

The ability to share responsibilities, confer with others, honor commitments, help others do their jobs, and seek help when needed.

Self-discipline and self-confidence

The ability to arrange one’s own tasks for best performance, to learn from experience, to ask questions and correct mistakes, and to absorb criticism and direction without feeling defeated, resentful, or insulted.

Conformity to prevailing norms

The ability to govern one’s dress, grooming, body language, tone of voice, and vocabulary according to the particular culture of the given workplace.

Language proficiency

The ability to speak, read, and write standard English in a businesslike way. One may have the “hard” skills of knowing what usage is correct and what is incorrect but lack the “soft” skills of knowing when to use only standard forms and in what tone to use them.
**Teacher Resource: 2004 Income in Selected Countries in the World**

Hint: Remember these are averages. In countries with a great disparity between rich and poor, a small number of wealthy people will bring the average up significantly. (If Bill Gates walks in your classroom, *on average*, you’re all billionaires!)

*If you managed or owned a company looking for inexpensive labor in what part of the world would you move your staff?*

*Select your native country, the United States and a third country, calculate the percent difference in the average per capita income in dollars?*

* Describe the business opportunities for women in three countries of your choice?

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Per Capita Income in Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>40,100</td>
</tr>
<tr>
<td>Canada</td>
<td>31,500</td>
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<tr>
<td>Mexico</td>
<td>9,600</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>9,600</td>
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<tr>
<td>Cuba</td>
<td>3,000</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>6,300</td>
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<tr>
<td>El Salvador</td>
<td>4,900</td>
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<tr>
<td>Guatemala</td>
<td>4,200</td>
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<tr>
<td>Haiti</td>
<td>1,500</td>
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<tr>
<td>Honduras</td>
<td>2,800</td>
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<tr>
<td>Nicaragua</td>
<td>2,300</td>
</tr>
<tr>
<td>Argentina</td>
<td>12,400</td>
</tr>
<tr>
<td>Brazil</td>
<td>8,100</td>
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<tr>
<td>Country</td>
<td>Students</td>
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<tr>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>Colombia</td>
<td>6,600</td>
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<tr>
<td>Peru</td>
<td>5,600</td>
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<tr>
<td>Venezuela</td>
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<tr>
<td>France</td>
<td>28,700</td>
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<tr>
<td>Germany</td>
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</tr>
<tr>
<td>Great Britain</td>
<td>29,600</td>
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<tr>
<td>Bangladesh</td>
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<tr>
<td>China</td>
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<tr>
<td>India</td>
<td>3,100</td>
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<td>Pakistan</td>
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<tr>
<td>Philippines</td>
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<tr>
<td>Sri Lanka</td>
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<tr>
<td>Thailand</td>
<td>8,100</td>
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<tr>
<td>Vietnam</td>
<td>2,700</td>
</tr>
</tbody>
</table>

Source: [www.infoplease.com](http://www.infoplease.com)
Resource Materials for Teachers

http://www.bls.gov/home.htm
[Shows the home site of the U.S. Agency which maintains labor and job statistics]

http://www.bls.gov/opub/ooq/ooqhome.htm

http://www.bls.gov/emp/home.htm#outlook

http://news.bbc.co.uk/1/hi/business/4660244.stm [Bill Gates on the “flat world”]

[Imports to the US]

[Exports from the US]

http://www.census.gov/foreign-trade/www/ [Import/export statistics]

http://www.eastcoastcranes.com/port_of_miami.htm

http://www.infoplease.com/ipa/A0874911.html
[This shows the average income for almost every country in the world.]
GOAL VI:  APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: What skills do I need to get, hold and keep a job?

Lesson Title: Sure Thing

Description: Students will participate in activities that will enhance communication and cooperative learning skills required in the work environment.

USA Today Newspaper in Education Description: Students will understand the interrelationship of life roles and the world of work.

Objectives: The student will be able to:

- Understand what is required to obtain and keep a job in the global economy.
- Describe the job(s) he/she wants, and the aptitude it takes to be successful.
- Understand that in the “flat world,” careers/jobs are ever changing and that employees need certain skills to maintain employment.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify work related behaviors.
- Understand the correlation between the classroom, workplace, and personal lives.

National Standard for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

Benchmark ED 2.0
Students understand the importance and value of lifelong learning.

CBC Correlation:
Language Arts
   English 1 - I Reading
   English 1 - III Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.1.4.1 Selects and uses pre-reading strategies that are appropriate to text.
LA.A.1.4.2 Selects and uses strategies to understand words and text, and confirm inferences from what is read.
LA.C.1.4.3 Uses effective strategies for informal and formal discussions, including
listening actively and reflectively, connecting to, building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.A.2.4.4 Locates, gathers, and analyzes information.
MA.A.3.4.3 Uses appropriate methods of computing.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  Approximately 1-2 hours.

Vocabulary:

- Globalization
- Infrastructure
- Global workforce
- Outsourcing
- Cataclysmic
- Customer Care Center
- Technology sector
- Lifelong learning

Instructional Materials:

- Handout: Jobs and Training in the “Flat World”
- Handout: Next Generation Jobs
- Resource Reading for Teachers

Teacher Preparation: “The World is Flat”, by Thomas Friedman

Activation of Prior Knowledge:

In your learning logs, notebooks or student portfolios answer the following question.
What kind of skills do people need to obtain and maintain a job?
- Share answers.
- Generate discussion about factories closing and jobs that used to require people to do certain tasks are now being replaced with machines and computers.

IT’S A FLAT WORLD

Purpose: What kind of skills do people need to obtain, maintain a job?

Instructional Lesson:

1. Distribute Handout: Jobs and Training in the “Flat World”. Read aloud with the students.
2. Ask students if there are any questions or need for clarification.
3. Instruct the students to read the passage for a second time silently taking marginal notes.
when outlining the four (4) ideas of Friedman.
4. Generate a discussion around the themes and ask the students if they can come up with any other elements that would support Friedman’s ideas.

WILL I BE READY FOR THE NEXT GENERATION JOBS?

Purpose: To investigate what jobs skills will be required in the future.

Instructional Lesson:

1. Distribute Handout: Next Generation Jobs
2. Discuss some of the next generation jobs.
3. Work individually or in groups, have the students discuss the skills that will be needed for these changing jobs.
4. Have the students decide if they will need to learn new skills, improve their skills or if their skill base is appropriate for their chosen market.
5. Discuss some of these observations.

USA Today Newspaper in Education Activity:

Search through the MONEY section of the USA Today newspaper. Pick at least two storylines from each page and discuss the career or job listed in the article. Describe the duties of the job, the level of education required to perform that job, as well as any salary information given.

Once you have researched each of the articles, pick the top two jobs you would choose if you had to for yourself. Explain why you would choose those jobs.

Assessments: Completion of activity sheet and discussion of next generation job skills.
Answer the Inquiry Question.

Follow-up Activities/Home Learning/Parent:

- Check out the book – “The World is Flat” by Thomas Friedman. Discuss themes from the article with parents.
- Have the students research other possible jobs that will be developed as our world changes. What changes do they foresee in their future?
- Bring back to class and continue to discuss the job skills that will be necessary in the changing future of today’s generation.
- Have the students generate a list of future goods or products.
- Have the students discuss the materials that are necessary to make these products or goods and why they feel these products will be desired by consumers.
- Schedule an “Invention Fair” in which students produce prototypes of their products for demonstration/display.
Jobs and Training in the “Flat World”

The American reporter Thomas Friedman has become famous around the world for his statement that “The world is flat.” Obviously he doesn’t mean this literally, but uses it to say that there are few barriers left to business in the world.

In the “flat world” jobs will be changing rapidly. To be successful you need to be able to change with the job OR change jobs OR have a job which is “untouchable” – meaning it can’t be done anywhere else by anyone else or anything else.

What should education/training look like for the flat world?

“The first and most important ability you can develop in a flat world is the ability to learn how to learn” – to constantly absorb, and teach yourself, new ways of doing old things or new ways of doing new things. Employees that take initiative to improve are more likely to advance.

But how do you develop this ability? Friedman says: “Go around to your friends and ask them just one question: ‘Who are your favorite teachers?’ Then make a list of those teachers and take their courses–no matter what they are teaching....It doesn’t matter what they are teaching....take their courses. Because when I think back on my favorite teachers, I don’t remember the specifics of what they taught me, but I sure remember being excited about learning it....To learn how to learn, you have to love learning...”

His second theme is summarized by an equation:

\[ CQ + PQ > IQ \]

This is Friedman’s way of saying that Curiosity and Passion for a subject are more important than Intelligence about the subject.

A third idea is that you need to like people: “You need to be good at managing or interacting with other people. Although having good people skills has always been an asset....it will be even more so in a flat world.”

Friedman’s fourth and last theme is taken from the work of another author, Daniel Pink, who believes that people need to develop the creative, intuitive portions of their brains. To be a person with good job prospects you have to do something that a computer or a robot can’t do faster or a talented foreigner can’t do cheaper.

Excerpts from The World is Flat by Thomas Friedman (2nd Edition, 2006; New York: Farrar, Strauss & Giroux)
Next Generation Jobs!

Name: _____________________________ Date: ____________ Period: ________

<table>
<thead>
<tr>
<th>Next Generation Job</th>
<th>What Skills Do I Need For This Job?</th>
<th>Are they new skills?</th>
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<tbody>
<tr>
<td>Communications</td>
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<td>Video e-mail</td>
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<td>Pod casting (lectures)</td>
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<td>Pod casting/Audio Books</td>
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<td>Long distance learning</td>
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<td>Wireless</td>
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<td>Customer Care Centers</td>
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<td>Repair/maintenance</td>
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<td>Barcode Information, credit card, statistics, medical</td>
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<tr>
<td>Synthetic materials for clothes</td>
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<td>For manufacturing</td>
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<td>Food</td>
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<tr>
<td>Changes in transportation</td>
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<td>Changes in energy types/sources</td>
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<td>Security</td>
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<td>Personal</td>
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<tr>
<td>Business</td>
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Resource Readings for Teachers

The following pages contain resource materials of benefit to teachers. They are copy written materials and should not be distributed with permission of the copyright holders.

Why Bill Gates Believes The World is Flat
By Tim Weber
Business Editor, BBC News website, in Davos

Globalization may be unavoidable, but what impact will it have on our lives?
It's ten to seven in the morning; it is dark, snowy and dozens of millionaires are patiently queuing to get inside for breakfast.

The prospect of a 90-minute breakfast conversation with Microsoft boss Bill Gates and New York Times columnist Tom Friedman has persuaded them to brave the freezing cold.

With rapt attention they listen to Mr. Gates telling them that "The World is Flat" (which is the title of Mr. Friedman's most recent book).

It's a cute little metaphor, and heard in many sessions during the five days of the World Economic Forum.

The Big Disruption

The argument goes like this: More and more parts of the world are getting the infrastructure that allows them to become part of the always-on world.

China, for example, already has more mobile phones than there are people in the United States and in four years, says Mr. Gates, the country will have more broadband connections than there are US households.

Combine this connectivity with good transport links and productivity soars in places like India, Brazil and Russia. More importantly, though, one billion people suddenly join the global workforce.

BT [British Telecom] boss Ben Verwaayen explains the impact: "Something profound has happened over the past three years, as disruptive as the invention of the steam engine."

"For the first time", he says, "You don't need physical proximity for a joined up company."
Or as Bill Gates puts it: It doesn't matter whether you sit in Boston, Beijing or Bangalore, if you are smart you can now compete directly with the rest of the world "on a level playing field" - in a world that is flat.

It obviously works for Microsoft. The Beijing research lab is one of the company's most productive, says Mr. Gates. When he recently met his firm's ten best-performing employees, he says half-jokingly, nine of them "had names I couldn't pronounce".

**Losing four million jobs**

In this flat world, it doesn't matter whether your accountant sits in Marlborough or Mumbai, and whether your customer care center is based near Sausalito or Soweto.

Your factory's supply chain is fully integrated, and stretches from Shenzhen and Chennai to Central Europe.

It makes for lean, efficient companies. It drives down cost, improves profits and keeps inflation low.

But it also means that many workers are losing their jobs.

"In Europe we could run out of jobs, and those that still have jobs will have to take care of an ageing population," says Stefan Delacher, a director with Thiel Logistics, which specializes in organizing global supply chains.

David Arkless of Manpower predicts that four million people will see their jobs transferred over the next five years.

**Search for Solutions**

"On a macro level," says BT's Ben Verwaayen, "it is easy to see the win-win."

But if your job goes overseas it is difficult to be positive, he warns.

The fate of the victims of globalization worried many Davos participants.

"How can workers in the West hang on to their jobs?" was a much debated question.

Be flexible and don't specialize too much, said Jagdish Bhagwati of Columbia University. Health and pensions systems should not be set up so that workers find it difficult to change employers, he added.

Others said lifelong learning could be the answer. Make your job, your work, your knowledge ever more valuable.
But obviously Chinese and Indian workers are doing just the same.

It's wrong to tell people that going to university will guarantee them a job, says Adair Turner, the chairman of the UK's Low Pay and Pensions Commissions, because the technology sector simply won't offer that many jobs.

"Everything that can be automated will be automated," he predicts.

"Already we only create jobs that are face-to-face... in hospitality, retail, tourism, healthcare," says Mr. Turner.

Chris Dedicoat of technology giant Cisco echoes the argument and says: "The stigma of vocational training has to be removed if the economies of Europe want to have jobs for all".

**Don't panic**

So should we all become nurses, plumbers and hair dressers?

Not really. Some of India's and China's cost advantages are disappearing already.

It is now more expensive to employ an engineer in Shanghai than in Slovakia.

In Indian call centers, says Jean-Herve Jenn of outsourcing specialist Convergys, wages are raising by 15-20% a year.

This is not the time to panic, says Mr. Gates. "Change will not be cataclysmic... it will not happen that fast."

Remember the 1980s, he says, when everybody was worried about Japan. But it was the United States that made the running in the 1990s.

**Two Billion New Customers**

We have to realize that globalization is both a challenge and an opportunity, says Jean-Herve Jenn.

There may be an extra one billion workers, but they come with a new market of 2.3 billion consumers in Brazil, Russia, India and China alone.

The biggest surprise, says Mr. Gates, is what globalization has done for poverty reduction in China.
Already China's and India's middle classes form a larger market than the population of the United States, argues Mr. Jenn.

And the **wealth is spreading**.
In India, says the New York Times' Tom Friedman, there are tech islands in a sea of poverty.

"In a two hour drive out of Bangalore, one travels back 12 centuries," he says.

But only a few years back, he says, "it took just 15 minutes."

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_The non-flat parts of the world are getting smaller._

**Story from BBC NEWS:**
http://news.bbc.co.uk/go/pr/fr/-/1/hi/business/4660244.stm
Published: 2006/01/29 17:12:27 GMT
© BBC MMVI
GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: What plans do I have for my financial goals and future?

Lesson Title: Financial Knowledge for Personal Wealth

Description: This lesson helps students develop an understanding of how education coupled with time proven financial strategies can be valuable tools for future success.

**USA Today Newspaper in Education Description:** Students will be familiar with different resources such as the newspaper that are valuable tools in preparing for the future and being on their own.

Objectives: The students will be able to:

- Research the expected gross salary for their anticipated job or career choice.
- Research classified sections of the newspaper to determine the cost of an apartment and possible salary for their new job.
- Create a budget which includes money earned, deductions from pay, and expenditures required on a monthly basis.
- Create a dialogue with parents, counselors, and other advisors to acquire additional financial information.

**USA Today Newspaper in Education Objectives:** Students will be able to:

- Identify valuable tools and resources that they will be able to utilize in their everyday lives.
- Understand the importance of setting goals and being resourceful on their own as a means to being independent.

National Standard for Freshman Transition:

8.0 Student recognizes the impact their commitment to education has on their future lifestyle and life situations.

Student Development Framework Standards and Benchmarks:

**Benchmark ED 1.1**
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being.

CBC Correlations:
- Language Arts
- English I Reading
English II  Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.2.4.2 Identifies the author’s purpose and point of view
LA.E.2.2.1 Explains causes and effects
LA.A.2.4.1 Identifies main idea and significant details

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional time: Approximately 5 hours.

Instructional Materials:

- Local newspapers, (Sunday edition has more information)
- Salary information from papers, handouts, or internet research
- Accounting sheets and calculator
- Handout: My Monthly Budget
- Handout: Helpful Job Searching Hints for Teen Job Seekers
- Handout: Job Interview Strategies for Teens
- Handout: During and After the Interview

Vocabulary:

- Students will create a word list as they investigate topics in this lesson.

COUNT YOUR CHANGE

Instructional Lesson:

This lesson helps students develop an understanding of how far their earned money will go and what is needed to live on their own after school, whether they finish high school, college, or have an advanced degree.

Activity Requirements:

- You may be a high school graduate, university student, or newly graduated with an entry level job in your career field.
- You must research classified sections of the newspaper and internet for job opportunities and possible salary information as well as apartment cost and areas of availability. (Bring in ad for proof of cost involved).
- You may have a car as a high school graduation present; however, you must pay for gas, upkeep, and insurance for it.
- Each student will create a monthly budget which must include the following:
  - Total money earned
  - Expenditures
  - Income Tax
• Social Security Tax
• Medicare Tax
  ▪ Charity
  ▪ Clothing
  ▪ Food
  ▪ Telephone
  ▪ Electricity/gas/water/sewer
  ▪ Savings and/or investment plan
  ▪ Entertainment
  ▪ Cable TV
  ▪ School loans (if a university student or graduate student)
  ▪ Gifts for loved ones
  ▪ Rent
  ▪ Insurances
  ▪ Health
  ▪ Car
  ▪ Apartment (renters)

Students should keep a running balance of available funds as they budget for each item. Discussing real costs with parents may prove to provide a wealth of information.

Students will create a food plan for 1 week: (total cost may be multiplied by 4 for monthly food allowance in above budget.)

- Use newspaper ads to shop – bring in ads to prove prices. You may use coupons to cut prices.
- You must create a nutritious and balanced diet (three meals a day).
- You may eat one meal a week out, or at a friend or relative’s house.

Students will meet in groups to discuss final budget plans, ways to economize, and sources for additional income. Groups will report back to the class at large.

HELPFUL JOB-SEARCHING HINTS FOR TEEN JOB-SEEKERS

Instructional Lesson:

1. Teachers will distribute Handout: Helpful Job Searching Hints for Teen Job Seekers.
2. After discussing the points listed on the handout, students will gather data which may be used for their initial resume.
3. Resume formats may be researched on the internet for students to use as samples.
4. Students will also look in newspapers and internet job cites for occupational opportunities in their area.
Job Interview Strategies for Teens

Instructional Lesson:

Once you have made a list of possible job opportunities and prepared your resume, it is time to make contact with employers, fill out a job application, and hopefully secure an interview. The following tips will help you be more successful and increase your chances of being hired.

1. Teachers will distribute Handout: Job Interview Strategies for Teens.
2. After reviewing resume and job descriptions from the previous lesson, teachers will read and discuss interview strategies with students.
3. Students will choose one job from their list that they might apply for and create a role playing situation with another classmate or with the teacher as employer to simulate a possible interview for the job.
4. Classmates will critique the role playing situation and offer suggestions for improvement.

USA Today Newspaper in Education Activity:

Search through the four sections of USA Today’s newspaper carefully. As a high school student do you feel that the newspaper has information that is of any value to you? Go to the LIFE section and state one fact as to how one of those articles affects your life.

Go to the MONEY section, do you feel that any of the articles describing the world’s economy affects you in any way? If so, describe in what way? Also, describe how budgeting your money is important to living on your own

Assessments: Students will discuss items they listed on their resume and add suggested corrections or additions as class discussions progress. Discussion will also include job characteristics that meet the talents and interests of individual students.

➢ The teacher will evaluate the project at each stage for research, creativity of plan, group dynamics in improving their plan, and group presentation to the class at large. Teachers may assign grades at each stage.

➢ Teachers may choose to use the points in the handout as a rubric for evaluation. Organization of the presentation and depth of information given may also be considered.

Follow-up Activities/ Home Learning/Parent: Students will choose the food for their family within the established family budget. Parents may wish to guide and assist in the meal planning. Students may present their plan and budget to parents for written feedback which students may respond to in writing for an extra credit grade.

Now it is time to practice the skills that you have learned. Take time to research a job that you might like to apply for, prepare a resume, and possible questions that you might ask the interviewer. Practice with a family member or classmate. Prepare to role-play the interview for other members of the class. Listen to suggestions for improving your technique.
### My Monthly Budget

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<thead>
<tr>
<th><strong>Name:</strong> ______________________________</th>
<th><strong>Date:</strong> ___________</th>
<th><strong>Period:</strong> ___</th>
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<tbody>
<tr>
<td><strong>Total money earned</strong></td>
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<tr>
<td><strong>Expenditures</strong></td>
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<td><strong>Income Tax</strong></td>
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<td><strong>Clothing</strong></td>
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<td><strong>Food</strong></td>
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<tr>
<td><strong>Telephone</strong></td>
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<tr>
<td><strong>Electricity/gas/water/sewer</strong></td>
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<tr>
<td><strong>Savings and/or investment plan</strong></td>
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<tr>
<td><strong>Entertainment</strong></td>
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<td><strong>Cable TV</strong></td>
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<td><strong>School loans (if a university student or graduate student)</strong></td>
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<td><strong>Gifts for loved ones</strong></td>
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<td><strong>Apartment Rent</strong></td>
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<td><strong>Insurances</strong></td>
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<td><strong>Car</strong></td>
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<td><strong>Miscellaneous</strong></td>
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Quintessential Careers: Helpful Job-Searching Hints for Teen Job-Seekers by Randall S. Hansen, Ph.D.

Finding a summer job is a rite of passage for many teens, and while some years it may be easier to find a job than others, the bottom line is that finding a job -- even a summer job -- takes planning, effort, and determination. And while looking for a job in the classified ads may work for a small number of teens, here are better alternative ways to find work.

Always avoided your parent's friends? Now's the time to get to know them better. Networking -- talking -- with as many adults (family, friends, neighbors, etc.) as you can is the best way to find a job, any job. Learn more about the power of networking.

You thought school was over? Think again. Now is the time to learn all you need about job-hunting because it's going to be harder than ever before to get a job. Learn more about job-hunting basics.

How's your spelling and grammar? Better brush up. Take the time to prepare or update your resume -- you'll need it when you go on job interviews. Check out these resume resources and sample resumes.

Put away those short skirts and thrift-store clothes. When you talk with potential employers, you need to dress your best and look professional, not like you're going on a date or lounging around the house. Learn how to dress for success.

Turn off the television or video games and hit the street. A good way to look for summer jobs is going to the human resources department or manager of as many stores and offices in your town. Dress professionally and bring lots of copies of your resume.

Thought you were done competing with your older siblings? Nope. Teens are being squeezed out of traditional jobs this summer as more experienced workers are forced to take whatever jobs they can find.

If you love the outdoors, you may have better luck. As summer tourism picks up, there will be jobs in water parks, camps, and other hospitality-related companies and organizations.

Love the Net? Then use it -- to a point. There are a number of teen summer job and camp sites, but don't make this method your sole method of job-hunting. Check out these teen summer job sites.
No matter how bad it gets, keep smiling. Studies show employers look for these things in teens: enthusiasm, positive attitude, hard-working, friendly, and on-time.

Get more details in our article, A Guide for Teens: How to Find a Summer or Part-Time Job.

Questions about the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our Job-Seeker's Glossary of Job-Hunting Terms.

Dr. Randall Hansen is currently the Webmaster of Quintessential Careers, as well as the publisher of its electronic newsletter, QuintZine. He writes a biweekly career advice column under the name, The Career Doctor. He is also a tenured, associate professor of marketing in the School of Business Administration at Stetson University in DeLand, Florida. He is a published career expert -- and has been for the last ten years. He is co-author, with Katharine Hansen, of Dynamic Cover Letters. And he has been an employer and consultant dealing with hiring and firing decisions for the past fifteen years. He can be reached at randall@quintcareers.com.

Have you taken advantage of all our Job and Career Resources for Teenagers?
Quintessential Careers: Job Interview Strategies for Teens: Part I -- Interview Preparation

by Katharine Hansen

As much as you’d like to be earning some money, the idea of job-hunting can be pretty intimidating. If you’re feeling shy and lacking confidence about getting out there and talking to employers, you are far from alone, according to many career counselors. “Many of the students I counsel are so nervous during an interview that they come across as a bit withdrawn, which may translate into lacking self-confidence or lacking interest and enthusiasm for the position,” observes Lisette Ruiz, a career counselor. Our two-part article offers tips to help you cruise through job interviews confidently and land the job with flying colors. In Part I, we provide interview preparation tips (see Part II for how to handle yourself at the interview):

• **Know yourself.** Before you even start the job-hunting process, take some time to put yourself under the microscope. The more self-aware you are the more comfortable and confident you will be in job interviews. Ruiz suggests making a list of your strengths and abilities. Make another list of your achievements. Teen girls in particular may need to work on building confidence. “My experience with teenage girls, including a daughter, is that they tend to be very shy -- or painfully modest -- about their achievements,” says Phil Hey, director of career services at Briar Cliff University. "Nobody expects a teenage girl to have started a million-dollar company or won a world championship, but even ‘ordinary’ achievements show good performance and other career values,” Hey notes. Sarah Bigham, director of Career Services at Hood College, suggests practicing saying positive things about your skills and abilities.

• **Know about the job you’ll be interviewing for.** Maureen Crawford Hentz, who hires teens for specific jobs at the New England Aquarium, likes to test applicants’ interview preparation. "If an applicant comes in to interview for an Aquarium Guide position and tells me that she thinks she will be feeding the animals and ‘stuff,’ I know that she has not read the job description," Hentz says.

• **Think about yourself in relation to the job.** "Read through the job description thoroughly so you know what they are looking for and the skills you possess that match," suggests Gail Fox, assistant director of career services at the University of Wisconsin-Whitewater,"then think about your personality and ask family and friends what they particularly like about you. Bring this information into the interview as well. It shows that you prepared yourself, that you are thoughtful and cared enough about the employer to bring them your best." Laura Yu of the career services office at Virginia Tech advises asking yourself, "What do I have that would make someone want to hire me for this job?"

• **Understand what employers are looking for.** "The primary concerns for most employers talking to teens are these: Will you be here as scheduled? If we are willing to teach you, are you willing to learn?" says Gale Montgomery, former career services coordinator at Simpson College. "With this in mind, I encourage teens to respond to the questions with frequent reassurances of reliability and capabilities to learn quickly, but with a willingness to ask questions for clarity,"
Montgomery adds. Recent grad-school graduate Jeanie Collins notes that the interviewer is not out to get you. "The interviewer is looking for a person with ordinary qualifications who has the attitude to do an extraordinary job," Collins observes.

- **Practice.** Ask friends and family members to conduct practice interviews with you. You can find many lists of commonly asked interview questions on the Internet, including our site's list of questions, or in interviewing books. Also practice your body language and handshake.

- **Plan to dress nicely and appear well groomed.** Dress more conservatively than you normally would and even a bit more conservatively than the typical dress at the workplace at which you're interviewing. Recent college graduate Emily Hamvay, who interviewed for many jobs as a teen, describes the preferred mode of interview attire as "like Sunday church gear." Among the "don'ts" mentioned by career counselors are heavy makeup, open-toed shoes, revealing clothing, short skirts, visible piercing, tattoos, clingy tops, platform shoes, huge earrings, wrinkled clothing, and hair in your face. Carol Yoannone, student performance director at the Community College of Allegheny County, PA, describes a particularly unfortunate fashion choice she once observed at a job fair: "A young woman walked in with a spaghetti strap evening dress," Yoannone stated. Read our article, When Job-Hunting: Dress for Success.

- **Check that you are dressed appropriately.** "Have an 'old' person approve your proposed interview outfit before you buy it or wear it to an interview," advises Hood College's Sarah Bigham, who notes that she sees "way too many Ally McBeal-type skirts, low-cut tops, extravagant fingernails, etc." Bigham also cautions against jewelry that clangs and makeup that glitters. "Anybody who is old enough to be your mother should look you over before you leave the house," Bigham suggests. She also advises that teens wear their interview outfits and shoes before the interview -- for more than a few minutes because, "You want to be comfortable on your big day!"

- **Be prepared to be interviewed even when you’re not expecting to.** If you're cruising the mall filling out job applications, don't be surprised if some employers want to interview you on the spot. The nature of the jobs that teens typically seek makes impromptu interviews more likely than they are for other age groups, and they are especially likely if the store has a "help-wanted" sign in the window. Since you could be interviewed at any time, you should dress appropriately when you go out to fill out applications. Also be mentally prepared, and don't balk if an employer asks to interview you on the spot.

- **Consider enlisting moral support.** Emily Hamvay describes her unusual approach to interviews as a teen. "To help with the butterflies, I would ask my mom to go to the interview with me and stay in the car while I was interviewing." The mom-in-the-car plan works well, Hamvay says, because "if you don't do so well or you don't get the job, you have an easy escape plan. Or if you forget something, such as a pen, references, safety pins, moms are famous for being prepared with all of the essentials." Hamvay says that a mom is also crucial for
providing the all-important "good luck smooch," and she might just buy you ice cream after the interview.

- **Set realistic expectations about salary.** Let's face it; most teen jobs pay minimum wage. You should certainly be aware of what the current minimum wage is so you're not surprised and so you don't ask for less than minimum wage. If the situation seems right, you could even consider asking for more, as Trinity Hundredmark, a law student did as a teen. "One thing I learned on my interview at a local retail store was to ask for more than I thought I was going to get," Hundredmark recalls and adds that "everyone had told me that I was going to get minimum wage because of my age no matter what I did. I threw caution to the wind and decided to ask for more, telling my interviewer that the store could hire someone at minimum wage, or they could take me for a little more money, but much better work. The manager chose me, even at the higher price. Don't underestimate your worth."

- **Know what hours you can work, and prepare to be flexible.** Consider school, homework, extracurricular activities, and sports -- anything that takes up your time. Be able to clearly articulate to the employer the hours you are available to work. If the employer needs more availability, and you really want the job, consider giving up a nonessential activity.

See [Job Interview Strategies for Teens: Part II -- During and After the Interview](https://www.quintcareers.com/job-interview-strategies-for-teens-part-ii.html).

And be sure to check out all the many other interviewing resources (tutorials, articles, tips, and more) available at Quintessential Careers in our [Guide to Job Interviewing Resources](https://www.quintcareers.com/guides/job-interviewing-resources.html).

Questions about some of the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our [Job-Seeker's Glossary of Job-Hunting Terms](https://www.quintcareers.com/glossary/job-hunting-terms.html).

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*Katharine Hansen is a former speechwriter and college instructor who provides content for Quintessential Careers, edits QuintZine, an electronic newsletter for jobseekers, and prepares job-search correspondence as chief writer for Quintessential Resumes and Cover Letters. She is author of Dynamic Cover Letter for New Graduates; A Foot in the Door: Networking Your Way into the Hidden Job Market; and, with Randall S. Hansen, Ph.D., Dynamic Cover Letters and Write Your Way to a Higher GPA, all published by Ten Speed Press. She can be reached by e-mail at kathy@quintcareers.com*
At the interview

- **Punctuality and reliability are a matter of show and tell.** Obviously, you can show your punctuality by arriving 5 to 15 minutes early for the interview. But you can also tell about your punctuality and reliability based on your performance in previous jobs. "If someone’s gotten up at 6 a.m. since she was 10 to deliver newspapers, I know that she’s probably not going to be late in the mornings coming to work," observes Maureen Hentz, who hires teens for specific jobs at the New England Aquarium. Similarly, if you have a stellar attendance record in school, you can cite that.

- **"Remember you are making an impression from the first moment you walk in the door,"** cautions Amy Brenengen, youth program/GirlVenture manager for WomenVenture in St. Paul, MN. "Chances are the receptionist or the first person you see will tell the hiring manager if your behavior before the interview isn't as respectful and optimistic as when you meet the manager for the interview," states Ms. Brenengen.

- **Don’t chew gum.** Gum chewing is a major turnoff for employers, as it was for recent grad-school grad Jeanie Collins when she interviewed a young woman for a campus job. "When she opened her mouth to respond to my first question," Collins recalls, "a bright pink piece of bubble gum flew out of her mouth and hit my notepad."

- **Don’t downplay your previous experience,** no matter how lowly it seems. "I'm amazed by the number of teens who say 'well, I've never really worked before, other than babysitting or being a camp counselor or mowing lawns," notes Maureen Hentz. According to Ms. Hentz, "These are jobs where promptness and responsibility are key. If she’s been babysitting for the same family every Saturday night for three years, this tells me that she does a good job, has built rapport with the kids, and is trusted by the family. If she’s gotten a babysitting certificate from the Red Cross, I know that she is interested in learning more about her job. All of these are transferable experiences. Transferable skills from any of these jobs could include being flexible, creative, a good communicator, promptness, handling money, responding to customer feedback, setting and keeping a schedule, as well as balancing schoolwork with other activities." According to Amy Brenengen, “Volunteer work, babysitting, and working at Mom’s, Dad’s, Auntie’s, or a neighbor's office all count as work history when you are applying for a job.

- **"Fill out every part of the application and use your best handwriting,"** advises Brenengen. "Use complete sentences when you are asked an open ended question on the application." (See our article, A Job-Seeker's Guide to Successfully Completing Job Applications). Brenengen adds that a resume is always impressive, especially for a teen. "However, it doesn't replace the
application; it is just a ‘special bonus,’” she notes. In addition, Brenengen states, "Resumes can be very simple, and you can use templates in Word to help create yours."

- **Avoid peppering interviews with "um" and "like."** The best way to get past overusing these "pause words" is practice. As you conduct practice interviews with friends and family, have them flag you if you start inserting too many "um's" and "like's" into your interview responses.

- **Make eye contact.** It’s extremely important for connecting with your interviewer. When asked a question, don’t look up at walls and ceiling as if searching for answers. Don’t cast your eyes downward. One expert, recognizing that eye contact is hard to maintain in a one-on-one situation, suggests you look at the interviewer’s nose.

- **Be yourself.** Recent college graduate Emily Hamvay remembers how her trademark wackiness and humor paid off for her when she interviewed for a job as a hostess at a restaurant. "The interviewer asked me why I wanted to work at the restaurant," Hamvay recalls. "Without even a blink of eye I retorted with, ‘Sir, I have a terrible addiction’... pause ... a look of bewilderment came across his face ... 'I just can't get enough of the chicken Marsala at this place. I figure, I better start working here or take out a loan.’ After a few more chuckles, he hired me on the spot."

- **Be memorable.** Hamvay’s humor certainly made her memorable, but Jeanie Collins offers another trick for sticking in the interviewer’s consciousness. "Always have a visual trademark. I always used to wear a conservative suit with a lapel pin in the shape of a dragonfly. You could find a pin that represents a hobby you have, such as a sailboat or a tennis racket. Then, when the interviewer asks what kinds of pastimes you enjoy, you can link the pin into the conversation. Later, when the interviewer is narrowing down the herd, you are sure to stand out."

- **Show your enthusiasm.** Employers list lack of enthusiasm as their No. 1 turnoff in interviewees. The best way to show enthusiasm? A big smile throughout the interview. But, as Hamvay puts it, "not one of those psycho smiles, but one that looks like you are singing Christmas carols at a home for the elderly."

- **Project confidence.** The scary world of job interviewing is new to teens, but overcoming the fear and appearing confident is a great way to stand out. Teen girls are especially vulnerable to appearing timid in interviews because they sometimes lapse into "little girl" voices. One of the best ways to show confidence is with a strong, forceful voice. No matter how shaky you may feel inside, try your best to show a confident attitude. "A strong, confident, charming young woman can often win over everyone, both men and women alike," notes law student Trinity Hundredmark.

- **Ask questions.** Interviewers almost always invite you at the end of the interview to ask questions. Asking questions shows your enthusiasm for the job, so have a couple prepared, but don’t ask about things like salary or vacation time. Recent college graduate Colleen Holuk suggests asking questions like: How long have you been working here? What’s the best part of your job?
• Close the sale. If you want the job, say so. Conclude the interview by thanking the interviewer and making a statement that conveys your enthusiasm for the position. You could also ask if the interviewer has any questions or concerns about your ability to do the job. If the interviewer expresses any reservations, you can address them and try to ease the employer’s qualms. Gail Fox, assistant director of career services at the University of Wisconsin-Whitewater, further suggests that you always find out when they will be making their hiring decision and how they will communicate that to you -- or if you need to follow up with them.

After the Interview

• Write a thank-you note. It’s just common courtesy to thank people for their time; and since very few teens exercise this little gesture, you’ll stand out if you do it. If the interviewer has a business card, ask for one to ensure you spell his or her name correctly. One teen job-seeker we know interviewed for a job at Kmart. As soon as she got home, she wrote a thank-you note and turned right around and went back to Kmart to hand-deliver it. She got the job. See our article, FAQs About Thank You Letters.
• If you haven’t heard a hiring decision by the time you expected to, call the interviewer to check on your status. Don’t make a pest of yourself, but do follow up.

And be sure to check out all the many other interviewing resources (tutorials, articles, tips, and more) available at Quintessential Careers in our Guide to Job Interviewing Resources.

Questions about the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our Job-Seeker's Glossary of Job-Hunting Terms.

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GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: Do you control your emotions or do they control you?

Lesson Title: What is your Emotional Quotient?

Description: This lesson will introduce students to the concept of emotional intelligence and emotional quotient, which describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one, others, and groups.

USA Today Newspaper in Education Description: Students will be able to define emotional intelligence and identify the characteristics in others through the use of newspaper articles.

Objectives: The students will be able to:

- Define Emotional Intelligence.
- Distinguish between the six areas which comprise Emotional Intelligence (EI).
- Calculate their current Emotional Quotient (EQ).
- Develop a plan for increasing their Emotional Intelligence (EI).

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify characteristics in themselves as well as others that demonstrate emotional intelligence.
- Understand the impact that emotional intelligence has on the workplace and their personal lives.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

CBC Correlation:
Language Arts
English I   Reading
English II   Listening, Viewing, and Speaking

FCAT Benchmarks:

LA.A.1.3.1 Use background knowledge to make predictions
LA.A.1.3.4 Use strategies to clarify meaning

Miami-Dade County Public Schools  335  Division of Student Services
Transition Programs
LA.A.2.3.1 Construct meaning from text
LA.A.2.3.5 Use information for a variety of purposes
LA.A.2.3.6 Use a variety of reference materials

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** 1 class period

**Instructional Materials:**

- Handout: “Expert: risky teen behavior is all in the brain”
- Handout: Emotional Intelligence
- Handout: Do You Control Your Emotions Or Do They Control You?
- Handout: KWLH
- Handout: Emotional Intelligence Test
- Handout: Emotional Intelligence Score
- Handout: Reflective Questions

**Activation of Prior Knowledge:**

1. Have students read the **Handout** entitled “Expert: risky teen behavior is all in the brain”. After reading the article, have the students complete the **Handout: KWLH** graphic organizer.
2. Ask students to reflect upon their personal experiences. On the reverse side on the **Handout: KWLH** graphic organizer, have the students write a brief summary of their prior experiences.
3. Have the students share their personal experiences verbally, as you facilitate the class discussion. Place the student responses in a Venn H Diagram on the board so that it is visible to the entire class.

**Instructional Lesson:**

Share the following information with the students and then discuss “Do You Control Your Emotions or Do They Control You?”

**DO YOU CONTROL YOUR EMOTIONS OR DO THEY CONTROL YOU?**

**Classroom Activities**

- At this point solicit from students names of celebrities and sports figures which represent both positive and negative examples of the six areas of EI.
- Compare the student responses from the beginning of class with their impressions of the behaviors of the celebrities and sports figures which they have listed.
- Ask the students if the behaviors which the noted figures have displayed are appropriate in a learning environment, workplace setting, or team activity?

- Individually, have the students to take the Emotional Intelligence Test and self-score the assessment.
- Individually, students answer the Reflective Questions handout regarding their Emotional Intelligence assessment.

- In pairs, have the students share the steps which they will take to increase their Emotional Quotient (EQ), these plans should include ideas for improving their organizational routines, time management skills, and their ability to prioritize.

**USA Today Newspaper in Education Activity:**

Review all four sections of the USA Today newspaper. Find an article in which the person described in the article demonstrated a lack of emotional intelligence. Summarize the article and then state what the end result was. Describe what you would do differently than the person in the article and what would the alternate ending look like.

**Assessments:** Handout: KWLH, Handout: Emotional Intelligence Test, Handout: Emotional Intelligence Score, Reflective Questions and student participation.

**Follow-up Activities/Home Learning:** Have the students interview or read the autobiographies of someone that they consider successful in their field. The students are to share the information which they gain from the readings through Book Talks.
Expert: Risky teen behavior is all in the brain

By Gary Olsen, Dubuque Community School District, with permission
Anatomy of a Teenager’s Brain’ shows a humorous side of American teens.

By Sharon Jayson, USA TODAY

A new review of adolescent brain research suggests that society is wasting billions of dollars on education and intervention programs to dissuade teens from dangerous activities, because their immature brains are not yet capable of avoiding risky behaviors. The analysis, by Temple University psychologist Laurence Steinberg, says stricter laws and policies limiting their behaviors would be more effective than education programs. "We need to rethink our whole approach to preventing teen risk," says Steinberg, whose review of a decade of research is in the April issue of Current Directions in Psychological Science.

It's published by the Association for Psychological Science. "Adolescents are at an age where they do not have full capacity to control themselves," he says. "As adults, we need to do some of the controlling."

After age 18

Neurological researchers around the country, spearheaded by Jay Giedd of the National Institute of Mental Health, have in recent years found that the brain is not fully developed until after 18. The brain system that regulates logic and reasoning develops before the area that regulates impulse and emotions, the researchers say. Studies by Steinberg and others have found that the mere physical presence of peers increased the likelihood of teens taking risks.
Peer pressure rules

Now he's using brain imaging to better understand why teens are so susceptible to peer pressure. He has just begun pilot projects to study brain activity in teens when doing various tasks with their peers, compared with adults under similar circumstances. Steinberg believes rising the driving age, increasing the price of cigarettes and more strongly enforcing underage drinking laws are among ways to really curb risky behavior.

"I don't believe the problem behind teen risky behavior is a lack of knowledge. The programs do a good job in teaching kids the facts," he says. "Education alone doesn't work. It doesn't seem to affect their behavior."

Michael Bradley, a Philadelphia-area psychologist and author specializing in teenagers, says U.S. culture tends to view teens as small adults when, neurologically, they are large children. "Kids will sign drug pledges. They really mean that, but when they get in a park on a Friday night with their friends, that pledge is nowhere to be found in their brain structure. They're missing the neurological brakes that adults have."

Bradley also is worried about the future now that risky behaviors have trickled to the preteen set. "People look at risk statistics, and they're more or less steady. It looks like things aren't getting that bad. But risk behaviors have been ratcheted down to younger and younger ages," he says. "What the parents may have dealt with at ages 16 and 17; the kids are dealing with at 11, 12 and 13 — at the time when their brains are least able to handle complex decisions about risk behaviors."

Why not both?

Such policy talk — even from psychologists — sparks a useful conversation, says Isabel Sawhill, co-director of the Center on Children and Families at the Washington-based Brookings Institution. "It is good research for policymakers to consider, but we shouldn't infer from this research that all our past efforts have been ineffective," she says. "I'm not in favor of just doing education, but I'm also not in favor of not doing it, either.

We need to do some of both. "Experts such as Sawhill and Caterina Roman, a senior research associate at the Washington-based Urban Institute, say some educational programs do work. But the widely popular Drug Abuse Resistance Education program known as DARE, launched in the 1980s was determined to be ineffective. Roman believes that recent findings that the teen brain is not yet fully developed will spawn some of the restrictions Steinberg recommends."
"Ten years from now, the driving age will be higher than it is now. The price of cigarettes will increase," she predicts. Steinberg says he's not advocating a police state. But he says parents must help their children make wise decisions. "We've given them too much freedom," he says. "We don't monitor and supervise them carefully enough."
Emotional Intelligence

Emotional Intelligence is known as a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” according to De Janasz, Dowd, and Schneider (2006). Emotional Intelligence is comprised of six areas:

**Self awareness** - emotional awareness, accurate self-assessment, self-confidence, ability to recognize emotions and their effects on you and others.

**Self regulation** - self control, trustworthiness, conscientiousness, adaptability, innovation, ability to manage disruptive emotions and impulses.

**Motivation** - zeal, achievement, drive, commitment, initiative, optimism, and the ability to remain persistent in the face of adversity.

**Empathy** - understanding others, service orientation, developing others, leveraging diversity, political awareness, the ability to read and respond to other’s feelings.

**Social skills** - interacting smoothly, managing interpersonal relationships, handling emotional responses to others, influence, communication, the ability to build bonds with others.

**Group work skills** - collaboration and cooperation, team capabilities, conflict management, the willingness to work towards shared goals.

Emotional Intelligence has been found through research to be the single most important factor in determining a young person’s future success. This is the one area of intelligence which the individual has the ability to grow and develop through practice on a consistent basis.
DO YOU CONTROL YOUR EMOTIONS OR DO THEY CONTROL YOU?

Tips on dealing with your emotions:

CONSIDER OTHERS.
Listen and seek to understand by taking the perspective of another person -- or 'put yourself in another's shoes'. This is an important characteristic of being emotionally intelligent.

LEARN TO EXPRESS YOUR FEELINGS IN APPROPRIATE WAYS.
Keeping feelings of sadness or anger inside takes extra energy and can cause problems in your relationships and work or school. It's important to let people close to you know when something is bothering you and how you are feeling.

THINK BEFORE YOU ACT.
Emotions can be powerful. But before you get carried away by your emotions and say or do something you might regret, consider the possible positive and negative consequences. Be reflective.

STRIVE FOR BALANCE IN YOUR LIFE.
Don't obsess about problems at work, at school, or at home. Focus on positive things in your life. Make time for things you enjoy. Be aware of whether you are seeing the glass half-empty or half-full.

TAKE CARE OF YOUR PHYSICAL HEALTH.
Physical and mental health are two sides of the same coin. Take care of your body by exercising regularly, eating healthy foods and getting enough sleep. Don't abuse drugs or alcohol. Be proactive in taking care of yourself.
### KWLH Chart

<table>
<thead>
<tr>
<th>What we <strong>Know</strong></th>
<th>What we <strong>Want</strong> to learn</th>
<th>What we <strong>Learn</strong> as we read</th>
<th><strong>How</strong> I will change my behaviors</th>
</tr>
</thead>
</table>

**Name:** ____________________  **Date:** ____________  **Period:** ______________

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Miami-Dade County Public Schools  343  Division of Student Services  Transition Programs
EMOTIONAL INTELLIGENCE TEST

Name: _______________________ Date: _____________ Period: _______________

Answer the following questions by placing a check in the appropriate column, and determine your results using the scoring instructions.

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<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>I'm aware of even subtle feelings as I have them.</td>
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<tr>
<td>I find myself using my feelings to help make big decisions in life.</td>
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<tr>
<td>Bad moods overwhelm me.</td>
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<tr>
<td>When I'm angry, I blow my top or fume in silence.</td>
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<tr>
<td>I can delay gratification in pursuit of my goals instead of getting carried away by impulse.</td>
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<tr>
<td>When I'm anxious about a challenge, such as a test or public talk, I find it difficult to prepare well.</td>
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<tr>
<td>Instead of giving up in the face of setbacks or disappointments, I stay hopeful and optimistic.</td>
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<tr>
<td>People don't have to tell me what they feel - I can sense it.</td>
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<tr>
<td>My keen sense of others' feelings makes me compassionate about their plight.</td>
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<tr>
<td>I have trouble handling conflict and emotional upsets in relationships.</td>
<td></td>
<td></td>
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<tr>
<td>I can sense the emotional pulse of a group or a relationship and state unspoken feelings.</td>
<td></td>
<td></td>
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<tr>
<td>I can soothe or contain distressing feelings so they don't keep me from doing things I need to do.</td>
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<td></td>
</tr>
</tbody>
</table>
EMOTIONAL INTELLIGENCE SCORE

Name: _______________________ Date: _____________ Period: _______________

Figure Your Score

For numbers 1, 2, 5, 7, 8, 9, 11, and 12:
  Always = 4
  Usually = 3
  Sometimes = 2
  Rarely - 1
  Never = 0

For numbers 3, 4, 6, and 10
  Always = 0
  Usually = 1
  Sometimes = 2
  Rarely = 3
  Never == 4

Add your total score to determine your emotional quotient (EQ).

Refer to the rubric below for information pertaining to your score.

Results
  36 or above: You probably have superior emotional intelligence
  25-35: Good level of emotional intelligence
  24 or under: Room for improvement
Reflective Questions

1. What is your EQ? How accurate do you feel this score portrays you?

2. What, if anything, about your score surprised you?

3. What, if anything, about your score is most in sync with your view of yourself?

4. Evaluating the six fundamental components of EQ, in which area are you the strongest? Explain, citing a brief example.

5. In which area are you the weakest? Explain, citing a brief example.

6. What implications does your score have for your personal life? Professional life?

7. What steps can you take to increase your EQ?
GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: How do you spend your time?

Lesson Title: Values and ethics in the workplace

Description: This lesson will introduce students to the concept of values and their connection to their current and future success in the workplace.

USA Today Newspaper in Education Description: Students will understand the interrelationship of life roles and the world of work.

Objectives: The students will be able to:

- Define Values.
- Determine what factors influence changes in values.
- Determine their current priorities and values.
- Develop a plan for focusing their time on achieving future priorities.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify and describe values and beliefs that are reflective in a successful person.
- Understand the correlation between the classroom, workplace, and personal lives.

Student Development Framework:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

CBC Correlation:

SS.A.1.4.1 Research and analyze the interdependent nature of current economic issues and problems.
SS.A.1.4.1 Promote tolerance and understanding among students.
SS.A.1.4.1 Assess moral, ethical, and legal obligations that all human beings have toward each other.
SS.A.1.4.1 Investigate and analyze the roles of nations and individuals in supporting human rights.
SS.A.1.4.1 Develop social and political participation skills.

FCAT Benchmarks:

LA.A.1.3.1 Use background knowledge to make predictions
LA.A.1.3.4 Use strategies to clarify meaning
LA.A.2.3.1 Construct meaning from text
LA.A.2.3.5 Use information for a variety of purposes
LA.A.2.3.6 Use a variety of reference materials

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 1 class period

Instructional Materials:

- Handout: Values set Baltimore school apart
- Handout: Compare and Contrast graphic organizer
- Handout: Values Inventory

Activation of Prior Knowledge:

1. Have students read the handout “Values set Baltimore school apart - USATODAY.com*
2. After reading the article, have students complete the Compare and Contrast graphic organizer which compares their school to the school in the article.
3. Have students determine what resources would be needed at their school to implement a similar recognition program for students.

Instructional Lesson:

Character education is the process of learning common attitudes, beliefs and behaviors that are important for people to have as responsible citizens. Good character education can provide ground rules for life for adults and young people, and it stresses the importance of helping children learn and practice behaviors that reflect universal ethical values.

Character education helps children become:

- **Conscious** of the right thing to do.
- **Committed** to doing the right thing.
- **Competent** in doing the right thing.

Values are the desirable principles in someone’s character that society considers worthwhile. Friendliness and courage are values. Morals work with the judgment of values as they emerge in actions. People who have strong morals and values:
➤ Are successful in their relationships with other people. They know how to treat another person with respect and know how to earn respect from other people. They are the type of people who you find you want to be friends with.
➤ Contribute positively to society by reaching beyond themselves out into their community. They get involved and help where they can.
➤ Take responsibility for their actions. They try to fix any mistakes they make. They are capable of feeling a sense of accomplishment when they finish a task. People who do not have base values aren’t even able to feel good about doing something right.
➤ Are capable of learning and growing both socially and emotionally.
➤ Are generally happier. They grab on to the best of what life has to offer them. They can see the light at the end of the tunnel when life gets tough.

**Values Inventory Assessment.**

1. Students are to individually complete the reflective questions at the end of the assessment.

2. In groups of four, students are to share their current values inventory and to develop an overall inventory of values for the class based on their current beliefs.

3. In groups, students are to develop strategies for coping with anticipated life challenges which might cause them to alter their value systems or compromise their moral beliefs. (You may wish to provide specific examples of life challenges for students.)

4. Groups should present their values and solution strategies to their classmates.

**USA Today Newspaper in Education Activity:**

_Have students pair up in teams of four and review the USA Today newspaper. Students are to come up with a list of important values and beliefs shared by more than one person in the provided articles. How important do you feel the reflective values and beliefs listed above are in the lives of others? Also state whether you agree or disagree with your fellow teammates and describe what values and beliefs make up a successful person._

**Assessments:** Class participation, _Handout: Compare and Contrast graphic organizer, Handout: Values Inventory_, and answer inquiry questions.

**Follow-up Activities/Home Learning:** Students should be encouraged to create a poem, lyrics, or a poster which summarizes the values and solution strategies which the students have developed. These items can be shared with the school’s guidance counselors for use at the school site.
Values set Baltimore school apart

By Greg Toppo, USA TODAY

BALTIMORE — This is the fourth and final story in a series on Baltimore Talent Development High School, an experimental school that specializes in keeping at-risk students from dropping out. It was an odd little idea that stuck in assistant principal Saeed Hill's head and wouldn't die: Two years after his tiny high school's founding, it needed something — he wasn't sure exactly what — to set it apart from the dozens of others in the city, even the small core of "innovation" schools to which Baltimore Talent Development High School belonged. "I realized the school needed some kind of tradition," Hill says. Before students arrive at Talent Development, many are on the path to dropping out. In a city where only one in three students is likely to earn a high school diploma, the school offers a gold-plated second chance. But that wasn't enough. He began asking people: What does it mean to be a student here? Soon he had an idea. He envisioned a sort of honor society whose members would wear enamel lapel pins painted with "words that meant something to me."

So Hill created five pins, each showing a star and a positive trait: respect, dedication, integrity, perseverance and leadership. "Education should be more than just math, science and English," Hill says. "You have to build character." Any student who earned all five pins also would get a big certificate — a really big certificate, twice the size of the standard Maryland high school diploma. He sketched out a series of lessons that would take place in a twice-weekly, optional class. Hill imagined the idea might attract a fraction of the student body — half at best. By the time he finished handing out pins in the school auditorium three weeks ago to a thunderous standing ovation; more than 80% of students had walked across the stage. The other 20% looked on in a kind of quiet, repentant shock that even they didn't see coming. It has been a tough year at Talent Development. An open-admissions public high school that enjoys a cooperative relationship with Johns Hopkins University's Center for the Social Organization of Schools, it has been in business since 2004, occupying half of a sprawling brick building in the city's Harlem Park neighborhood. A short drive from the thriving downtown, the neighborhood is bleak with blocks of burnt-out row houses and abandoned storefronts. The neighborhood notwithstanding, Talent Development
quietly has built a loyal following. USA TODAY has visited throughout the year to see what makes it unique.

**Stick to the basics**

Based on a model developed by Hopkins researchers in 1994, the Baltimore high school is the first in the nation run from Day 1 as a Talent Development school. It stands as a promising model of urban School reform, based on a simple idea: Poor, urban teenagers don't need high schools with bells and whistles, as many reformers have suggested. They don't need vouchers or boarding schools, military-style discipline, 12-hour school days, laptop computers or personalized online coursework. They don't need magnet schools, and they don't need to rub elbows with high-achieving suburban kids. Mostly they just need positive relationships with tough, reliable, trustworthy adults who are focused on their basic skills and their futures. While Baltimore boasts several celebrated selective-admissions high schools, Talent Development is decidedly unselective. The first 150 eighth-graders who check a "Talent Development" box on a citywide application constitute the incoming freshman class each fall.

The school is not for everyone; 75 students transferred out this year. But only three left without enrolling in another school, and another three stayed on class lists but stopped coming to school. They include one freshman, Mariya Tarrant, profiled last December in USA TODAY. She gave birth to a girl in March. But any way you look at it, Talent Development boasts a staggeringly low dropout rate, one of the lowest in the city. If anything, being a student here simply means you'll likely graduate in four years. As in any big city, students' lives are perilous, and the fate of their school always hangs in the balance. Last February, an anonymous gunman killed one of its most popular students less than 2 miles away. A few days later, the city school board voted to close a nearby high school and move as many as 700 students into the Harlem Park building. Principal Jeffrey Robinson threatened to quit, saying the move would ruin his school's carefully cultivated climate and prompt turf wars between the two groups of students. He eventually backed down, saying he'd stay until spring 2008, the school's first graduation.

Robinson remains skeptical the district will make millions of dollars in promised upgrades, repairs and safety improvements, or come through on a promise of more buses — the combined schools could enroll as many as 1,200 students. But he says he'll hope for the best. A few weeks ago, he hosted an informal meet-and-greet summit with students from both schools.

**Attendance matters**

In the meantime, though, he and his staff have struggled to keep students coming to school day after day. Research shows that regular attendance increases the odds kids will graduate, so the staff badgers families to get them fed, dressed and, in most cases, on a city bus to school. But despite their efforts to achieve perfect attendance — the school gave away a TV and cash last winter — they have fallen short.
Robinson was pushing for 90% or even 95% attendance, but as the school year ended last week, it stood at 87.6%. If that seems impressive, consider this: It's as if every child skipped every other Friday all year long. So the staff is dragging a bit, even as students study for finals. On top of that, state graduation exams loom days before finals, and for the first time, students must pass all four — biology, English, government and algebra — to get a diploma. Getting just one-sixth of his freshmen to pass the algebra test requires "a huge push," says first-year math teacher Kyle Siler-Evans. "That's been my whole focus the second semester." Down the hall, math teacher Mary Robinson walks around checking papers as volunteer Lucy Nagy pushes students through a mock exam a day before the big test. A retired teacher wearing oval glasses, a khaki skirt and black cardigan sweater, Nagy uses her last class before the exam like a personal trainer, prodding students to solve problem after problem. "We are only giving you 2 1/2 minutes — go! Not one second more!"

Though many freshmen get double doses of math, even the most advanced often perform on only a seventh-grade level when they arrive in the fall; others arrive with fifth-grade-level skills. In a state where about two-thirds of students take — and pass — the algebra test by freshman year, only one-third of Talent Development freshmen are ready to tackle it by the spring, and fewer than half of those generally pass it. They have until senior year, but so far, the effort seems to have taken its toll on freshmen: Imagine preparing all spring for a test you have only a 50% chance of passing. They get their scores in August. As they leave the final review class, Robinson's students try to be optimistic, but they're clearly exhausted. Packing up her books, Keyshell Glascoe, 15, says, "I'm not nervous, but I'm kind of" — she tips her outstretched hand back and forth — "shaky about it." As if in reply, Nagy tells the group: "You're going to be wonderful tomorrow. You're going to be wonderful."

All tucked in

After three years, Talent Development has developed a kind of quiet rhythm, but as with any public school, things aren't perfect. Robinson hires a lot of young teachers — a few fresh out of college — and occasionally, they're not up to the challenge. One day, he switches on the public-address system — the halls are quiet and students seem to be working, but he needs to get something off his chest. These may be the last days of the school year, but he has had it with teachers showing movies in class. Class time, he says, is still for instruction. Then he delivers what by now has become the school's default message: Tuck in your shirt. If being a student here means anything, it's this: "I want all the teachers to tell the kids to tuck their shirts in," he says. "I'm going to walk around, and I'm going to view this for myself." It's a little thing but an important one: It means respect, for yourself and others.

The endless reminders seem to be paying off. Even though the temperature inside most classrooms is about 10 degrees too hot, he's fussing at fewer kids than he'd expected. As they spot him walking the halls, students dutifully smooth their uniform shirts — some faded from dozens of washings — inside their slacks. "I finally got them broke," he says with a smile. "It's a beautiful thing after nine months."
Growing interest

Hill floated the idea for the pins around Christmas break. Though a few kids "started taking it seriously out of the gate," it wasn't until this spring, when he got a $1,360 gift from Hopkins, ordered 1,000 pins and asked teachers to wear them, that most students realized they were interested. "That's when it really started taking off," he says. Junior Shanay Clark took one look and said, "It kind of got me afraid, like, 'I really want one of those.'" She wondered if her work in the class measured up. (It did.). Soon students were writing essays and plays that hashed out the ideas. For many, it was an eye-opener. For instance, to most kids, "respect" had always been synonymous with power, as in, "He disrespected me." Soon, though, they developed a deeper understanding. Suddenly, Robinson says, students who had received detention would walk into his office and say, "I don't think it's fair. I would like to discuss it first." Before they came to Talent Development, many had never shaken the hand of an administrator. Now was their chance. "Despite what people say about inner-city kids, they value being recognized for positive things," Hill says. For now, at least, the school's future seems secure. The awkward arrangement with the new high school notwithstanding, the city is committed to the school's vision. The school board last March even voted to let Johns Hopkins take over a much larger high school elsewhere in Baltimore. At the awards ceremony, Robinson steps to a microphone and thanks parents for coming. About 50 family members are scattered around the big, dimly lit auditorium. In many suburban schools, this would be a poor showing, but as Robinson looks out at the crowd, it's a revelation. He rarely has seen this many parents at a school function. He acknowledges that many "told a story or two to get here, but we're glad you're here." Then he hands off to Hill. All year, the assistant principal has been prodding students, sophomores especially, about their behavior, their attitude, and their grades. Walkie-talkie perpetually in hand, Hill doesn't back down, doesn't flinch and hasn't missed a day in three years. Though Robinson has suggested that the students who didn't earn pins this year get a second chance in the fall, Hill says no.

He doesn't believe in extra credit or makeup work. Why take it seriously when you can do it another time? "We're going to argue about this all summer," he says. As Hill moves to hand out awards, the sophomores leap from their seats and give him a deafening ovation. The applause doesn't end until the awards are gone. Once the pins are handed out, Robinson says, "We are truly a unique school. There's nobody like us in the country. Give yourselves a round of applause."
COMPARE AND CONTRAST DIAGRAM

Name: ___________________________ Date: __________________

Concept 1 ____________________  Concept 2 __________________

How Alike?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How Different?

________________________________________  With Regard To  __________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Miami-Dade County Public Schools  354  Division of Student Services Transition Programs
## Values Inventory

Name: _______________________ Date: _____________ Period: _______________

1. From the list below, choose five items that are most important to you. Rank the top five items according to your current values. This is only a partial list; fill in the (other) blanks with items that are of personal value to you. Give the most important item a 1, the next most important a 2, and so on.

<table>
<thead>
<tr>
<th>Values</th>
<th>Current</th>
<th>5 years</th>
<th>10 years</th>
<th>30 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial independence</td>
<td></td>
<td></td>
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<tr>
<td>Having children</td>
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<tr>
<td>Owning a home</td>
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<tr>
<td>Free time</td>
<td></td>
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<td></td>
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<tr>
<td>Recognition or fame</td>
<td></td>
<td></td>
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<tr>
<td>Friendships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping others less fortunate than you</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Having the respect of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Having an interesting job or career</td>
<td></td>
<td></td>
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<tr>
<td>Having good physical health</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Being a knowledgeable, informed person</td>
<td></td>
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<tr>
<td>Having a sense of accomplishment</td>
<td></td>
<td></td>
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<tr>
<td>Spiritual fulfillment</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Doing well in school</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>(other)</td>
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<tr>
<td>(other)</td>
<td></td>
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</tbody>
</table>
2. From the same list, indicate in the columns which values would comprise your top five ranking in 5 years, 10 years, and 30 years. Look back over your rankings. Does anything surprise you? Were there any drastic changes from the present through 30 years?

3. In examining your current values, how do these fit in with the way in which you currently allocate time? Do these values fit in with your dreams, goals, ambitions, and life principals?

4. What major, unanticipated event could cause you to modify your rankings (serious illness, business failure, marriage, etc.)? Discuss how this event would impact your rankings.

**Participation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represents values and solution strategies</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Quality of visual presentation</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Everyone in team participated</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Deductions (up to 0.5 each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improper grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Poor word use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Over time limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Grading Scale: 5 = A  4 = B  3 = C  2 = D  1-0 = F

Comments:
GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: What are your personal stereotypes?

Lesson Title: Stereotypes in the workplace

Description: This lesson will introduce students to the concept of personal stereotypes and their connection to their current and future success in the workplace.

Objectives: The students will be able to:

- Identify stereotypes.
- Develop ways to overcome stereotypes.

USA Today Newspaper in Education Description: Students will understand that stereotypes can be identified in all aspects of life.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning

USA Today Newspaper in Education Objectives: Students will be able to:

- Gain a better understanding of how stereotypes exist in their personal lives as well as in the workplace.
- Develop coping strategies for dealing with the negative aspect associated with stereotypes.

CBC Correlation:

SS.A.1.4.1 Research and analyze the interdependent nature of current economic issues and problems.
SS.A.1.4.1 Promote tolerance and understanding among students.
SS.A.1.4.1 Assess moral, ethical, and legal obligations that all human beings have toward each other.

FCAT Benchmarks:

LA.A.1.3.1 Use background knowledge to make predictions
LA.A.1.3.4 Use strategies to clarify meaning
LA.A.2.3.1 Construct meaning from text
LA.A.2.3.5 Use information for a variety of purposes
LA.A.2.3.6 Use a variety of reference materials
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 2 class periods

Instructional Materials:

- Computers with internet access
- Handout: Study: Women don’t talk more than men
- Handout: Redskins’ Campbell making believers out of teammates
- Handout: Contrast and Compare Chart
- Handout: Personal Stereotypes Chart
- Handout: Web Site Research
- Handout: Reflective Follow-up Questions
- Handout: Non-verbal Role-Play

Activation of Prior Knowledge:

- Divide the class in half. Have half of the class read the Handout: Study: Women don’t talk more than men and have the other half of the class read Handout: Redskins’ Campbell making believers out of teammates.
- Each group of readers should complete the Handout: Compare and Contrast Chart.
- Eventually have each group reach a consensus, whether they view these articles as positive or negative.

Instructional Lesson:

Share with the students the following:

- A stereotype is a standardized conception or image of a specific group of people or objects. Stereotypes are "mental cookie cutters"—they force a simple pattern upon a complex mass and assign a limited number of characteristics to all members of a group. While we commonly use the term as it is applied to human beings, it is quite possible to stereotype objects as well. In popular culture we can examine both types of stereotypes so that we often find people stereotyped around characteristics of age, gender, race, religion, vocation, and nationality. Objects can be stereotyped around characteristics of places and things.

- The standardized conception is held in common by the members of a group. Popular stereotypes are images which are shared by those who hold a common cultural mindset—they are the way a culture, or significant sub-group within that culture, defines and labels a specific group of people. All of us have many narrow images of people, places, or things which are unique to our personal outlook.
Stereotypes are direct expressions of beliefs and values. A stereotype is a valuable tool in the analysis of popular culture because once the stereotype has been identified and defined, it automatically provides us with an important and revealing expression of otherwise hidden beliefs and values. This means that stereotypes are especially useful in tracing the evolution of popular thought—the way in which the beliefs and values associated with specific groups change over time.

1. Review with the students their reflections of the two articles. What commonly held stereotypes emerge? What information is included in each article to debunk the commonly held belief?

The danger in relying on stereotypes to guide our thoughts and actions stems from there being:

- simplified ideas, whether negative or positive in nature
- overgeneralizations that do not represent all or perhaps even most individuals within a group
- designed to enhance our own self-identity
- the foundation for prejudice and discrimination
- obstacles in getting to know others for whom they are versus who we think they might be

2. Complete the Handout: Personal Stereotypes Chart.

3. For each negative stereotype which you have listed, list where you got your information, and use one of the statistical websites listed below (Handout: U.S. Department of Labor Statistics) to show the inaccuracies in your beliefs. Distribute the Handout: Web Site Research to gather information.

4. Distribute Handout: Non-verbal Role-Play. In small groups, create a Non-verbal Role-Play. Each group is to be given an opportunity to act out their scene for the class. The facilitator can serve as the narrator for each group or this can be done by one of the group members.

5. Have the students compare their impressions for each scene which has been demonstrated.

6. Students should answer the Handout: Reflective Follow-up Questions. Students should place an emphasis on how they will change their behavior as a result of this lesson.

**USA Today Newspaper in Education Activity:**

Search through the four sections of USA Today's newspaper. Skim through the articles and find one article that describes a situation in which someone is described as being a certain way based on their culture or ethnic differences.

Do you feel that stereotypes can be hurtful to others and what impact can it have in the workplace? Give an example of a situation in which you felt that others stereotyped you as being a certain way based on who you are or where you came from.

Follow-up Activities/Home Learning: Have students share their role-playing skit with family members. Discuss their personal stereotype chart with their family and ask their opinions. Return to class with comments from family members about their personal stereotype chart.
Study: Women don't talk more than men

By Randolph E. Schmid, Associated Press

WASHINGTON — Another stereotype — chatty gals and taciturn guys — bites the dust. Turns out, when you actually count the words, there isn't much difference between the sexes when it comes to talking. A team led by Matthias R. Mehl, an assistant professor of psychology at the University of Arizona, came up with the finding, which is published in Friday's issue of the journal Science.

The researchers placed microphones on 396 college students for periods ranging from two to 10 days, sampled their conversations and calculated how many words they used in the course of a day. The score: Women, 16,215; Men, 15,669. The difference: 546 words: "Not statistically significant," say the researchers. "What's a 500-word difference, compared with the 45,000-word difference between the most and the least talkative persons" in the study, said Mehl.

Co-author James W. Pennebaker, chairman of the psychology department at the University of Texas, said the researchers collected the recordings as part of a larger project to understand how people are affected when they talk about emotional experiences. They were surprised when a magazine article asserted that women use an average of 20,000 words per day compared with 7,000 for men. If there had been that big a difference, he thought, they should have noticed it. They found that the 20,000-7,000 figures have been used in popular books and magazines for years. But they couldn't find any research supporting them.

"Although many people believe the stereotypes of females as talkative and males as reticent, there is no large-scale study that systematically has recorded the natural conversations of large groups of people for extended periods of time," Pennebaker said. Indeed, Mehl said, one study they found, done in workplaces, showed men talking more. Still, the idea that women use nearly three times as many words a day as men has taken on the status of an "urban legend," he said. "We realized we had the data," Mehl said in a telephone interview, so they went back to their recordings and calculated the actual numbers.

Their research began with one group of students in 1998, two groups sampled in 2001, two in 2003 and a final group in 2004. One of the 2003 groups involved 51 students in Mexico, the rest were all in the United States. The students were fitted with unobtrusive recorders that sampled their conversations — the students didn't know when the recorders were on. From the samples, a total number of words for the day could be calculated. Of the six groups sampled, women used more words than men in three and men used more words than women in the other three, including the one in Mexico.

The research was limited to college students, but Pennebaker said he believes it would probably apply to others in the same age range. "The question is, how it applies to people as we get older," he said in a telephone interview on Thursday. Mehl said he thinks it should apply across age groups, but he wondered how it would be affected by different cultures.

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Redskins' Campbell making believers out of teammates

By Jim Corbett, USA TODAY

ASHBURN, Va. — Jason Campbell has spent so much of the last three months sharpening his footwork, rhythm and timing, it seems he's been prepping for an Emmitt Smith-like run on Dancing with the Stars rather than his first full season as the Washington Redskins' starting quarterback. By speeding up his mechanics, Campbell has slowed down what he's seeing around him. Slow and grow.

From his decision to commit two vacation weeks this July — they'll be spent throwing to his receivers at wideout Santana Moss' Miami home — before training camp to his sharper reads and passes, Campbell has made impressive sacrifices and strides this off season. "He's been like my son," associate head coach Al Saunders says. "Every time I look over my shoulder, he is here." The 6-4, 230-pound Campbell radiates a poised presence evidenced in those tight spirals zipped to all the right places during organized team activities at the team's training complex. He exudes a leader's demeanor in every way.

REDSKINS OFFSEASON REPORT: Is time running out for Gibbs? "We talk a lot more about character in this league. Jason Campbell is the epitome of character," says former Redskins quarterback Doug Williams, who gave his blessing to Campbell to wear his old No. 17. "He's going to represent the Redskins well."

The biggest positive during Washington's dismal 5-11 season was the invaluable starting experience Campbell gleaned. He went 2-5 after replacing veteran Mark Brunell. The renewed hope for Redskins postseason renaissance springs from Campbell's off season growth spurt, which is exactly what coach Joe Gibbs and Saunders sought. "He's there," Moss says of his quarterback. "His confidence level has risen. And his game, his arm, his decisions, his accuracy — all has risen with his confidence. "This offense is about timing. You have to be at a spot, and his ball is there on time with good zip on it. "Moss said the results would be different if the improved Campbell could replay his seven 2006 starts. But the preseason and duress of the 2007 season will better indicate Campbell's progress. "Joe Gibbs won Super Bowls with three quarterbacks," says Williams, now Tampa Bay Buccaneers personnel executive.
"He's been around enough quarterbacks to know what he wants in one. When Joe decides this is the guy, there isn't any doubt. "But Jason is just like anybody else. Just give him time. "The Redskins liked Campbell enough to acquire Denver's first-round selection in the 2005 draft and grabbed him with the 25th pick. But Campbell didn't play as much as a down before Gibbs promoted him to starter against Tampa Bay on Nov. 19.

"He has really paid the price this off season," Gibbs says. "He is quicker, much more confident. He is just more comfortable. "Everything appears more effortless. It belies all of Campbell's hard work. "I've been here since the beginning of March," he says. "You have to sacrifice a lot of trips to stay here and put the time and effort in, watch film and go on the field, practicing drops and throwing. One day you'll be glad you did it. "Campbell is ever more fluent in Saunders' voluminous playbook and handles his attendant responsibilities as the new face of the franchise with unassuming ease. "I couldn't have a better coach or a better teacher than Coach Saunders," Campbell says. "He does it all and knows it all.

He was in Kansas City and turned Trent Green into a Pro Bowl quarterback year in and year out. "It's remarkable that this is the first time in seven years the former Auburn star has been in the same offensive system. "Jason's a very talented guy who's got all of the qualities you want in a quarterback in terms of intangibles," Saunders says. "He's a hard worker — very, very dedicated — and wants to be good. "His character is impeccable. And he's really respected and admired by his teammates. "And the hard work seems to be paying off. "One thing we've done with his mechanics is we've tried to quicken everything up for him," Saunders says. "That's from the waist down — the speed of footwork — and the neck up — the quickness of making his decisions.

"The thing Jason was able to demonstrate last year, that really gives him an opportunity to be successful as a quarterback in the NFL, is he has great poise under stressful situations," Saunders says. If the Redskins are to reach the NFC Championship Game — something running back Clinton Portis guaranteed during a cable television appearance in which he unveiled his latest alter ego, "Broadway Joe Namath" Portis — Campbell is the key. A healthy Portis, combined with the emergence of Ladell Betts, promises the potential of a top-flight backfield tandem to ease pressure on Campbell. Saunders' offense funneled through running backs Marshall Faulk in St. Louis and Priest Holmes and Larry Johnson in Kansas City.

"Our offense is built on the running back, and what and how much we can do is predicated on the quarterback," Saunders says. "Jason's growth is extremely important to how much we can do offensively."That remains to be seen, and that's why we're working in the off season." Year two under Saunders has historically signaled an offensive quantum leap.

The Chiefs registered a league-high 467 points in 2002, 143 more than 2001. And when he served as the Rams' associate head coach in 2000, St. Louis amassed a league-
record 7,075 yards, 663 more than in 1999. Williams urges Campbell to play his role and manage and maximize the talent around him. "I saw him down at the Super Bowl, and we talked for three hours," Campbell says of Williams. "I got a chance to talk to him before my first start, and it was huge. Doug told me, 'Just play football. Don't put any pressure on yourself, and everything else will fall in place.' "Mentored by the late Eddie Robinson at Grambling, Williams helped debunk stereotypes about black quarterbacks, throwing four touchdown passes in the Redskins' 42-10 Super Bowl XXII victory against the Denver Broncos, earning MVP honors. He now takes pride in seeing Campbell play the position. "Let's be honest — no sense in me sugarcoating," Williams says. "We're talking about a young African-American quarterback, and we know they're still not judged the same way all the time.

"We've come a long way. But the media has got to let the kid grow up. He hasn't started a full year yet. If you're going to judge where Jason Campbell is headed, it has to be judged on this entire year, provided all his guys stay healthy. If Campbell can consistently beat eight defenders in the box with darts to his receivers and keep his interception total below 15, the Redskins should have a shot at that postseason return.

"The one thing you can never teach is experience," Saunders says. "We're excited about where he is right now and where we think he's going to be."
Compare and Contrast Chart

Name: _________________________ Date: ____________ Period: ____________

Item #1
_____________________________________________________________

Item #2
_____________________________________________________________

How are they alike?

____________________________
____________________________
____________________________

How are they different?

____________________________
____________________________
____________________________
____________________________
____________________________
____________________________
Personal Stereotypes Chart

Name: _________________________ Date: ____________ Period: ____________

Look at the words below.  
What stereotypes come to mind upon first seeing each word?  
Where did these stereotypes originate?  
What data or experience can be cited to dispel each of the stereotypes?

From the list below, choose 5-10 groups for which you can identify common stereotypes.  
In the first column write a few adjectives that describe the stereotype (e.g., arrogant, emotional).  
In the second column list the probable origin of these stereotypes for you (e.g., my parent’s beliefs, the media).  
In the third column, cite a statistic, known fact, for example from your personal experience that dispels the stereotype.  
Share (depending on your comfort level) your stereotypes, their origins, and ways to dispel the inaccuracies with others in your class or small group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Stereotypes</th>
<th>Origins</th>
<th>Inaccuracies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whites/Caucasians</td>
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<tr>
<td>Native Americans</td>
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<td>African Americans</td>
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<td>Southerners</td>
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<td>Midwesterners</td>
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<td>Northerners</td>
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<tr>
<td>Baptists</td>
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<td></td>
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<tr>
<td>Gays/Lesbians</td>
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<td></td>
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<tr>
<td>Elderly persons</td>
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<td></td>
<td></td>
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<tr>
<td>College students</td>
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<td></td>
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</tr>
<tr>
<td>Teenagers</td>
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</tbody>
</table>
Web Site Research

Name: _________________________ Date: ____________ Period: ____________

Source Card for a Web Site

Web Page Title:_____________________________________

Web Address:_______________________________________

Author of Publication: _________________________________

Date of Last Update if Available:_________________________

Date you last viewed the page:__________________________

Notes in your own words:

Quotes:
Reflective Follow-up Questions

Name: _________________________ Date: ____________ Period: ____________

Upon completing these activities, answer the following questions

In what ways did your perceptions of others and their differences influence how you interacted with them and your ability to achieve your goals?

What did you learn about yourself and others through this activity? Discuss your strengths and weaknesses in cross-cultural interaction.

What were things you or others did or said that enabled or hindered you from adjusting to other people and their respective cultures: (1) in this activity? (2) in similar real-life situations?

What lessons did you learn from this activity? What steps can you take to improve your ability to understand and appreciate differences?
Nonverbal Role-Play

Name: ____________________________ Date: ___________ Period: ___________

In small groups, create a role-play involving only body language and no talking. Pick a scene and characters and let the members improvise the rest. Do not overplay the scene. Allow the audience to guess and make assumptions based on use of everyday nonverbal cues. The group will present its role-play in front of the class. You may or may not set up the scene for the audience. Play out the scene for a few minutes.

Questions

1. Based on the body language, what was the scene depicting?

2. What was the relationship of the members to each other?

3. What were the personalities of the members?

4. What issues were affecting the group?

5. What emotions, behaviors, or feelings would you assume from the body language?

Source: Adapted from John Suler, Department of Psychology, Rider University, www.rider.edu/users/suler, 2000.
Statistical Sites on the World Wide Web

Disclaimer: Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

Links to statistics and information from more than 70 agencies in the U.S. Federal Government.

Principal U.S. Federal Statistical Agencies

- Bureau of Economic Analysis
- Bureau of Justice Statistics
- Bureau of Labor Statistics
- Bureau of Transportation Statistics
- Census Bureau
- Economic Research Service
- Energy Information Administration
- National Agricultural Statistics Service
- National Center for Education Statistics
- National Center for Health Statistics
- Statistics of Income (IRS)

State Labor Market Information

International Statistical Agencies

- Albania Institute of Statistics
- Algeria National Office of Statistics
- Andorra Department of Studies and Statistics (in Catalan only)
- Anguilla Statistics Unit
- Argentina National Institute of Statistics and Censuses
- Armenia National Statistical Service
- Australia
  - Australian Bureau of Statistics
  - Statistics Queensland
- Austria Statistics Austria
- Azerbaijan State Statistical Committee
- Bahrain Central Statistics Organisation
Barbados Government Information Service
Belarus Ministry of Statistics and Analysis
Belgium National Institute of Statistics
Belize Central Statistical Office
Bermuda Department of Statistics
Bolivia National Institute of Statistics (INE) (in Spanish only)
Bosnia and Herzegovina Agency for Statistics
Botswana Central Statistics Office
Brazil Brazilian Institute of Geography and Statistics (IBGE)
Bulgaria National Statistical Institute
Cambodia National Institute of Statistics
Canada Statistics Canada
Cape Verde National Statistical Institute (in Portuguese only)
Chile National Institute of Statistics (INE) (in Spanish only)
China National Bureau of Statistics
                        Hong Kong Special Administrative Region Census and Statistics Department
                        Macau Special Administrative Region Economic Services
Colombia National Administrative Department of Statistics (DANE) (in Spanish only)
Costa Rica National Institute of Statistics and Censuses (in Spanish only)
Cote d'Ivoire National Institute of Statistics (in French only)
Croatia Croatian Bureau of Statistics
Cuba National Statistical Office
Cyprus Department of Statistics and Research
Czech Republic Czech Statistical Office
Denmark Statistics Denmark
                        Statistics Faroe Islands (in Faroese only)
Djibouti Ministry of the Economy, Finances and Privatization Planning (in French only)
Dominican Republic National Statistics Office (in Spanish only)
Ecuador National Institute of Statistics and Censuses (INEC) (in Spanish only)
Egypt State Information Service
El Salvador General Directorate of Statistics and Censuses (in Spanish only)
Estonia Statistical Office of Estonia
Ethiopia National Bank of Ethiopia
European Union Eurostat
Fiji Islands Statistics Bureau
Finland Statistics Finland
                        Statistics and Research Åland
France National Institute of Statistics and Economic Studies (INSEE)
French Polynesia Statistical Institute (in French only)
New Caledonia Institute of Statistics and Economic Studies (in French only)

Gambia Central Statistics Department
Georgia State Department for Statistics
Germany Federal Statistical Office
Gibraltar Government of Gibraltar Information Services
Greece National Statistical Service of Greece
Greenland Statistics Greenland
Guatemala National Institute of Statistics (in Spanish only)
Honduras National Institute of Statistics (in Spanish only)
Hungary Hungarian Central Statistical Office
Iceland Statistics Iceland
India Central Statistical Organisation
Indonesia Statistics Indonesia

International Organizations
Afristat (mostly in French, some English content)
Food and Agricultural Organization (FAO)
International Energy Agency (IEA)
International Labour Organization (ILO)
Organization for Economic Cooperation and Development (OECD)
United Nations International Computing Centre
United Nations Statistical Division
UN Economic Commission for Europe (UN/ECE) Statistical Division
UN Industrial Development Organization Statistics
World Health Organization Statistical Information System

Ireland Central Statistics Office
Isle of Man Treasury Department
Israel Central Bureau of Statistics
Italy National Institute of Statistics
Japan Japanese Statistics Bureau
Jersey Jersey Statistics
Jordan Department of Statistics
Kenya Central Bureau of Statistics
Kiribati Statistics Office
Korea National Statistical Office
Kuwait Ministry of Planning
Kyrgyzstan National Statistical Committee
Latvia Central Statistical Bureau of Latvia
Lebanon Central Administration for Statistics
Lesotho Bureau of Statistics
Liechtenstein Portal of the Principality of Liechtenstein: Economy
Lithuania Statistics Lithuania
Luxembourg Central Service for Statistics and Economic Studies
Macedonia State Statistical Office
Madagascar  National Institute of Statistics  (in French only)
Malawi  Malawi National Statistical Office
Malaysia  Department of Statistics
Mali  National Directorate of Statistics and Data Processing  (in French only)
Malta  National Statistics Office
Mauritania  National Statistics Office  (in French only)
Mauritius  Central Statistical Office
Mexico  National Institute of Statistics, Geography and Informatics (INEGI)  (in Spanish only)
Micronesia  Government of the Federated States of Micronesia (FSM)
Moldova  Department for Statistics and Sociology
Morocco  Directorate of Statistics  (in French only)
Mali  National Directorate of Statistics and Data Processing  (in French only)
Mauritius  Central Statistical Office
Malta  National Statistics Office
Mauritania  National Statistics Office  (in French only)
Mauritius  Central Statistical Office
Mexico  National Institute of Statistics, Geography and Informatics (INEGI)  (in Spanish only)
Micronesia  Government of the Federated States of Micronesia (FSM)
Moldova  Department for Statistics and Sociology
Morocco  Directorate of Statistics  (in French only)
Namibia  Central Bureau of Statistics
Nepal  Central Bureau of Statistics
Netherlands  Statistics Netherlands (CBS)
            Netherlands Antilles Central Bureau of Statistics
New Zealand  Statistics New Zealand
            Cook Islands Statistics Office
            Niue Statistics
            Tokelau Statistics Unit
Nicaragua  National Institute of Statistics and Censuses  (in Spanish only)
Norway  Statistics Norway
Oman  Ministry of National Economy
Pakistan  Statistics Division
Panama  Directorate of Statistics and Census  (in Spanish only)
Papua New Guinea  National Statistical Office
Paraguay  General Directorate of Statistics, Surveys and Censuses  (in Spanish only)
Peru  National Institute of Statistics and Informatics  (in Spanish only)
Philippines  Bureau of Labor and Employment Statistics (BLES)
Poland  Central Statistical Office
Portugal  National Institute of Statistics
            Regional Statistics Service of the Azores  (in Portuguese only)
            Regional Statistics Service of Madeira  (in Portuguese only)
Qatar  The Planning Council
Romania  National Institute of Statistics
Russian Federation  Federal State Statistics Service
Rwanda  Ministry of Finance and Economic Planning
Saint Lucia  Government Statistics Department
Samoa  Statistical Services Division
Sao Tomé and Principe  National Institute of Statistics  (in Portuguese only)
Saudi Arabia  Central Department of Statistics
Senegal  **Directorate of Forecasting and Statistics** (in French only)
Serbia and Montenegro  **Statistical Office of Serbia**
Seychelles  **Statistics and Database Administration Section**
Singapore  **Department of Statistics**
Slovakia  **Statistical Office of the Slovak Republic**
Slovenia  **Statistical Office of the Republic of Slovenia**
Solomon Islands  **National Statistics Office**
South Africa  **Statistics South Africa**
Spain  **National Institute of Statistics**  
*Canaries Institute of Statistics* (in Spanish only)
Sri Lanka  **Department of Census and Statistics**
Suriname  **General Bureau of Statistics** (most content in Dutch only)
Swaziland  **Central Statistical Office**
Sweden  **Statistics Sweden**
Switzerland  **Swiss Federal Statistical Office**
Taiwan  **Directorate General of Budget, Accounting and Statistics**
Tanzania  **National Bureau of Statistics**
Thailand  **National Statistical Office**
Tonga  **Statistics Department**
Trinidad and Tobago  **Central Statistical Office**
Tunisia  **National Statistics Institute** (in French only)
Turkey  **State Institute of Statistics**
Tuvalu  **Central Statistics Division**
Uganda  **Bureau of Statistics**
United Kingdom  **National Statistics**  
*Northern Ireland Statistics and Research Agency*  
*General Register Office for Scotland*
Uruguay  **National Institute of Statistics** (in Spanish only)
Uzbekistan  **State Authority's Portal of the Republic of Uzbekistan**
Venezuela  **Central Office of Statistics and Informatics (OCEI)** (in Spanish only)
Zambia  **Central Statistical Office**

*Last Modified Date: July 19, 2007*
GOAL VI: APPROPRIATE ETHICAL BEHAVIORS, MANNERS, AND GOOD CITIZENSHIP

Inquiry Question: Are you culturally diverse?

Lesson Title: How is the global economy influencing your workplace setting?

Description: This lesson will introduce students to the concept of cultural diversity and its connection to their current and future success in the workplace.

USA Today Newspaper in Education Description: Students will gain a better understanding of the cultural differences within the community they live in.

Objectives: The students will be able to:

- Identify cultural diversity.
- Recognize cultural diversity in the workplace.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify and respect differences in others.
- Understand the opportunities that come from being around people from other cultures and how cultural differences can be used to enrich their own lives.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning

CBC Correlation:

SS.A.1.4.1 Research and analyze the interdependent nature of current economic issues and problems.
SS.A.1.4.1 Promote tolerance and understanding among students.
SS.A.1.4.1 Assess moral, ethical, and legal obligations that all human beings have toward each other.

FCAT Benchmarks:

LA.A.1.3.1 Use background knowledge to make predictions
LA.A.1.3.4 Use strategies to clarify meaning
LA.A.2.3.1 Construct meaning from text
LA.A.2.3.5 Use information for a variety of purposes
LA.A.2.3.6 Use a variety of reference materials
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time:  1 class period

Instructional Materials:

- Handout: The New South Florida
- Handout: Diversity
- Handout: Diversity Squares
- Handout: Diversity Squares Questions
- Handout: Reflection Questions
- Handout: Reflection Questions/Answer Sheet

Activation of Prior Knowledge:

Have students read the Handout: The New South Florida from the Sun-Sentinel. In groups, have students compare and contrast the changes in each of the three counties. Based on their responses, have students list their predictions for the tri-county area for the next 10 to 15 years.

Instructional Lesson:

- Distribute the Handout: Diversity and ask students to respond to the article.
- Distribute the Handout: Diversity Squares and have the students find other students that respond yes to their questions. Once the student gets five in a row, they win.
- Distribute the Handout: Diversity Squares Questions. Allow the students to work in groups of four to answer the questions. When complete, have the students select a representative from the group to report back to the class.
- Distribute the Handout: Reflection Questions. With the students in their groups of four, have them reflect on diversity situations that occur in the workplace.
- Review the Handout: Reflection Questions/Answer Sheet with the class.

USA Today Newspaper in Education Activity:

Search through the LIFE section of the USA Today's newspaper. How many of the articles contained in this section refer to someone of another culture or another belief system that is different from your own?

List five ways in which you feel that being exposed to cultural diversity can enrich your life? Share your responses with your fellow classmates and compare.


Follow-up Activities/Home Learning/Parent: Have students attend a cultural event, art exhibit, or have a meal at an establishment which represents another culture, i.e. Ethiopia, Thailand, or India. Students are to take pictures as they participate in the event and share their experience with their peers.
The New South Florida

Sun-Sentinel.com

Economically, culturally, demographically -- South Florida is changing

From Haitians to Hispanics, new arrivals to pioneers, seniors to teens, six people give six perspectives on how our community has changed.

By Tim Collie
South Florida Sun-Sentinel
August 26, 2007

This is the first in an occasional series exploring how shifts in demographics, immigration, culture, our economy and mobility have changed the way we live. Some call it the Accidental Region. Long and slender and lacking a single cohesive center, an area whose regional identity is still a work in progress, South Florida is the result of a hundred small cities that have spread like blotting ink over sand and marshland for the past 50 years.

And over the next two decades, another 2.2 million people @ 249 every day @ will move into this already crowded corridor stretching from the Florida Keys to Indian River County, according to the South Florida Regional Planning Council. Most will settle in Miami-Dade, Broward and Palm Beach counties @the epicenter of the state's explosion in Hispanic households. "The reality is that our western wall is the Everglades, and our eastern wall is the ocean. Those are the only boundaries that matter," said Julia A. Trevarthen, director of the Institute for Community Collaboration, a nonprofit public policy group based in Hollywood that is doing a study projecting what South Florida could look like in 2060.

Within those borders, the 21st century community being formed is as complex as any ever seen in America. No ethnic group will dominate, many will live with a global foot still planted in their native countries, and race, language and color will be only entry points into a megalopolis that already is larger than 35 states. Seven out of every 10 people now moving into South Florida were born abroad-more than a third of the entire region is foreign-born. Largely, but not exclusively, Hispanic, they come from dozens of different countries that are a mélange of race, ethnicity and history.

"One of the most interesting things about South Florida is that just because someone is Hispanic in Broward or Palm Beach County, you can no longer assume they're from Cuba or Puerto Rico," said Dario Moreno, director of the Metropolitan Center at Florida International University. "They may be from Venezuela, or Colombia or Argentina. Or they may not be Hispanic at all, but Brazilian," who speak Portuguese, not Spanish.
"Likewise, just because you see an African face in Broward County, that doesn't mean any more that the person is African-American," continued Moreno. "They could be Jamaican, Trinidadian, Guyanese, or from somewhere else in the West Indies. "That's why you travel to parks now in south Broward on a Sunday afternoon and see so many people playing cricket," Moreno said.

More than a third of South Florida's population today is Hispanic, about 2.1 million residents -roughly two-thirds of the state's entire Hispanic population. The Latinization of South Florida is now so far advanced that geographers no longer talk of "white flight." That's long since past. Rather, it's "congestion flight" - second- and third-generation Cuban-Americans and others who are moving up into Broward and Palm Beach counties to escape the crowding in Miami-Dade.

The region is growing younger. The widening gap between births and deaths is being accelerated by the departure of retirees to cheaper destinations, such as Tennessee and North Carolina. The proportion of younger families with children is growing, the numbers of childless "empty nesters," shrinking. For five decades, more than 20 percent of seniors who moved from one state to another chose Florida as their new home. That changed in 2000, when Florida's numbers dropped below 20 percent, according to the U.S. census. By 2005, 16 percent of the total population was 65 years and older -a percentage that steadily drops as one moves south through South Florida. For the first time in decades, Broward and Palm Beach counties also have seen growth dip while the number of exiting late boomers is increasing.

At least 50 percent of the population of South Florida moves every five years. So rapid is the movement that Miami-Dade, Broward and Palm Beach are now considered "flow through" counties by regional planners as residents move up and down the coast seeking new jobs, bigger homes and more opportunity. "There's this cross-pollination across the counties, more and more each day. The lines are very blurry as to how people actually live their daily lives," said Trevarthen, who lives in Boca Raton but commutes to her job in Hollywood.

South Florida is home to 1,400 multinational businesses, and that number is expected to grow exponentially over the next decade. Expect an Asian increase the one group underrepresented here in the next decade as Japanese and Chinese firms use ports and the other resources of South Florida as a platform for ventures throughout Latin America, some experts say. The good news is that such investment likely will correct the salary gaps that have driven many people out of the region. The bad news is that this process will take time, economists say.

Many living here likely will leave. They will be driven by some of the same forces that once pushed them from hometowns in New York or New Jersey: wealth, opportunity and weather. "The cost of living just became too great- I saw my property taxes on one building go up from $4,000 a year to something like $19,000 before it became too much," said Carol Johnson, 60, who moved to Tennessee from Fort Lauderdale two
years ago. She and her husband are building a new home. Many others will move in to replace them.

"There may be traffic, congestions, but there's also a real energy to the place for people in their 30s, for young families," said Christopher Moore, 33, an industrial engineer with Florida Power & Light Co. who lives in Jupiter. Raised in North Carolina, Moore has traveled in Africa, India and Europe for his education and job. He loves the fast-paced blend of work and leisure this region offers. He's typical of the cosmopolitan "knowledge workers" South Florida needs to compete against such global commercial hubs as New York City, Silicon Valley, Tokyo or Shanghai. Moore admits he doesn't know his neighbors well. His community is his family, the parents of his children's friends and other young professionals, not necessarily the people next door.

South Florida as a region brings into question the very idea of community. Mobility increases as commuters routinely cross one, two and sometimes three counties every day on their way to work. The lines that distinguish each community are rapidly becoming obsolete. Does anyone really know where Fort Lauderdale begins and ends? Plantation? Boca Raton? West Palm Beach?

Replacing these outdated borders is an increasingly fluid population that crosses city limits and county lines. The influxes from abroad are creating cultures within cultures, and bringing much of the diversity within Latin America into South Florida. In Lake Worth, Javier del Sol, a 52-year-old longtime community activist and teacher, often emphasizes to Lake Worth's Guatemalan youth that they are Indios- the descendants of the native people of Latin America, not the Spanish-speaking explorers who fought them. "These people are not Hispanic - many of them speak Indian languages, and they're very rural," said del Sol, who is of non-European, Mexican-American heritage. "These are very poor country people. They have very little in common with Hispanics from urban centers."

South Florida residents with children in school may stay fixed, but their kids don't. They move and change schools based on grades and aptitude. Their commutes may be longer than their parents. "We all move around a lot more, I guess, than my parents did," says JoAnn Soero, a 15-year-old from Hallandale, who has, like many children in South Florida, bounced from one school's magnet program to another school's gifted program with little regard to geography. She has attended schools in Pompano Beach, Hallandale Beach and Hollywood, with an ever-changing cast of classmates. "But I like that. You meet more people in different schools. You have a much greater variety of friends," says the junior at South Broward High School in Hollywood. "I mean, I don't think any of my friends' parents were born in South Florida or even the United States. I think that just makes life here so interesting. I can't think of any other place I'd really want to grow up right now."

Atop all of this is a globalize system of travel, commerce and communications that's 24/7. It's the cell, Web and satellite communications that connect children to their
friends and parents, parents to their workplace, and non-natives to their countries of origin.

The working class is forced to be even more mobile than the upper middle class, who often can afford to live closer to their work. Landscapers, waitresses, housekeepers and handymen -they often must move to find affordable rents. "When you're a housekeeper, you don't get to retire @ it's not something I can afford to think about," said Dorothy Claisse, a housekeeper in her 50s who lives in Fort Lauderdale. "It's getting more and more expensive to live here, and that means you have to look for more and more houses to clean." Claisse finds herself ranging farther, and looking for more work each day, just to keep up with taxes and the cost of living in South Florida.

"But at some point, there's only so many you can clean in a day, so you just find a way to make do," said Claisse, who has lived in South Florida 30 years after moving down from Long Island, New York. "The only reason I stay is the same reason a lot of people I know stay. Your kids are here. Your grandkids are here. If they ever left, then I probably would."

Those personal ties, the frail roots that have created two- and three-generation families over the past few decades, are among the few things that keep people in place in South Florida, demographers say. They also bring in other sons and daughters to care for aging relatives. "The sense I get of the population here is that there is not that connectedness to South Florida," said Dick Ogbum, a researcher at the South Florida Regional Planning Council in Hollywood. Instead, we are a churning population. We are in constant movement and change. And people's loyalties, the relationships to which they feel most strongly, are not to a physical community. It's culturally, linguistically, religiously to the place that they're from."

Tim Collie can be reached at tcollie@sun-sentinel.com or 954-356-4573.
South Florida on the move

In 2006, more people moved out of South Florida than moved here from elsewhere in the United States. Immigration from abroad has held steady since 2001.

**Net domestic migration**
The difference between the number of people moving in and out of a county from within the United States.

**Net foreign migration**
The difference between the number of people moving in and out of a county from outside the United States.

---

Census estimates are based on the year from July 1 to June 30. SOURCE: U.S. census

Staff research/John Maines; Staff graphic/Cindy Jones-Hulfachor
Decline in English-speaking households
The number of households who speak English at home dramatically decreased from 1990 to 2000.

Percent of homes in 1990
- More than 75%
- 50% to 74%
- 25% to 49%
- Less than 25%

In 2000

SOURCE: U.S. census
Staff research/Jeremy Milarsky, Staff graphic/Cindy Jones-Hulfachor

Miami-Dade County Public Schools
Division of Student Services
Transition Programs
A look at our diverse community

In the past 17 years, the white non-Hispanic population has continued to fall in South Florida, whereas the Hispanic population has risen across all counties.

**BROWARD COUNTY**  
Percent of total population

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>2000</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>White non-Hispanic</td>
<td>75.1</td>
<td>58.0</td>
<td>48.7</td>
</tr>
<tr>
<td>Black non-Hispanic</td>
<td>14.9</td>
<td>20.2</td>
<td>24.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.4</td>
<td>16.7</td>
<td>22.8</td>
</tr>
<tr>
<td>Asian, Pacific Islander non-Hispanic</td>
<td>1.3</td>
<td>2.2</td>
<td>2.9</td>
</tr>
</tbody>
</table>

**PALM BEACH COUNTY**  
Percent of total population

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>2000</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>White non-Hispanic</td>
<td>79.3</td>
<td>70.6</td>
<td>64.5</td>
</tr>
<tr>
<td>Black non-Hispanic</td>
<td>11.9</td>
<td>13.5</td>
<td>15.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.5</td>
<td>12.4</td>
<td>16.7</td>
</tr>
<tr>
<td>Asian, Pacific Islander non-Hispanic</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**MIAMI-DADE COUNTY**  
Percent of total population

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>2000</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>White non-Hispanic</td>
<td>36.4</td>
<td>20.7</td>
<td>18.3</td>
</tr>
<tr>
<td>Black non-Hispanic</td>
<td>19.2</td>
<td>20.0</td>
<td>18.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>49.7</td>
<td>57.3</td>
<td>61.3</td>
</tr>
<tr>
<td>Asian, Pacific Islander non-Hispanic</td>
<td>1.2</td>
<td>1.4</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Hispanic includes people who described themselves as being of Spanish, Hispanic or Latino ethnicity.


Staff research/John Maines  
Staff graphic/Cindy Jones-Hulfachor
Diversity

Diversity issues in the workplace are really separate from cross-cultural issues despite the obvious areas of overlap. Diversity is closely aligned to a nation’s social policies of equal rights and inclusion while cross-cultural issues are aligned more with international business. However, the two fields rely on very similar analyses of how a group’s values influence behavior.

The diversity agenda arose out of civil rights’ movements, the increasing multiracialism of many western societies, and the demands of traditionally underprivileged groups for an equal stake in society’s structures and organizations. Fifty years ago, the key areas of government, administration, law, education and business were dominated by a group that was typically white, male, middle-aged, well educated, and relatively wealthy. Today, many nations are adopting and attempting to implement policies that ensure all groups in society have an equal opportunity to fulfill their potential as they choose, rather than simply to slip into stereotyped roles.

When companies adopt a diversity policy, they make a conscious effort to achieve a balanced workforce that draws on the various groups in society. It is ensured that these groups are represented in roughly the same proportions as they are found in society as a whole. This means that about half the workforce should be male and half female; that an appropriate percentage should be disabled and that the racial and ethnic mix should be balanced. In addition, the diverse workforce should also appear at all levels, from the board and senior management downward.

If diversity were simply an issue of numbers it would not be such a challenge for business. However, when a diverse workforce is assembled, the establishment of a productive and harmonious working pattern is essential. And this is where the complications set in. Diversity managers have to wrestle with all kinds of prejudice and misunderstandings. And no matter what policies companies have on paper, it is not easy to change people’s deep-seated attitudes.

A crowd erupted recently in the European Parliament, when a male MP said that no small business could afford to employ women of childbearing age. Multi-ethnic groups can be hampered by the prejudices and expectations that one group has about another: that such a nationality is lazy, another arrogant and so forth. Similarly, it is important for those in positions of power not misuse their authority through sexual harassment, for example, or showing favor to one group over another in awarding promotions.

Managers and teams need to learn about the different cultural backgrounds of their colleagues in order to understand their behavior and to ensure that the workplace does not inadvertently cause offence by failing to take account of religious beliefs, for instance. This is where the overlap with cross-cultural issues comes in.
The cultural background of groups influences such aspects of behavior as how we deal with time, the extent to which to expect a hierarchical or egalitarian structure, how willing we are to take risks, whether we like to be governed by rules or not, how we make decisions, whether we view relationships as more or less important as achievement. It may also impose certain types of behavior associated with religious beliefs, such as dress styles, taboos on foods, prayer rituals.

Here is an example of how these issues impact on working practices: if a company is fairly flat in structure and expects people to take a lot of personal initiative without instruction from above, then groups for whom a hierarchy is more normal will feel confused. In hierarchical cultures, personal initiative may be discouraged or even punished. Thus an employee may do nothing for fear of reprisal. A team manager may interpret this as idleness or inefficiency when it is really only an example of a cultural clash. To give a very concrete example of this in practice, consider this experience of a naval helicopter pilot. During a period when he was co-pilot with a senior officer, he was concerned that the senior officer had conceded to pressure to make a flight in conditions in which the helicopter was not safe to fly.

He had a real conflict between his technical knowledge and the cultural pressure to obey a senior-ranking officer, even though he was wrong. In the end, he summoned up the determination to challenge the senior officer because he knew lives were at risk, but he found it very difficult to go against the prevailing culture. Most work situations do not involve such life or death decisions, so people are more likely to act in keeping with their cultural values even if these do not fit the context.

Diversity policies and targets, as well as diversity training, are essential in today’s business. It raises people’s awareness of cultural differences, promotes nonjudgmental attitudes and tolerance and encourages the search for cooperative models of problem solving.
**Diversity Squares**

Name: _________________________ Date: ____________ Period: ____________

Move about the room and try to find people who can answer yes to your questions. This is just like BINGO in that you are trying to complete a row. Once you have found someone to answer yes to the question, you can cross off the square, placing that person's name or initials in the box. Each person who answers yes to one of your questions can only be used once. Continue to find others until you are able to complete a row.

<table>
<thead>
<tr>
<th>Have you ever worked with anyone who is years older than you?</th>
<th>Have you ever worked on a farm?</th>
<th>Do you speak more than one language?</th>
<th>Have you ever worked with anyone with disability?</th>
<th>Have you ever been discriminated against because of your age?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever had a female boss?</td>
<td>Are you of Hispanic or Latin American heritage?</td>
<td>Do you have a family member or friend on welfare?</td>
<td>Have you ever had an African American boss?</td>
<td>Do you have a best friend of a different race?</td>
</tr>
<tr>
<td>Do you have a friend who is gay, lesbian, or bisexual?</td>
<td>Have you ever been discriminated against because of race or ethnicity?</td>
<td>Have you ever lived outside of your home country?</td>
<td>Have you ever known a convicted felon?</td>
<td>Did a single parent raise you?</td>
</tr>
<tr>
<td>Have you ever been sexually harassed at work?</td>
<td>Has either of your parents been in the military?</td>
<td>Are you of Asian heritage?</td>
<td>Are you a vegetarian?</td>
<td>Have you ever had a doctor whose race or ethnicity differs from yours?</td>
</tr>
<tr>
<td>Do you know someone with a chronic disease such as cancer or AIDS?</td>
<td>Have you ever dated someone who was less educated than you?</td>
<td>Have you ever been discriminated against because of gender?</td>
<td>Were your parents or grandparents immigrants?</td>
<td>Have you ever had a boss who was younger than you?</td>
</tr>
</tbody>
</table>

Source: This exercise is adapted from a presentation by Kari Calello, JMU student class presentation; and J William Pfeiffer and Leonard D. Goodstein (Eds.), The 1994 Annual: Developing Human Resources, Pfeiffer & Company 1994. Copyright © 1994 by John Wiley & Sons, Inc. Reproduced by permission of John Wiley and Sons Inc.
Diversity Squares Questions

Name: _________________________ Date: ____________ Period: ____________

1. How did you feel asking individuals certain questions? What approach did you use to ask the questions?

2. Were some questions more difficult to ask than others (perceived to be potentially more sensitive or offensive)?

3. Why did you approach certain individuals for certain questions?

4. If you were approached by several people about the same question, how did it make you feel? Why did they select you for certain questions and neglect to ask you about others?

5. Would some of the questions be more difficult to ask or more likely to offend others if worded in the first person? For example, "Are you gay, lesbian, or bisexual?"

6. What did this exercise make you realize about stereotypes and prejudice?

7. Since it is possible-perhaps even likely-that these weaknesses or limitations are more imagined than real, what could you do to turn them into strengths?
Reflection Questions

Name: __________________________  Date: ____________  Period: ____________

1. How did the desire for diversity in the workplace arise?

2. What do companies want to accomplish with a diversity policy?

3. Give two examples of the problems that people may encounter when they work in diverse groups.
   1. __________________________________________
   2. __________________________________________

4. What sort of training do managers of culturally diverse teams need?

5. Why might people from some cultural backgrounds find it hard to challenge people they perceive to have seniority?

6. Why do you think businesses might be reluctant to embrace diversity?

7. How does diversity training help?
1. It arose from civil rights’ movements and social inclusion policies.

2. Companies implementing a diversity policy try to have a workforce that is representative of all sections of society.

3. Groups might have prejudices against other specific groups or nationalities. People might not understand the cultural values that make some people behave in a different way.

4. They need training on key cultural differences and how these are reflected in behavior patterns.

5. Because in hierarchical cultures it is unacceptable to challenge somebody of higher rank even when they are wrong.

6. Because they retain certain prejudices against people on grounds of gender, age, nationality etc.

7. It helps mutual understanding and fosters non-judgmental, cooperative solution-seeking.
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GOAL VI: APPROPRIATE BEHAVIORS, MANNERS, AND CONFLICT RESOLUTION

**Inquiry Question:** Are you a good team member?

**Lesson Title:** The Importance of Teamwork

**Description:** Students will identify skills needed to become good team members.

**USA Today Newspaper in Education Description:** Students will understand the importance of being able to work effectively with others in a collaborative effort.

**Objectives:** The students will be able to:

- Define teamwork
- Identify the attributes of teamwork
- Identify the qualities of effective team members
- Distinguish the roles of individual team members
- Take responsibility for their performance as individuals

**USA Today Newspaper in Education Objectives:** Students will be able to:

- Identify characteristics of effective team building.
- Understand the concept of working as a team in order to reach the same goals.

**Student Development Framework Standards and Benchmarks:**

**Benchmark ED 3.0**

Students acquire the knowledge, skills, and attitudes that contribute to effective learning

**CBC Correlation:**

- SS.A.1.4.1 Research and analyze the interdependent nature of current economic issues and problems.
- SS.A.1.4.1 Promote tolerance and understanding among students.
- SS.A.1.4.1 Assess moral, ethical, and legal obligations that all human beings have toward each other.

**FCAT Benchmarks:**

- LA.A.1.3.1 Use background knowledge to make predictions
- LA.A.1.3.4 Use strategies to clarify meaning
- LA.A.2.3.1 Construct meaning from text
- LA.A.2.3.5 Use information for a variety of purposes
LA.A.2.3.6 Use a variety of reference materials

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 1 class period

Instructional Materials:

- Handout: Teamwork
- Handout: Taking Responsibility

Activation of Prior Knowledge:

- Ask students if they have ever been a part of a team effort.
- Illicit from the students both positive and negative examples of team performance.
- List student responses on a transparency.
- Ask students how individual performance relates to team performance.
- What factors should be considered when selecting team members?

Instructional Lesson:

1. Read aloud the Handout: Teamwork and discuss as a class what they think about teamwork. Is it important only at work?
2. Distribute the Handout: Teamwork Activity Sheet and divide the class into groups of two or four. Discuss the roles and values of team members.
3. An important part of teamwork is that each member of the team takes full responsibility for his/her actions. Now that the students have established roles and values for team members have each student complete the Handout: Taking Responsibility.
4. After each student has completed the writing exercise have them share their responses with other members of their group.

Closure: From participating in this activity, ask students how they will change their behavior in future team efforts.

USA Today Newspaper in Education Activity:

Search through the SPORTS section of USA Today’s newspaper. List three examples in which a group of people came together to obtain a common goal. Do you think it is easier to reach certain aspirations when you work by yourself as opposed to working with others?

Give examples in which you have had to work with others to complete an assignment. Describe the process. What made it easy or difficult? What obstacles, if any, did you face?

Follow-up Activities/Home Learning: Ask students to view the video “Road to Glory” and to identify the attributes, roles, and responsibilities of effective team members.
Teamwork

Working in teams requires people to collaborate on projects. The philosophy behind teamwork is that a group can harness the skills of all its members and will thus be more effective than individuals working alone. However, for teams to succeed the individuals have to share this belief and understand how to cooperate. They need to share values, trust and respect each other, and recognize their own competencies and those of others. Although teamwork requires a willingness to put the group’s needs first, it does not mean that individuals are not recognized and valued for their unique contribution. For any specific project it is essential to know what skills are needed and to find the right mix of people who can provide them. Each team member will have a personal role to play. However, the individuals must share the common goals of the team and be willing to act in accordance with the group’s action plan.

Organizations wishing to stimulate team performance need to think of ways to motivate and reward group achievements rather than individual performance. They also need to select employees who enjoy teamwork and are not prima donnas.

Teams that perform well do not just emerge. They need to be encouraged and nurtured. This process is known as “team building” and is undertaken in order to ensure team members can:

- communicate both at intellectual and emotional levels with other team members and establish rapport with them
- see things from other people’s points of view
- communicate opinions in a way that respects the feelings of others
- listen to the opinions of others in a constructive rather than a judgmental way
- negotiate effectively with others
- ensure that no member is isolated
- keep the team focused on its goal
- take decisive action when necessary
- do things that will contribute to the team’s morale
- facilitate the making of contributions by other members of the team
- participate in group activities, such as brainstorming.
Team building typically focuses on four key areas:

- personality
- skills
- activities
- problem-solving

Team members need to be aware of their own personalities and those of the other team members. They may complete personality questionnaires and then discuss the results with the group. This will help them to understand each other and communicate more effectively. Skills training can be undertaken collectively so that everyone in the group feels confident that they know how to deal with certain issues such as giving criticism, brainstorming, and resolving conflict. Team activities help build trust and reliance. Typically, these are outdoor activities that are challenging and build the group’s ability to be mutually supportive. Problem-solving is undertaken to help the group identify and tackle any barriers it has met to its performance.

All teams are different, however, and no single approach to team building will be suitable for all teams. A crucial element for effective teamwork is a committed leader who can motivate and unite the group. If the idea of a team leader seems paradoxical, then it must be remembered that a team leader is not a dictator. On the contrary, it is the person who is best able to make the team cohere by fostering cooperation, ensuring that all team members feel valued and included and by resolving conflict. Other team players might be thinkers (those who are reflective and analytical); doers (those who prefer action to discussion and dislike procrastination and time wasting); achievers (those who want to see results and have a “can-do” attitude) and careers (those who try to promote harmony in the group).
Teamwork Activity Sheet

I. Discuss with a partner why the qualities listed below are important for team members:

1. Ability to keep confidence
2. Being trustworthy
3. Patience
4. Clarity in speaking and writing
5. Willingness to listen
6. Willingness to share
7. Respect for timetables and deadlines
8. Being organized and orderly
9. Staying calm under pressure
10. Having a sense of humor
11. Being able to accept criticism
12. Being willing to volunteer for tasks
13. Being able to see life’s bigger picture
14. Being able to accept that hurdles will arise.
II. Look at the qualities listed in each group and decide which attributes best describe each type of team member.

A.
- creates common goals
- provides communication and vision
- clarifies objectives
- ensures that everybody is involved, committed and motivated
- coordinates the efforts of the group
- ensures that decisions are made and the group makes progress

B.
- collects and analyzes information
- listens to what is being said and watches what is going on
- is sometimes quiet before contributing ideas
- thinks through the problem
- sees solutions
- anticipates problems

C.
- wants to succeed and strives for results
- wants to progress towards the goal quickly
- becomes impatient with delays
- challenges assumptions and proposes improvements
- has lots of enthusiasm
- questions complacency

D.
- is concerned that everybody is fitting in
- contributes humor and builds bridges around the team
- works to develop a team spirit
- is keen to get everyone to agree
- watches out for feelings and attitudes
- eases tension and fosters a positive spirit

E.
- always wants to be active
- is prepared to get involved to help others
- wants to see progress and adherence to plans
- gets bored with too much discussion
- hates time wasting
- works hard to finish the task

1. Care
2. Achiever
3. Doer
4. Leader
5. Thinker
Taking Responsibility

Name: ___________________________ Date: _____________ Period: _______

For each of the following comments:

Write the underlying assumption(s) about the speaker’s intent in making the statement. Rewrite the comment to reflect efforts to take responsibility and to communicate assumptions clearly. Utilize the strategies discussed in the chapter.

1. "Can't you work under pressure?"
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________

2. "You're not listening to me."
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________

3. "Will you work overtime Friday?"
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________

4. "Joyce, what have you done with the production figures?"
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________

5. "Are you getting all this down in writing?"
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________

6. "Why are you mad at me?"
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________

7. "You've never appreciated my work."
   Assumption: _____________________________________________________________
   Rewritten statement: ______________________________________________________
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: How does my body react when I am angry?

Lesson Title: Understanding anger: Body Responses

Description: This lesson helps students understand the physical effects of anger.

USA Today Newspaper in Education Description: Students will share how they feel with others.

Objective: The students will be able to:

- Analyze anger and how the body responds to anger.

USA Today Newspaper in Education Objective: Students will be able to:

- Identify their feelings and share those feelings with classmates.
- Understand what makes them angry.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

CBC Correlation:
Language Arts
English I-I Reading

FCAT Benchmarks:

LA.A.1.4.1 Selects and uses pre-reading strategies that are appropriate to the text.
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read.
LA.A.1.4.3 Refines vocabulary for interpersonal, academic, and workplace situations.
LA.A.1.4.4 Applies a variety of response strategies.
LA.B.2.4.1 Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 50 minutes

**Instructional Materials:**

- **Handout: Introductory Lecture**
- **Handout: Understanding the Impact of Anger on the Brain**
- **Handout: Body's Response to Anger**
- **Handout: FCAT Questions**
- **Handout: FCAT Scoring Rubric**

**Instructional Lesson:**

1. Write the following definitions on the board before the students enter the class:
   - **Emotion:** an intensive state that arises subjectively, rather than through conscious effort; a strong feeling
   - **Anger:** a strong feeling of displeasure or hostility

2. Refer to the definitions of emotion and anger on the board. Discuss. Say:

   “Humans are born with a variety of emotions including anger. Anger is normal and natural and is felt by everyone. Anger is a protective emotion, a warning signal that something is wrong. It causes the body to prepare to defend itself.”

3. Use the **Handout: Introductory Lecture** as a guide for discussion. Use the **Handout: Understanding the Impact of Anger on the Brain**. Have students discuss the labeled parts of the brain.


5. Distribute the **Handout: FCAT Questions** as student assignments.

**Closure:** “Anger has a direct effect upon the body. We must learn to manage the energy generated by anger because, in these modern times, we do not always need to act on flight or fight response”.

**USA Today Newspaper in Education Activity:**

*Using the USA Today newspaper, pair up with a classmate and find an article which makes you angry. It could be an article on the current economic crisis or the Middle East War. Discuss your thoughts and feelings with your classmate. How does he or she feel about the selected topic?*

Follow-up Activities/Home Learning/Parent:

- For more information on the autonomic nervous system, including an interactive word search puzzle, go to [http://faculty.washington.edu/chudler/auto.html](http://faculty.washington.edu/chudler/auto.html)

- For additional information on how to manage anger, see *Chill Out Bag: The Anger Rx* by Robert P. Bowman Ph.D., Susan C. Bowman Ed.S., and L.P.C.
INTRODUCTORY LECTURE

Humans are born with a variety of emotions including anger. Anger is normal and natural and is felt by everyone. It is also a protective emotion, a warning signal that something is wrong. Anger causes the body to prepare to defend itself. All emotion begins in the brain. Our brain consists of three main areas:

1. The **brain stem** - Messages to the brain go through the brain stem to different parts of the brain for processing.
2. The **cerebral cortex** is the thinking brain where reasoning occurs.
3. The **limbic** is the emotional brain.

The limbic, the oldest part of the brain, was developed in humans long before the cerebral cortex. In the limbic, right behind the eyes, we find the amygdala (ah-mig-doll-ah). The primitive amygdala is always on guard to spot danger. When it perceives a threat, it sends the message to the sympathetic nervous system for an immediate fight or flight reaction. The amygdala can do this without going through the thinking part of the brain.
UNDERSTANDING THE IMPACT OF ANGER ON THE BRAIN

The LIMBIC SYSTEMS, a group of related nervous system structures within the midbrain that is associated with various emotions and feelings, such as anger, fear, sexual arousal, pleasure, and sadness. Unless the Limbic system is regulated by other brain areas, attacks of UNCONTROLLABLE RAGE may occur in some individuals.
THE BODY’S RESPONSE TO ANGER

Our autonomic nervous system (ANS) controls our internal organs. It is considered to have two branches: the sympathetic and the parasympathetic nervous system.

The parasympathetic system handles the day-to-day functions of ordinary life. As we go about normal activities it is the parasympathetic system that guides the body’s functions. It is in charge when we are calm. It works to conserve bodily resources. The parasympathetic system keeps our heart rate low and helps us digest our food, eliminate waste, and reproduce.

On the other hand, the sympathetic system is associated with arousal. It often has the opposite effect of the parasympathetic system. It inhibits digestion and sexual activity—it stimulates the adrenal gland, which pours epinephrine (adrenaline) into the bloodstream. Thus, when we experience autonomic arousal, the heart pounds faster and the metabolism speeds up. We are ready to take action. We don’t think about eating or resting. In fact, it would be difficult to do either of these activities during this state of arousal. The body is preparing you for quick action.

Physiologist Walter Cannon has said that the intense sympathetic arousal serves as an emergency reaction. It prepares the body for a crisis—fight or flight. However, what we do not know is which choice any animal will make.

The human body has not changed much in centuries. When we get angry, which often signals some sort of threat, we experience sympathetic arousal. However, we do not usually need to flee from hungry lions. Today’s anger buttons are more likely to come in the form of personal insults or inner struggles. So we are left with intense physical arousal in a modern day society that calls for nonphysical responses. Our hearts are pumping, the adrenaline is flowing, and we are primed to pounce. Our bodies are actually making it more difficult to use our minds. We need calm bodies to best access our rational thoughts. Many of us struggle with this paradox. We are physically pruned to handle our anger at a time when we most need calm heads and well-chosen words!

That is why we often need time and space. If we are not being physically threatened, we need time for the parasympathetic system to take over again and give us the peace we need to think things through. You’ll notice that one of our suggestions for coping with anger is physical activity, such as exercise, because it is really hard to sit with all that adrenaline. We want to get it out of our systems.

Now you understand that “hot” feeling, that overwhelming physical rush. It is difficult for our bodies NOT to respond this way to anger. And we NEED this sympathetic push in times of real physical danger. However, modern struggles do not often necessitate physical responses. Know your body. When you are in the grip of intense sympathetic arousal, you may be unable to appropriately handle your anger. Wait until your body literally calms down.
FCAT QUESTIONS

Name: ___________________________ Date: _____________ Period: _______

Directions: Answer the following questions. Where necessary, support your answers with relevant details, facts or other information from the texts.

1. Which of the following statements is true?
   a. Humans are born without emotions.
   b. Anger is normal and natural.
   c. Anger cannot be controlled.

2. If you are in a situation with real, immediate physical danger, which part of the brain would you need to respond first?
   a. Emotional brain (limbic system)
   b. Thinking brain (cerebral cortex)

3. If someone insults you, which part of the brain would you want to help you control your responses?
   a. Emotional brain (limbic system)
   b. Thinking brain (cerebral cortex)

4. From the lecture and texts, what can you infer about the word "primitive"?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
5. How are the cerebral cortex and the limbic system similar? How are they different?

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6. The limbic system is the oldest part of the human brain. Why do you think the emotional brain was developed before the thinking brain in primitive man?

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7. The amygdala signals the sympathetic nervous system, which controls the arousal of our internal organs. What happens in the brain and the body when the amygdala perceives a threat? Use information from your texts to list in order what happens.

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_____________________________________________________________________
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_____________________________________________________________________
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8. What point is the author making by saying "Our bodies are actually making it more difficult to use our minds."?

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_____________________________________________________________________

Read
Think
Explain

Read
Think
Explain
9. What is the author's opinion about what we need to do in modern times when we become angry but we are not being physically threatened?

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Read
Think
Explain
FCAT Scoring Rubric

Scoring the "Read. Think, and Explain" Questions

Answers to short and extended response questions are scored with a two-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of score point responses are provided with each rubric.

**Two-point Scoring Rubric**
(For Short-Response "Read. Think, and Explain" Questions)

2 Points  The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

1 Point  The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points  The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: What does anger look like?

Lesson Title: Understanding Anger: Physical Anger

Description: This lesson further illustrates the physical response to anger.

USA Today Newspaper in Education Description: The lesson will allow students to share with classmates how they react when angry.

Objective: The students will be able to:

- Analyze the sequence of physical results of anger.
- Identify physical results of anger.

USA Today Newspaper in Education Objective: Students will be able to:

- Share with classmates what makes them angry.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

CBC Correlation:
Language Arts
English I- I Reading

FCAT Benchmarks:

LA.B.1.4.2 Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation
LA.B.2.4.1. Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
LA.C.1.4.1 Selects and uses appropriate listening strategies according to the intended purpose.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.
**Instructional Time:** Approximately 50 minutes

**Instructional Materials:**
- Overhead Projector
- Handout: Anger: Physical Results
- Handout: Anger: Physical Results Worksheet
- Handout: My Physical Responses

**Instructional Lesson:**

1. Using Handout: Anger: Physical Results and the overhead projector, have students discuss the physical responses to anger. Have students complete Handout: Anger: Physical Results.

2. Distribute Handout: My Physical Responses. Instruct students to work in pairs with the oldest beginning the sequence by reading the short scenario. The youngest student identifies the physical responses he/she feels in order of occurrence and then that he/she feels the strongest and records these on the worksheet.

3. Have the students repeat this process until all short scenarios have been completed.

4. Allow each pair to brainstorm and record ways to quell each of the physical responses.

5. Quick Think: Have students name fictional characters that have had problems with anger.

**CLOSURE:** “Being aware of what anger does to our bodies is the first step in understanding and recognizing anger. When we listen to our bodies, we are better able to control anger”.

**USA Today Newspaper in Education Activity:**

As directed in the previous lesson, refer to a USA Today newspaper article that makes you angry. It could be an article on the current economic crisis or the Middle East War. Write a story map on the article. Share your story map with your classmate. Remember the components of a story map: Title, Introduction, Setting, Main Characters, Conflict, Important Events, and Conclusion.

**Assessments:** Class participation, completion of worksheets. Answer inquiry question.

**Follow-up Activities/Home Learning/Parent:** Read the story “The Miracle Worker” and write an essay persuading Helen Keller to use anger management techniques.
ANGER: PHYSICAL RESULTS

Anger is a chain of simultaneous body and mind reactions. The brain sends a signal to the adrenal gland and the body reacts.

- Hypothalamus gland secretes
- Pituitary gland secretes
- Breathing rate increases - more oxygen is brought into the lungs
- Adrenalin flows
- Pupils dilate
- Face flushes
- Blood sugar level rises
- Blood pressure increases 130-220
- Blood pressure increases
- Muscles tighten and blood clots faster

Heart rate increases 180-220
ANGER: PHYSICAL RESULTS WORKSHEET

Name: ___________________________ Date: _____________ Period: _______

ANGER: PHYSICAL RESULTS
LABEL THE RESULTS OF ANGER ON THE BODY
<table>
<thead>
<tr>
<th>SITUATION</th>
<th>MY PHYSICAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  An inappropriate comment is made about your mother.</td>
<td></td>
</tr>
<tr>
<td>2.  Teacher raised his voice and offended you.</td>
<td></td>
</tr>
<tr>
<td>3.  Your girlfriend/boyfriend made fun of you in front of others.</td>
<td></td>
</tr>
<tr>
<td>4.  Another student made a threatening comment to you.</td>
<td></td>
</tr>
<tr>
<td>5.  Your sister/brother listened to your telephone conversation with a friend.</td>
<td></td>
</tr>
</tbody>
</table>
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: How can I show what anger looks like?

Lesson Title: Understanding Anger: Show You Know

Description: Anger physically affects the human body.

USA Today Newspaper in Education Description: Identify situations that can lead to angry reactions.

Objective: The students will be able to:

➢ Write/create and perform/exhibit a play, song, rap, poem, dance or drawing.
➢ Demonstrate mastery of the nature of anger.

USA Today Newspaper in Education Objective: Students will be able to:

➢ Share with classmates what makes them angry.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

CBC Correlation:
Language Arts
English I- I Reading

FCAT Benchmarks:

L.A.B.1.4.2. Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation and has an organizational pattern.
L.A.B.2.4.1. Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
L.A.C.1.4.1. Selects and uses appropriate listening strategies according to the intended purpose.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.
Instructional Time: Approximately 50 minutes

Instructional Materials:

- **Handout: Assignment Strips**
- Chart Paper or Bulletin Board Paper
- Colored markers or crayons

Instructional Lesson:

1. Divide the class into groups of no more than seven students per group.

2. Have a representative from each group select one of the assignments by pulling a strip from the **Handout: Assignment Strips**.

3. Have students plan and prepare to present, during Lesson three, the selected group assignment that reflects their understanding of the material covered in Lesson One.

4. Instruct students to use the remainder of the class time for planning and preparing their group activity to be presented the next day.

5. Allow each group to present to the class in the format selected by the group.

**CLOSURE:** “Being aware of what anger does to our bodies is the first step in understanding and recognizing anger. When we listen to our bodies, we are better able to control anger”.

**USA Today Newspaper in Education Activity:**

As directed in the previous lesson, refer to a **USA Today** newspaper article that makes you angry. It could be an article on the current economic crisis or the Middle East War. Select those specific situations that trigger your anger. List those in a separate piece of paper.

**Assessments:** Demonstrate at least 50% mastery of the information through group presentations. Answer inquiry question.

**Follow-up Activities/Home Learning/Parent:** Discuss presentation with parents.
ASSIGNMENT STRIPS

Copy and cut into strips

Plan, prepare and present a 5 to 10 minute play about the material covered in the first session, showing that you understand that information.

Plan, prepare and present a rap about the material covered in the first session, showing that you understand that information.

Plan, prepare and present a dance about the material covered in the first session, showing that you understand that information.

Plan, prepare and present a poem about the material covered in the first session, showing that you understand that information.

Plan, prepare and present a song about the material covered in the first session, showing that you understand that information.

Plan, prepare and present a drawing about the material covered in the first two lessons, showing that you understand that information.
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: Does my anger have a pattern?

Lesson Title: Understanding Anger: Recognizing Patterns

Description: This lesson will assist students to understand anger and ways to deal with anger.

USA Today Newspaper in Education Description: Identify specific patterns that can lead to angry reactions

Objectives: The students will be able to:

- Compare and contrast imploding and exploding anger.
- Explore generational, cultural, environmental, gender, and situational anger

USA Today Newspaper in Education Objective: Students will be able to:

- Identify situations that trigger anger.
- Find strategies to avoid anger.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

Benchmark PS 2.2
Uses a planned decision-making model.

Benchmark PS 3.1
Describe characteristics that make one special and unique.

CBC Correlation:
Language Arts
English I- I Reading

FCAT Benchmarks:

L.A.C.1.4.1. Selects and uses appropriate listening strategies.
L.A.B.1.4.2.Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation.
L.A.B.2.4.2. Organizes information using appropriate systems.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 50 minutes

Instructional Materials:

- Large cards
- Tape
- Handout: Patterns of Anger
- Handout: FCAT short answer sheet
- Handout: FCAT scoring rubric

Instructional Lesson:

1. Anger thrives on unmet needs. Fear, loneliness, pride and feelings of inferiority also fuel our anger. Anger causes some people to implode and others to explode. When we implode we sabotage our health and our relationships with others. Exploding causes aggressive behavior that also jeopardizes our well being and communication skills. Additionally, these fears translate to generational, cultural, environmental, gender and situational conflicts. These factors cause us to create patterns of anger. We need to develop patterns of anger management.

2. Inform students that there are definite indicators that show that an individual is angry. These signs need to be recognized before situations escalate. Brainstorm indicators of anger and list on the board.

3. Have students write the indicators generated in the brainstorming session on large cards and post them around the classroom. Instruct students to find the card which best describes them when they are angry and join that group of students.

4. Select a “speaker” to report to the class the group’s consensus about the following questions:
   - Why did you choose this particular card?
   - How do you feel when you are angry or upset?
   - Who is usually the recipient of your behavior?
   - How long does the behavior or feeling last?
   - Would you describe your anger as imploding or exploding?
   - Can you see a pattern in the way you show your anger?

5. Select a student to develop a “Venn Diagram”, on the board, comparing imploding anger to exploding anger as anger patterns are reported to the class. Discuss the causes, behaviors and effects of both.

6. Brainstorm ways in which anger patterns may be broken. Write options on the board.
7. Assign a “journal entry” for students to process what they have learned about recognizing patterns of anger in others and in themselves.

CLOSURE: “You anger may be used constructively if you can understand it and harness its energy to help you live a more fulfilling life”.

1. Allow students to share their “journal entries” about the last lesson as a summary of the first day’s activities. Use a “read, think, and share” exercise or a class discussion.

2. Explain to students that anger comes from fear. Fear can provoke prejudice and hate as a defense mechanism for what we cannot control or understand. Distribute Handout: Patterns of Anger, FCAT short answer sheet, and Handout: FCAT Scoring Rubric. Direct students to complete their explorations of this aspect of anger.

3. Divide students into cooperative teams of 3 or 5 to share their introspections from the Handout: Patterns of Anger assignments. Cooperative teams needed:
   - A “recorder” to write notes during the discussion.
   - A “moderator” to make sure that everyone’s contribution is heard during the group discussion.
   - A “speaker” to report the group’s conclusions to the class.

CLOSURE: “Your life can be moved by love or by fear. You choose.”

**USA Today Newspaper in Education Activity:**

Upon completion of the story map from the USA Today newspaper article selection, review the article and list strategies on how to avoid anger.

**Assessments:** Class participation, journal entry, Handout: Patterns of Anger, Handout: FCAT short answer sheet. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Share activities with parents and ask them how they handled certain situations. Share Handouts with family to get their reactions to the situations.
PATTERNS OF ANGER WORKSHEET

Read, Think and Answer Alone

Anger is a human emotion. It originates from a defense mechanism set off by fear. When an animal feels threatened it must growl to scare away its attacker. The human species seems to react in the very same way. Although we can all feel anger during times when we are afraid and must defend ourselves, how we do it and what sets off the fear differs from person to person. These differences come from our experiences. What we have learned from our environment influences the patterns of our anger.

- How much of the anger you display every day can be traced to the following categories?
- What is the REAL source of your anger?
- How should your CONSTRUCTIVE energy be used instead?

Generational
Anger and hatred that has been caused by historical events and passed on through generations. For examples: Civil rights in the U.S., Arab-Israeli conflict in the Middle East; Northern Ireland’s Catholics versus Protestants; and the former Yugoslavia/Rwanda and Burundi’s ethnic cleansing.

Cultural
Living in the multicultural environment of Miami-Dade County we have been exposed to anger against our ethnic background at different times. Our own ethnocentrism may also be the cause of misunderstandings between cultures.

Environmental
Groups have shown their anger at our mismanagement of Earth’s resources. Their protests have generated controversy from time to time. Furthermore, experiments with rats have shown that those crowded into small spaces become aggressive and violent. We know this to be the case in our inner cities.

Gender
Anger related to being a man or a woman, either directed to the opposite sex or self-directed. The expectations related to gender roles. Example: A house husband. Additionally, do men and women express their anger differently? Why?

Situational
Specific situations that may cause fear and other feelings related to anger. Example: Someone takes the parking space you have been waiting for.
FCAT Scoring Rubric

Scoring the "Read. Think, and Explain" Questions

Answers to short and extended response questions are scored with a two-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of score point responses are provided with each rubric.

Two-point Scoring Rubric

(For Short-Response "Read. Think, and Explain" Questions)

2 Points  The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

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0 Points  The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

_Inquiry Question:_ What makes me angry?

**Lesson Title:** My Personal Anger: Anger Buttons

**Description:** An anger button is something that consistently makes us angry.

**USA Today Newspaper in Education Description:** The lesson will allow students to identify anger buttons and their angry reactions.

**Objectives:** The students will be able to:

- Identify some personal anger buttons.
- Develop strategies to manage personal anger.

**USA Today Newspaper in Education Objective:** Students will be able to:

- Identify situations that activate anger buttons.

**Student Development Framework Standards and Benchmarks:**

**Benchmark PS 2.2**
Use a planned decision-making model.

**CBC Correlation:**
Language Arts
English I- I Reading

**FCAT Benchmarks:**

- **L.A.B.2.4.1.** Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content.
- **L.A.B.1.4.2.** Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation.

**Accommodations:**

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 50 minutes
Instructional Materials:

- Handout: What Are Your Anger Buttons?
- Handout: Anger Buttons Fact Sheet
- Handout: My Anger Buttons: Response to Fact Sheet
- Handout: My Anger Buttons

Instructional Lesson:

1. Have students complete **Handout: What Are Your Anger Buttons**? Ask students to take a good look at the anger buttons they have identified. Are there common denominators? Can you think of ways to control your anger?

2. Distribute the **Handout: Anger Buttons: Response to Fact Sheet** and **Handouts: My Anger Buttons**. Have students complete the worksheets.

3. Ask for a volunteer to share their work. Ask the class if they have any strategies to add to the person’s list of how this can be changed. Continue in this manner until several students have shared their findings.

**CLOSURE:** “We must take responsibility for our feelings. We can do this by identifying our anger buttons, and practicing skills that help us to manage our anger.”

**USA Today Newspaper in Education Activity:**

Read two headlines from the **USA Today** newspaper that can lead to angry situations, e.g., war, abuse, lack of respect. List 3 reasons why each headline can provoke anger.

**Assessments:** Completion of handouts, class discussion, and participation. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Share handouts with parents and ask if they have anger buttons and how they deal with them.
WHAT ARE YOUR ANGER BUTTONS?

Part 1: An "anger button" is something that consistently makes us angry. Read the list of common anger buttons below. Place a checkmark next to those which have consistently caused you to be angry.

Common Anger Buttons:

- losing a game
- being late to an event
- finding that a movie or concert that you really wanted to go to is sold out
- missing a bus
- breaking something by mistake
- getting shoved while standing in line
- encountering a rude sales clerk
- doing a group project with a classmate who doesn't do his/her share of the work
- getting called names
- discovering that a classmate used your idea for a project
- a specific person

Part 2: Add your own examples of anger buttons -

Additional Anger Buttons

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

When you have finished your list, take a good look at what you have identified. Are there common denominators? Can you think of ways to control your anger?
ANGER BUTTONS FACT SHEET

An “anger button” is something that consistently makes us angry. Often there are certain situations or specific people that generate feelings in us that we do not fully understand, so we just feel angry. Most of us do not reflect on the things that make us angry, so their anger buttons get pushed time and again. Once we’ve identified an anger button, we can focus on how the situation can be changed. If we think a little harder, we might even identify why the particular anger button makes us so angry. Consider the following:

Example 1: A Situation is the Button
A common situational button for people is waiting in line. A sense of impatience and frustration can grow while waiting in long lines. You lash out at your companion, a nearby stranger, or an employee. Could your anger in this situation be avoided or controlled? Yes. The most important step is identifying more effectively “How can this situation be changed?” One thing you can try is calming self-talk, a proven frustration reducer. You could talk to yourself in the following way: “Okay. I’m stuck in this line and I really HATE lines”, I can get myself all worked up into a really bad mood or I can decide the wait is worth it. Can I come back at another time for this? No, I can’t. Well then, let’s see how long it actually takes. Seems like forever to me, but maybe it will only be 15 minutes. I’ll time it. I’ll try to remember it’s not the clerk’s fault, getting into it with her is not going to help me.” Believe it or not a few moments of reflection like this can make a big difference and people report feeling so much better that they do not misdirect their anger. Later, we might reflect on why waiting in line makes us so angry. Perhaps it makes us feel taken advantage of or perhaps we have other issues with waiting in line. Figuring out why is not always easy.

Example 2: A Person Is the Button
Sometimes specific people can also be anger buttons. Most of us know someone whose habits or way of speaking just annoys us. We might say that such a person “drives us crazy”. Often, we can’t put our finger on it, but we tend to feel frustrated or tense when we are around this person. We find it difficult to control our anger when we are with him/her. Like situational buttons, the first step in understanding our anger is to identify the button, in this example, the specific acquaintance. Then spend some time thinking about why this individual makes us angry. For example, perhaps you will discover you are both very competitive so that friendly games quickly become angry “win or die” matches. With this knowledge, you can improve the relationship and avoid being angry. In terms of how this can be changed, you might decide not to engage in activities that are potentially competitive with this person. Better yet, talking about it might help both of you learn to be aware of this competitiveness and thus control it better.

In summary, if we probe beneath the surface, we may realize it is our lack of identifying underlying buttons that are the real cause of our anger. Remember we have to take responsibility for our feelings. The best way to do this is to follow these three steps:

1. Identify your anger buttons;
2. Consider what changes can be made to prevent this anger; and
3. Explore why these situations or people are so often associated with anger for you.
My Anger Buttons:
Response to Fact Sheet

Name: ___________________________ Date: _____________ Period: _____

Use the Anger Buttons Fact Sheet to help you complete the assignment.

1. What is an anger button?

2. Why do our anger buttons keep getting pushed?

3. Why do we need to identify our anger buttons?

4. What are the three steps to managing anger?
   1.
   2.
   3.
My Anger Buttons

Name: ___________________________ Date: _____________ Period: _______

THINK OF THE ANGER BUTTON YOU MOST WANT TO WORK ON AND COMPLETE THE ACTIVITY BELOW.

1. **ANGER BUTTON:** Describe the situation or the person

2. **WHY I GET ANGRY:** What is it about this situation or person that causes me to react in anger?

3. **HOW THIS CAN BE CHANGED:** List several strategies you can use to manage this anger.
   
   A.
   
   B.
   
   C.
   
   D.
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

_Inquiry Question: How do people respond to anger?_

**Lesson Title:** My Personal Anger: Response Styles

**Description:** People respond to anger in different ways.

**USA Today Newspaper in Education Description:** The lesson will allow students to analyze responses to anger.

**Objectives:** The students will be able to:

- Recognize personal responses to anger
- Identify consequences of anger

**USA Today Newspaper in Education Objective:** Students will be able to:

- Analyze how they react to different situations.
- Identify situations that activate anger buttons.

**Student Development Framework Standards and Benchmarks:**

**Benchmark PS 2.1**
Demonstrate the use of effective problem-solving model.

**Benchmark PS 2.2**
Use a planned decision-making model.

**CBC Correlation:**
Language Arts
English I - I Reading

**FCAT Benchmarks:**

LA.A.1.4.2. Selects and uses strategies to understand words and text.
LA.A.2.4.2. Determines the author’s purpose and point of view and their effects on the text.
LA.A.2.4.7. Analyzes the validity and reliability of primary source information.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 50 minutes

Instructional Materials:

- Handout: When I Got Angry
- Handout: Four Common Inappropriate Responses to Anger
- Handout: Identifying Inappropriate Responses to Anger
- Handout: A Healthy Response to Anger
- Handout: Healthy Alternatives for Managing Anger

Instructional Lesson:

1. Ask students to think of the last time they became angry. Direct them to analyze that anger situation by completing Handout: When I Got Angry.

2. Divide the class into groups of three. Have each group select one person as a recorder/reporter.

3. Have students share their anger responses within their groups. Instruct the recorder to write down similarities and differences in their experiences.

4. Have the recorder share the similarities/differences with the class, writing them on the board for reference.

CLOSURE: “We can see from what you have reported that there are some common ways of expressing anger in our culture. Since anger is our perception and interpretation of a particular experience, we can choose how we react or respond. We will continue to explore appropriate and inappropriate responses to anger”.

1. Distribute Handout: Four Common Inappropriate Responses to Anger and discuss the following:
   a. Why are these responses to anger considered inappropriate?
   b. Why do you think they are considered unhealthy?

2. Divide the class into eight groups and assign each group a role-play from the Handout: Identifying Inappropriate Responses to Anger.

3. Given time to practice, allow each group to act out their assigned inappropriate response style. Have the class identify which style they are demonstrating.

4. Emphasize that a healthy response to anger does not cause harm and can be channeled in productive ways to more immediately attend to one’s emotional and
physical stressors. Distribute Handout: A Healthy Response to Anger for discussion and study.

CLOSURE: “We all have our own style of dealing with anger. Some of these styles are healthy and appropriate and others are unhealthy and inappropriate. We can all learn better ways to deal with our anger, but first we must have a clear understanding of how we respond to our own anger”.

USA Today Newspaper in Education Activity:

Read two headlines from the USA Today newspaper that can lead to angry situations, e.g., war, abuse, lack of respect. List 3 reasons why each headline can provoke anger.

Assessments: Class participation, group participation, and role-play presentation. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Complete Handout: Healthy Alternatives for Managing Anger.
WHEN I GOT ANGRY

Name: ___________________________ Date: _____________ Period: _______

Analyze a time when you became angry by responding to the following questions:

When did it happen? (Date, time, day of week).

Where was I when I got angry?

Was anyone with me or near me? Who?

Exactly what was I doing when I became angry? Be specific.

What was my reaction to my anger?

What happened to cause my anger?

What was the reaction of the people around me to my display of anger?

Which one of my buttons was pushed?

What did I do or say as a result of feeling angry?
FOUR COMMON INAPPROPRIATE RESPONSES TO ANGER

Here is a review of the four most common ways that people inappropriately handle their anger as outlined by Dr. Gatins:

AGGRESSIVE:
Aggressive responses are abusive in nature. Trying to cope with anger in aggressive ways can violate the rights of others. People talk about others behind their backs in ways intended to hurt them. Directing verbal or physical assaults, pointing fingers in people's faces, attacking their character, insulting them or calling them names are a few examples. However, aggression can take the form of the silent treatment or cold hard glares or of lashing out at your own environment by throwing things or breaking things.

PASSIVE:
Passive response does not directly deal with solving the situation around the anger. Talking about anger may be calming, but avoiding the issue or the person involved may contribute to escalating frustrations, while not resolving the problem. Some people withdraw and become depressed. Some use drugs and alcohol to minimize their pain. Still others may hurt or even cut themselves. The physical pain distracts them from the emotional pain. In the most extreme case, suicide may be the result of anger turned inward or of someone's not dealing well with his or her emotions.

DISPLACEMENT:
Displacement means to take your anger out on someone (or something) other than what is really making you angry. Sometimes people do not recognize what is making them angry. Psychologists would say they are not ready to face the truth. They are afraid in some way to acknowledge their anger, so they have this angry feelings floating around and just take them out on whoever is around. On the other hand, some people know they are angry at a particular person, but may feel they cannot confront that person, so they take their anger out on a less threatening target. Whether or not you are consciously aware of what is making you angry, displacement simply means you direct your anger where it does not belong.

DENIAL:
People who deny their anger may do it in several ways. The first is to really believe they are not angry. Psychologists might say that recognizing their anger is extremely scary for them, so they deny it. The second form of denial is more subtle. This is when people know that they could be angry but pretend not to be. They fool themselves and others by stating that anger is "not worth it" "unproductive," or "beneath" them. They pretend to be too "mature" for anger. All of these strategies allow them to avoid confronting the reality of their anger.
IDENTIFYING INAPPROPRIATE RESPONSES TO ANGER

Name: ___________________________ Date: _____________ Period: _______

Listed below are several unhealthy ways of handling anger. Consider each situation and then write on the line below it which category or categories it belongs to: AGGRESSIVE PASSIVE DISPLACEMENT, or DENIAL.

Jake is furious at his mom for not keeping a promise. He says nothing to her but walks the dog outside and kicks the dog. ________________________________

A friend makes Juan angry by making jokes all day about the play he missed on the Juan knows he is angry, but smiles and says nothing. ________________________________

Jane's best friend decides at the last minute to go to the senior prom with someone else. Jane says. "Sure, I understand... No. no, it's not a problem; I hope you have a great time." Jane then convinces herself that it is their last prom and everyone is entitled to go with whomever he or she chooses. ________________________________

Timmy grabs Susie's doll. Susie grabs it back and hits him over the head with it. ________________________________

Ling hates swimming lessons. She never mentions this to her parents or coach. She simply shows up later and later for her lessons. ________________________________

Rosa has had it with Frank's mean comments. She tells him, "You are an idiot! You're ugly and boring, and I can't stand to be around you anymore". ________________________________

Everyone watches as Michael's dad reprimands him in front of his friends, His dad seems out of line, Michael shrugs and rolls his eyes when his dad leaves. One of his friends says, "Hey aren't you angry with your dad" Michael says "No it's not worth it." ________________________________
A HEALTHY RESPONSE TO ANGER

The key to managing your anger is to recognize when and why you are angry and then express your feelings in ways that make matters better, not worse. Keep the following tips in mind when you are angry:

1. Admit that you feel angry. You have a right to your feelings. (You may verbalize calmly to the other person that you feel angry and are willing to talk about it once you are "cooled" down).

2. Let yourself or the situation cool down by using anger management stress reduction techniques (Examples: self-talk, visualization, exercise). Then find the earliest opportunity to speak privately with the person whose behavior has made you angry.

3. Think the situation through calmly, and identify what's making you angry.

4. Ask yourself if the situation is worth getting angry or upset over.

5. Express your feelings in an honest and forthright way, and be prepared to respond to criticism calmly. (Use "I" statements to express how you feel... I feel angry when you talk behind my back and I would appreciate it if you talk to me first).

6. Give the other person a chance to explain. Show that you are interested in what the other person has to say by listening attentively, without showing signs of hostility.

7. Make clear to the person what you are asking him or her to do to remedy the situation.

8. Heather's teacher embarrassed her in class today. Heather meets her friend at her locker and yells at her for not getting her books fast enough. ____________________
NOTE: Sometimes it is helpful for someone in authority to be present when you confront the person. You may want to ask a parent or another adult to be there with you.

HEALTHY ALTERNATIVES FOR MANAGING ANGER

- **Let it out**
  Talk to a friend, parent, teacher, peer mediator, relative, counselor, minister, sibling, etc. Don't keep your feelings inside ready to boil over.

- **Exercise.**
  Regular exercise is a terrific way to help us cope with many emotions. However, it can also be helpful to respond to immediate anger by doing something physical. Go for a walk or a run. Lift weights. Play basketball. Go for a swim. Sometimes we need to take the edge off in order to start rationally processing our anger.

- **Scream.**
  Some people find a remote location and scream at the top of their lungs- Others will scream into a pillow when they can't get quite far enough away from others.

- **Do something physical.**
  Hit a punching bag. Get a dry towel and wring it. Hit your bed with a pillow. Do some gardening.

- **Write.**
  It is often helpful to write a letter to the person you are angry with. You don't have to mail it, and most often you should NOT mail it, but it helps to get your feelings out so you can identify what is making you most angry. Or you can just write diary style, or poetry. This helps when you cannot identify a person or situation and just need help figuring out what is bothering you.

- **Change a situation that consistently makes you angry.**
  If your boss keeps making fun of you because you are a high school dropout, make an appointment to speak to him/her about the effect this is having on you. Or, earn a diploma or find a new Job.

- **Respond to the situation and not to the tone or manner in which someone is treating you.**
  Try to look past others' angry outbursts and gestures. Deal with the problems. Later, let the person know that there was no need to yell, be sarcastic, etc.

- **Give yourself TIME and SPACE.**
  Remove yourself from a situation if you are too angry to be rational. Walk away and say you will be back when you can be calm. (The same goes for someone who is inappropriately expressing anger toward you. You can always walk away.)
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: What is bullying?

Lesson Title: Bullying: Power Struggles

Description: This lesson will focus on bullying behaviors.

USA Today Newspaper in Education Description: Understand bullying behaviors.

Objectives: The students will be able to:

- Create an anger management vocabulary list
- Apply the definitions to situations in the students' lives

USA Today in Education Objective: Students will be able to:

- Understand the different behaviors that lead toward bullying situations.

Student Development Framework Standards and Benchmarks:

Benchmark PS 1.1
Demonstrate the use of effective problem-solving model.

Benchmark PS 2.3
Describe problems in everyday life.

CBC Correlation:
Language Arts
English I- I Reading

FCAT Benchmarks:

LA.B.1.4.2. Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation.
LA.B.2.4.1. Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content.
LA.C.1.4.3. Uses effective strategies for informal and formal discussions.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.
Instructional Time: Approximately 50 minutes

Instructional Materials:

- Paper
- Pencil/Pen
- Handout: FCAT Extended Response
- Handout: FCAT Scoring Rubric

Instructional Lesson:

1. Bullying has gone from being an adolescent rite of passage to being the cause of tragic events. Young people in industrialized countries such as Japan and the United States have reacted to it as a cause for attempted and successful suicides. Recent shooters have claimed bullying as the accumulated cause of their rage.

2. Moderate a class discussion to develop a definition of bullying, anger, conflict, fear, power, and struggle.

3. Divide the class into groups and have them develop a consensus in answering the following questions:
   - Do you consider bullying a serious problem? Why or why not?
   - What purpose does bullying serve?
   - How does the bully feel?
   - What causes bullying behavior?
   - How does the person being bullied feel? Why?
   - Why would someone allow himself or herself to be bullied?
   - How does one neutralize a bully?
   - How can people feel empowered?
   - What part does anger play in bullying?
   - Does anger always create negative results? Why or why not?
   - What part does fear play in bullying?
   - How does bullying relate to power struggles?

4. Moderate a class discussion to develop consensus on the above questions.

5. Assign a “journal entry” for individual students to explain their feelings about bullying and what they would do in such a situation.

6. Role-play situations that are being discussed in the class.

7. Have students share examples of bullying behavior that they have witnessed.

CLOSURE: “Bullying is about power and control. A bully is someone who needs to feel stronger than the other person or more popular to feel good about him or herself. A secure and strong person does not need to bully and hurt anyone.
In the words of author R.D. Laing, ‘It is the weak who are cruel, gentleness can only be expected from the strong’. Our analysis of your personal experiences with bullying is meant to empower you to handle these behaviors in the proper perspective. Remember; DO NOT give a bully permission to victimize you”.

**USA Today Newspaper in Education Activity:**

*Read at least three articles in today’s *USA Today* Newspaper. Based on your reading, what situations in the world or our community can lead to bullying.*

*Create a list of those and describe how it can relate to your life in school.*

**Assessments:** Class participation, journal entry, *Handout: FCAT Extended Response* and *Handout: FCAT Scoring Rubric*.

**Follow-up Activities/Home Learning/Parent:** Answer the inquiry question.
Name: ___________________________ Date: _____________ Period: _______

From a personal perspective, support or refute R.D. Laing’s quote, "It is the weak that are cruel, gentleness can only be expected from the strong,"

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Read
Think
Explain
FCAT Scoring Rubric

Scoring the "Read, Think, and Explain" Questions

Answers to short and extended response questions are scored with a two-point or four-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of score point responses are provided with each rubric.

Four Point Scoring Rubric

(For Extended-Response "Read, Think, and Explain" Questions)

4 Points  The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

3 Points  The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete and not clearly text-based.

2 Points  The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.

1 Point  The response indicates that the student has a very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws and may not address the requirements of the task.

0 Points  The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: How can anger destroy my relationships?

Lesson Title: Anger and Personal Relationships

Description: Anger can damage and destroy personal relationships.

USA Today Newspaper in Education Description: Understand how anger can lead to negative relationships.

Objective: The students will be able to:

- Identify and analyze the affects that anger can have on personal relationships.

USA Today Newspaper in Education Objective: Students will be able to:

- Research negative relationships in the USA Today Newspaper.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

Benchmark PS 2.2
Use a planned decision-making model.

CBC Correlation:
Language Arts
English I - I Reading

FCAT Benchmarks:

LA.A.2.4.7 Analyzes the validity and reliability of primary source information.
LA.D.2.4.2 Understands the subtleties of literary devices and techniques.
LA.E.2.4.4 Understands the use of images and sounds to elicit the reader’s emotions in both fiction and nonfiction.
LA.E.2.4.5 Analyzes the relationships among author’s style, literary form, and intended impact on the reader.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 50 minutes

**Instructional Materials:**

- Handout: My Most Important Relationships
- Handout: Quotations
- Dictionaries

**Instructional Lesson:**

1. Discuss:
   - People need other people
   - We want to be positively involved in each other’s lives, and we want to have good experiences as we interact with each other.

2. Brainstorm the different kinds of relationships that people have with each other. Tell students to name as many different relationships as they can. Tell them not to use names, but identify the roles in the relationship.
   - Examples: mother and child, best friends, boy/girlfriends, teacher and student, coach and athlete, boss and worker, etc.

3. Ask students call out the different kinds of relationships, and list them on the board for discussion. What do most people seek to gain from such a relationship? What responsibility does each person have for making the relationship work?

4. Have students examine the four most important relationships in their lives and how anger may be having a negative effect on those relationships. Distribute **Handout: My Most Important Relationships**. Instruct students to list four people who are most important to them by role, not name. Lead them, step by step, to complete the form.

5. When all students have completed the form, ask 2 or 3 volunteers to share. Solicit what feelings, other than anger, were experienced. Ask them what style of anger they exhibited and if that style was healthy or unhealthy. If unhealthy, what would have been a healthy response to anger in this situation? Get suggestions from the class. If serious damage was done, what can be done to begin repairing the relationship?

6. Divide class into groups of 4 to 6. Distribute **Handout: Quotations**. Assign one of the quotations to each group and give them 10 minutes to answer questions about their quotation. Have dictionaries available. Each group will read their quotation and share their answers with the class.

**CLOSURE:** “Anger is a secondary emotion that covers up the real feelings that are roots of anger such as: fear, hurt, sadness, disappointment, frustration. Anger signals a need to address some type of change. When anger is not recognized it can damage relationships and
cause increased emotional stress. As we continue to explore anger, we will begin to learn additional and more effective ways of resolving our personal anger”.

**USA Today Newspaper in Education Activity:**

*Have students look through all sections of the USA Today Newspaper, especially the LIFE section. Have them look for articles that refer to negative relationships in the arts, entertainment and or community. Give at least five examples of what you have learned from the articles.*

**Assessments:** Completion of Handout: My Most Important Relationships

**Follow-up Activities/Home Learning/Parent:** Answer the inquiry question.
MY MOST IMPORTANT RELATIONSHIPS

Name: ___________________________ Date: _____________ Period: _______

<table>
<thead>
<tr>
<th>RELATIONSHIP</th>
<th>WHY IMPORTANT TO ME</th>
<th>HOW I USUALLY FEEL AROUND THIS PERSON</th>
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Think of a time when you became angry with one of these people. Based upon experience, answer the following questions. Be honest!

What caused you to get angry?

When you became angry, what did you do?

Be specific. How did the person react to your anger?

Is this the reaction you needed or wanted?

What anger response did you use?

Was this a healthy or unhealthy response? Explain

Did your anger cause a change in your relationship with that person?

What is different now?
QUOTATIONS
Copy and cut into sections.

Name: ___________________________ Date: _____________ Period: _______

QUOTATION
"He drew a circle that shut me out
Heretic, rebel, a thing to flout
But love and I had the wit to win.
We drew a circle that took him in."

Edwin Markham

What does the author mean in the line: "Love and I had the wit to win."?
The first two lines describe a different behavior/perspective than the last two. Describe the difference.

How do the actions in the first line compare with the actions in the last line?

What does "flout" mean?

QUOTATION
"I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe;
I hid my wrath, my wrath did grow."

William Blake

What does "wrath" mean?

Explain: “I told my wrath, my wrath did end."

Why did the poet tell his wrath to his friend/toe, but hide his wrath from his enemy?
QUOTATION

"Hell hath no fury like a woman scorned."
Shakespeare - Taming of the Shrew

What does fury mean? Does one have control when feeling fury? What does "scorned" mean?

Have you ever been scorned? How did it feel?

Why do you think being scorned can lead to fury?

Do men react to scorn with fury?

________________________________________________________

QUOTATION

"Field Mouse lay still, when Sparrow hawk sails."
Anonymous

Why does the Field Mouse lay still when the hawk flies?

Why might a person get still and quiet when someone close to them becomes loudly angry?

Why might it be difficult to be around a habitually angry person?

What impact does unresolved anger have upon relationships?

________________________________________________________

QUOTATION

"Anger blows out the lamp of the mind."
Robert Green Ingersoll

What does the author mean by this quote?

Give one example and explain a time when you regretted losing your temper in anger.
QUOTATION

"Beware the fury of a patient man."

John Dryden

What did John Dryden mean by these words?

Do you agree? Why or why not?

QUOTATION

"An angry man opens his mouth and shuts his eyes."

Cato

What is Cato referring to with these words?

Do you know anyone like this?

Are you comfortable around such a person? Why or why not?

QUOTATION

"Anger is a momentary madness, so control your passion or it will control you."

Horace

"Anger is a momentary madness", refers to what aspect of anger?

Would you want to be in a close relationship with a person who does not control his/her own anger? Why or why not?
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: So I got angry. How can I cool down?

Lesson Title: Cooling Yourself Down

Description: Anger is one of the most primitive human emotions. To function intelligently and productively, human beings must access the part of the brain which allows them to think and reason.

USA Today Newspaper in Education Activity Description: Learn how to control your emotions.

Objectives: The students will be able to:

➢ Develop strategies to diffuse anger.

USA Today Newspaper in Education Objectives: Students will be able to:

➢ Learn strategies for controlling negative emotions like anger.
➢ Understand the consequences of negative emotions.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

CBC Correlation:
Language Arts
English I - I Reading

FCAT Benchmarks:

LA.B.1.4.2. Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation.
LA.B.2.4.1. Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content.
LA.C.1.4.1. Selects and uses appropriate listening strategies according to the intended purpose.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.
**Instructional Time:** Approximately 50 minutes

**Instructional Materials:**

- Handout: Muscle Relaxation
- Handout: Imagery
- Handout: Cooling Yourself Down
- Handout: Scoring Rubric

**Instructional Lesson:**

1. Divide the students into groups of three or five members.

2. List methods students can use to cool down when angry, for example: taking a walk, taking time out, counting to 10, and positive self-talk.
   - Have students share how these methods have helped them cool down in specific situations.
   - Discuss why it is important to cool down.

3. Allow students to select a group member to present a synopsis of the group discussion to the class.

4. Develop a master list of methods generated by the groups. Illustrate and display in the classroom for daily reference.

5. Direct students to develop a role-play situation illustrating the “cool down” methods they have shared in class.

6. Allow students to evaluate each example through open discussion.

7. Assign a “journal entry” for students to determine the “cool down” methods that may work best for them in different situations and why.

8. Have students share their favorite “cool down” methods.

9. Explain to students that forms of relaxation can be additional methods of “cooling down”.

10. Direct students in a simple technique for relaxing by reading **Handout: Muscle Relaxation**.

11. Distribute copies of **Handout: Muscle Relaxation** upon completion of this technique for students’ reference guide.

12. Read aloud and have students participate in **Handout: Imagery**, a relaxation exercise.

**CLOSURE:** “Thinking patterns actually cause us to feel angry and negative. Therefore, when we confront our anger and reflect upon this powerful emotion in a more positive, constructive, and realistic way, we experience greater self control and happiness”.

Miami-Dade County Public Schools

Division of Student Services
Transition Programs
USA Today Newspaper in Education Activity:

Have students look through all sections of the USA Today Newspaper, and find articles that refer to a negative relationship(s). Review the consequences of negative behaviors, such as anger. List three ways to cool down after a heated situation.

Assessments: Class participation, role-play presentation, journal entries, peer group assessment within the group, “One Sentence Summary” in their journal answering: How can they improve their work together for the next project, Handout: Cooling Yourself Down and Handout: Scoring Rubric. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Have students share the techniques learned with their family members.
MUSCLE RELAXATION EXERCISE

Muscles and even the heart become tense when we are angry. Therefore, it is important to practice techniques of muscle relaxation. The following simple technique will help in the relaxation process:

1. Sit in a comfortable position. Close your eyes. Tighten and clench your fists until you can feel the tension. Now relax your fists, feel and notice the freedom from tension when you relax. Repeat this process and notice the tension and the release each time.

2. Next, tense your biceps and feel the tightness. Straighten out and relax your arms and feel the release each time. Repeat.

3. Now, stretch and tighten your right leg until you feel the tension, feel and notice the freedom from tension when you relax. Repeat this process and notice the tension and the release each time.

4. Now, stretch and tighten your left leg until you feel the tension and notice the freedom from tension when you relax. Repeat this process and notice the tension and the release each time.

5. Now, stretch and tighten your right foot until you feel the tension, feel and notice the freedom from tension when you relax. Repeat this process and notice the tension and the release each time.

6. Now, tighten your eyes and squeeze until you feel the tension, feel and notice the freedom from tension when you relax. Repeat this process and notice the tension and the release each time.

7. Now, relax your entire body. Go limp and feel the weight of your arms and legs. Breathe in through your nose with your mouth closed and hold your breath for five seconds. Slowly, exhale until all the air is released. Repeat this process several times and notice the freedom from tension after each interval between breathing and exhaling.
IMAGERY

The technique of imagery helps to take us away mentally to the relaxing and soothing places that we picture. Breathing exercises assist in preparing for complete relaxation.

1. Imagine that you are resting on a white, sandy beach. The breeze is gently blowing as the waves roll in and slowly back into the water. You hear the rhythmic sounds of the surf and you feel the warmth of the sun envelop you in this peaceful surrounding. All is quiet except for the sounds of nature: the water, the breeze, and the cooing of the seagulls as they glide through the blue sky.

2. Inhale slowly and deeply as you keep this vision in your mind. Release each breath slowly, with ease and continue to feel the warmth of the sun and the sand as you inhale and exhale slowly. Repeat and think positive thoughts at this time ... "I feel good…I like myself…. I'm happy…"
Cooling Yourself Down

Name: ___________________________ Date: ______________ Period: _______

**FCAT WRITING**

You get home from school to find your favorite slacks ruined. They are covered with some dark substance. Your sister never asked you if she could wear them. She is very apologetic about the incident. Although you can tell that she is really sorry, you are furious about the event. What can you do to cool down so you can resolve this situation in the most productive way possible for both of you?

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**Read**

**Think**

**Explain**

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FCAT Scoring Rubric

Scoring the "Read, Think, and Explain" Questions

Answers to short and extended response questions are scored with a two-point or four-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of score point responses are provided with each rubric.

Four Point Scoring Rubric

(For Extended-Response "Read, Think, and Explain" Questions)

4 Points  The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

3 Points  The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete and are not clearly text-based.

2 Points  The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.

1 Point  The response indicates that the student has a very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws and may not address the requirements of the task.

0 Points  The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: How can I help someone cool down?

Lesson Title: Cooling Someone Down

Description: This lesson helps students develop strategies to build emotional relationships with one another.

USA Today Newspaper in Education Description: Learn how to avoid negative behaviors and situations.

Objectives: The students will be able to:

➢ Develop strategies to cool down other people’s anger

USA Today Newspaper in Education Objectives: Students will be able to:

➢ Learn their emotions and how to avoid situations that could lead to anger.
➢ Develop strategies related to cooling down once anger erupts.

Student Development Framework Standards and Benchmarks:

Benchmark PS 3.1
Describes characteristics that make one special and unique.

Benchmark PS 4.1
Develop effective personal communication skills.

CBC Correlation:
Language Arts
English I - I Reading

FCAT Benchmarks:

LA.A.1.4.4. Applies a variety of response strategies, including rereading, note taking, summarizing.
LA.B.1.4.2. Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation.
LA.B.2.4.1. Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content.
LA.C.1.4.3. Uses effective strategies for informal and formal discussions.
LA.E.2.4.6. Recognizes and explains those elements in texts that prompt a personal response.
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 50 minutes

Instructional Materials:

- Handout: Cooling Others Down
- Handout: “Perpetrator Without a Profile: The Lake Worth School Shooting”
- Handout: Read, Think, Explain
- Handout: FCAT Short Answer
- Handout: Scoring Rubric

Instructional Lesson:

Part One

1. Have students brainstorm ways in which they have diffused someone’s anger in the past. Write the methods contributed by students on the board.

2. Distribute Handout: Cooling Others Down. Explain and discuss its contents. Do a sample role-play situation with the class.

3. Divide students into groups of three or five. Students should:
   - Select one of the situations in the handout, or create their own, to illustrate the skills they have learned.
   - Prepare and present the chosen role-play.
   - Discuss and evaluate each.

4. Assign a “journal entry” for students to record the use if this method where applicable in their private lives during the year. (There is space on the worksheet for this purpose.)

Closure: “Humans are social animals. We need each other’s support in time of crisis. Developing strategies to help others cool down in times of conflict may help to diffuse an otherwise explosive situation”.

Part Two

1. Have students read the story, Handout: “Perpetrator Without A Profile: The Lake Worth School Shooting” an account of the Nathaniel Brazill story. This infamous case is about a young boy who killed his teacher on the last day of school. Have students analyze this case based on all that they have learned about anger. After reading, have them think about the following questions:
   - What was his level of anger?
   - What anger management plan did he have?
   - What support was in place at the time of crisis?
   - What could have been done to prevent this irreversible event from happening?
2. Have students answer **Handout: Read, Think, and Explain** after they have read this account of Brazill’s story.

3. Have students read and discuss in class their answers from **Handout: Read, Think, and Explain**.

**USA Today Newspaper in Education Activity:**

*With a partner, find two articles in today’s USA Today Newspaper’s LIFE section that discuss strategies for self-improvement e.g., Yoga, Meditation, etc. Discuss how each of these strategies can assist in diffusing anger.*

**Assessments:** Class participation, role-play presentation, journal entry, peer assessment within the group and critical reading skills. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Apply **Cooling Others Down** techniques with your friends at lunch or at home and report the results to the class. Was it useful?
"COOLING OTHERS DOWN"

**Things to do to diffuse another person's anger:**

- **Reflect** back their behavior. ("I can see you are very upset--.")
- **Listen actively** by maintaining eye contact, clarifying, and showing interest.
- **Validate** the person's feelings. ("That's a very upsetting experience...")
- **Empathize** and let the other person know that you understand how uncomfortable they are feeling. ("I would be really upset if that happened to me...")
- **Problem solve** by identifying the problem and developing along with the person a plan of action to address the problem in positive, creative, and realistic ways.

The process described above should help the person vent emotions and feel understood in a non-threatening environment.

**Role-Play Situations:**

You may use any of these examples, or create your own situation to role-play.

- Your best friend's brother borrowed his car and returned it without gas. You and he are now late for work. Help your friend deal with his anger.
- Your circle of friends goes to a party together. One of your friends accuses you of flirting with (his) her (girl) boyfriend in front of all your friends and tells you to back off. This friend is very upset. Help the person calm down.
- A teacher blames your friend for something he/she did not do. The person will have to serve a detention for the behavior. Cool the person down.

**Journal Entry**

Share your real life experiences in using the skills you learned.
"Perpetrator Without A Profile: The Lake Worth School Shooting"

by Hetal Gandhi, For “CRISIS” Publication of September/October 2000

He was not your average 13-year-old. He was an A and B honor-roll student and mentor. He had no criminal record, and no history of problems at home or at school. But all of that changed on May 26 when seventh-grader Nathaniel Brazil shot and killed one of his favorite instructors. English teacher, Barry Grunow, 35, at Lake Worth Middle School in Lake Worth, Fla.

Grunow, a husband and father of two, was a favorite among his students, and he had a close relationship with Nate Brazil. Grunow had even nominated Nate for a mentor award.

The tragedy didn't have the formula of other school shootings that have plagued the country in recent years. How and why would this 13-year-old boy kill a teacher whom he loved? Speculation was rampant: he has bad parents; he was an outcast at school; everyone ignored the signs of trouble; he was influenced by violent media.

None of it appeared to apply in this case.

Nathaniel Brazil is the son of Nathaniel Brazil Sr., 42, a postal worker, and Polly Ann Powell, 35, a cook at a local retirement home. They grew up together in the tightly knit community of Lake Worth on Florida's southeast coast, which is predominantly African-American. It is a community in the true sense of the word, Powell says. Nate's grandmother and aunts and uncles still live in the neighborhood where Nate was born and being raised.

Polly Powell gave birth to Nate on September 22, 1986. She never married Brazil! Sr., but she says they have always been close friends. Nate was being raised by his mother- He often visited his father, who moved to Daytona Beach about five years ago. Brazil! Sr. says he had complete confidence that Polly was doing an excellent job raising their son. Meanwhile, he played an active role in his son's life by sending a $50 check every week to help with the expenses and visiting Nate as often as possible.

Powell has been married twice. She says that she had the strength to leave her first, abusive marriage because of her love for her son. She shares a daughter with her current husband, whom she married last year.

Nate was being raised to be well mannered. According to his parents, he is very intelligent. His favorite subject is math. After Polly Powell's struggle with breast cancer, she bought Nate a computer to show her appreciation for all his help. He isn't big watching television, like most kids his age. But when he does, his favorite channels are A&E and Discovery.

Nate was outgoing in school. Sometimes he was a prankster, who made friends laugh, but he never got into trouble- He was also intelligent and well mannered, a reason that many kids teased him. He rarely mixed his school and home life. In fact, many of his friends thought he was a rich prep kid, not one of their neighbors.

At home he was simply the pride and joy of Polly Powell's life- Seeing Nate succeed in school often tell his mother about his daily activities. It wasn't one of those relationships where he came home and locked himself in his room.
On Friday, May 26th, however, Nate Brazill's life took a tragic turn.

It was the last day of school. At lunch he and others reflected on the school year and whom they would miss. Nate mentioned English teacher Barry Grunow. Later, a free-for-all water-balloon fight broke out in a hallway, involving dozens of students, including Nate. As they heard guidance counselor Kevin Hinds approaching, the kids fled. But Nate and a female student were caught and taken to the principal's office. Polly Powell was contacted at work and was asked whether she wanted to pick up her son or if he could walk home. She said he could walk home.

Nate left school. He stopped by to see his Aunt Liz at work, but she wasn't there. Nate said that he wanted her to return to school with him and talk to the assistant principal about the incident. He wanted to return to classes so he could say his year-end goodbyes to classmates. Unable to find his aunt, he said he became frustrated and angry.

He went home and pulled out a .25-caliber Raven semiautomatic pistol that he stole from his surrogate grandfather, Elmore McCray, 75. Both Powell and McCray said they were unaware that Nate had the gun. Nate later admitted that he showed it off to one of his friends two days before the shooting.

Around 3:20 p.m., Nate returned to the school, entering through a back door. He walked to Barry Grunow's class and asked to speak to two friends. Grunow denied him permission because he did not have a hall pass. Then Nate pulled out the gun and pleaded with Mr. Grunow. According to student witnesses, Grunow's last words were, "Stop pointing that gun at me, Nate."

Nate fired a single shot that hit Grunow in the head. Nate shouted "Oh s---!" and fled waving his gun at his math teacher, John James. Nate yelled. "Don't bother me, Mr. James!" A school surveillance camera captured the entire incident. Nate fled by jumping a fence and cutting across a private yard. He spotted a police car, which was driven by Officer Michael Mahoney, a family friend. He dropped to his knees and surrendered, saying, "I shot somebody."

Meanwhile, Polly Powell heard about the shooting from news reports but had no idea her son was involved. When she returned home from work and her son wasn't there, she became concerned. Around 4 p.m., one of Polly's sisters called and advised Powell to go to the Lake Worth Police Department because Nate had been arrested.

Before she arrived at the police department, Nate had already been questioned.
Events of Friday, May 26, 2000, at Lake Worth Middle School, Lake Worth, FL

8:30 am - Nathaniel Brazill catches the bus to school.

9:15 am - Brazill goes to his first class, English, with teacher Barry Grunow.

10:50-11:20 am - Brazill goes to lunch and then returns to class.

Noon - First period class end and Brazill proceeds to his second period band class.

1:30 pm - Second period class ends. A water-balloon fight breaks out among numerous students, but only Brazill and a female student are caught by guidance counselor Kevin Hinds. They are sent home.

2:00-3:20 pm - As Brazill and the girl are caught in the water balloon incident they leave school, Nate tells her that he is coming back to shoot counselor Hinds. On his way home, Brazill stops at his Aunt Liz's work and home, hoping that she will go back to school with him and talk to the principal about letting him return to the school for the rest of the day; but his aunt is out of town. At home Brazil! gets a .25-caliber Raven semiautomatic pistol and returns to school on his bike. He enters the school through a back door and heads to Barry Grunow's classroom.

3:25 pm - Grunow goes into the hall to talk with Brazill, who asks if he can talk to two female classmates. After seeing that Brazill has no hall pass, Grunow refuses to let him see the two students. Brazill then pulls out the gun, and fires a single shot, hitting Grunow in the head and killing him.

3:26 pm - Hearing the shot, teacher John James steps into the hall. Brazill runs past him waving the gun. Brazill exits the building through teacher Theresa Brunetti's classroom.

3:28 pm - Brazill flees the school on foot. A quarter mile from the school he approaches a police car and surrenders.

During the interrogation, Nate asked one of the officers what happened to Barry Grunow when told the teacher was dead. Nate buried his head in his lap and began to cry. He told police that he never intended to shoot Grunow.

The girl who was suspended along with Nate told police that when he left school that day, he said he was coming back to shoot Mr. Hinds, the man who suspended him. She said
that he was just joking, and she didn't take him seriously. Nate later said he did not intend to shoot anyone. "It was an accident," he told me in an exclusive interview in jail.

By the time Nate's mother finally saw her son that evening, the Palm Beach County State Attorney's Office already was seriously considering trying Brazil! as an adult. If convicted of the murder, Nate could be sentenced to a maximum of life without parole.

It was a rush to judgment, says Bishop Harold Calvin Ray, senior pastor at Redemptive Life Fellowship in West Palm Beach- Ray says the Nathaniel Brazill case exemplifies the problems with Florida's criminal justice system, which offers no middle ground between the leniency of the juvenile system and harshness of the adult system. Ray says most of Brazill's supporters are not against trying kids as adults, but they are against applying the same rule to every case without considering any evidence or circumstances.

Bishop Ray describes Nate as a "perpetrator without profile": "We certainly have an instance here that bears some deeper investigation into the psyche of not only the child but the psyche of the society that has created the environment in which a child has the momentary lapse to go from being the designated mentor leader for the next year's class to being one that comes back to the campus holding a gun."

The Rev. Thomas Masters, of nearby Riviera Beach, is leading the effort for new legislation, along with the Rev. Jesse Jackson and Amnesty International. They have criticized the State Attorney's Office for not considering any evidence before deciding to try Nate as an adult They note the problems that are more prominent within the adult prison, including sexual and physical abuse. Amnesty International has also expressed concern over inhumanity of trying a child as an adult, adding that it doesn't help to lower crime levels that are more likely to point juveniles toward a life of crime rather than rehabilitate them.

A study cited in the center on Juvenile and Criminal Justice, a national nonprofit organization promoting prison alternatives, says black juveniles are more than twice as likely as whites to be charged as adults- According to the 1997-1998 figures from the Department of Juvenile and the Office of Juvenile Justice and Delinquency Prevention, Florida is the most aggressive state in trying juveniles as adults, with 70 percent of juveniles tried as adults in non-violent crimes, compared with 60 percent nationally arid 67-5 percent in Palm Beach County.

Nevertheless, Brazill's parents say they do not want to play the race card. They want to use Nate's case as an example of what is wrong with the system.

Mike Edmondson, a spokesman for Palm Beach County State Attorney Barry Krischer, said Krischer's guidelines for prosecuting juveniles as adults include drug dealing, residential burglary, three prior felonies and violent crimes. Edmondson has says that Krischer has used those guidelines since Florida's Juvenile Justice Reform Act of 1994 gave local prosecutors discretion to file adult charges against teens.

Nate's parents say they are trying to stay strong and support their son. "We're just trying to do what we we're suppose to do as his parents," Powell says.
Brazill Sr. says he doesn't talk to his son about the case, but rather spends his time encouraging him to stay strong: "We just talk to him about keeping his head up strong and keeping his head on straight. We're going to deal with this. We know that God's in control of this situation because we have a strong faith in God and what God can do."
"Perpetrator Without A Profile: The Lake Worth School Shooting"
by Hetal Gandhi

1. What does the title "Perpetrator Without a Profile" have to do with the story?
   a. The reader has no information about Nate Brazill.
   b. The reader has no information about Barry Grunow.
   c. Nathaniel Brazill does not fit the description of other school shooters.
   d. Nathaniel Brazill did not have a police record.

2. What is the author’s purpose in writing this story?
   a. To inform people about the event.
   b. To question if Brazill should be tried as an adult.
   c. To plead for Nathaniel's innocence.
   d. To establish Nathaniel's guilt.

3. Nate was angry because:
   a. Mr. Grunow would not allow him to speak to his friends.
   b. Mr. Hinds had caught him in a balloon fight and sent him home.
   c. He wanted to say goodbye to his friends.
   d. His aunt was not at work.

4. Nathaniel Brazill said that he shot Mr. Grunow by accident. Use the events listed in this article and attempt to prove or disprove his claim.

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5. Several people could have helped Nathaniel "cool down" on May 26, 2000. Using the information in the article, explain in detail how any one of the people who saw him that day might have diffused his anger?

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FCAT Scoring Rubric

Scoring the "Read, Think, and Explain" Questions

Answers to short and extended response questions are scored with a two-point or four-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of score point responses are provided with each rubric.

Four Point Scoring Rubric

(For Extended-Response "Read, Think, and Explain" Questions)

4 Points  The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

3 Points  The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete and are not clearly text-based.

2 Points  The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.

1 Point  The response indicates that the student has a very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws and may not address the requirements of the task.

0 Points  The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: Why is it that what makes me angry does not make others angry?

Lesson Title: Clarifying Perceptions

Description: Perceptions control how we interpret situations.

**USA Today in Education Newspaper Description:** Understand different communication patterns.

**Objectives:** The students will be able to:

- Understand perception and its connection with anger

**USA Today Newspaper in Education Objectives:** Students will be able to:

- Learn different types of communication

Student Development Framework Standards and Benchmarks:

**Benchmark PS 4.1**
Develop effective personal communication skills.

**CBC Correlation:**
- Language Arts
- English I - I Reading

**FCAT Benchmarks:**

- **LA.A.1.4.4.** Applies a variety of response strategies, including rereading, note taking, summarizing.
- **LA.B.2.4.1.** Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content.
- **LA.E.2.4.6.** Recognizes and explains those elements in texts that prompt a personal response.

**Accommodations:**
Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 50 minutes

**Instructional Materials:**

- Handout: Perceptions

**Instructional Lesson:**

1. Inform students: “Anger exists in the mind and is a direct result of our thoughts. An event does not make us angry, but our interpretation of the event and how we think and feel can lead to anger. We interpret events based upon our perception. If we can change how we interpret an event, we can change how we respond to the anger caused by that event”.

2. Distribute Handout: Perceptions and read the first scenario. Ask for volunteers to share responses. When there are two different interpretations of the same scenario, ask the class why they think these two people interpreted the same event differently. Ask clarifying questions. Write the reasons on the board (gender, experience, culture, expectations, etc.).

3. Continue in this manner until all scenarios have been shared. Discuss using the following questions, listing any new reasons on the board:
   - Would your mother or father interpret these scenarios in the same way? Why?
   - Would your favorite teacher view these scenarios in the same way? Why?
   - How about your least favorite teacher? Why?
   - Would a principal or assistant principal view them the same way as you? Why? How about a police officer? Why?

**Closure:** “There are many factors that influence how we interpret events in our lives – our perception. Different people interpret the same event differently based upon those factors. When our perception causes us to become angry we need to clarify that interpretation before we act upon it. We give ourselves more choices when we ask clarifying questions before we act upon our perceptions.”

**USA Today In Education Newspaper Activity:**

Upon reviewing today’s USA Today Newspaper, students will look for different articles that highlight or discuss a means of communication, such as an article discussing internet “chat rooms”. Students will share their findings with their classmates and compare different forms of communication.

**Assessments:** Handout: Perceptions and a written essay analyzing the perceptual differences between characters and how these differences affected the plot, or character development.

**Follow-up Activities/Home Learning/Parent:** Answer the inquiry question.
PERCEPTIONS

Read each scenario and write your interpretation.

1. It is 3-00 p.m. and you see an elderly woman sitting in the sun on the bus bench. She is shivering and wrapped up in a heavy coat even though the day is hot.

   **Your Interpretation:**

2. You are at the mall and see two guys you know from school run out of a store. A few seconds later a woman rushes out of the store pointing at them and yelling, “There he is”.

   **Your Interpretation:**

3. In class, a friend looks at your science project and says, “This looks just like the one I did last year. Where did you get your idea?”

   **Your Interpretation:**

4. A girl you hardly know tells you that your best friend is talking about you behind your back. She tells you things that only your best friend knows.

   **Your Interpretation:**

5. You overhear your best friend’s grandmother telling him that she doesn’t want him going to the movies with you Saturday night.

   **Your Interpretation:**

6. You know a classmate has $25 in her purse. She leaves the room. You see two girls pick up her purse and walk out of the room with it. Later, you hear that the $25 is missing.

   **Your Interpretation:**

7. A new kid in class compliments you on your shoes. The next day the kid has on shoes exactly like yours.

   **Your Interpretation:**

8. You are in a store looking at some clothes. A clerk keeps following you around, even though you told him you are just looking.

   **Your Interpretation:**

9. You arrive late for the district playoff basketball game between your school and their major rival school. As you walk towards the gym, you hear screaming and see people running and pushing to get out of the gym.

   **Your Interpretation:**
WRITE SOME DIFFERENT SCENARIOS TO ASK THE CLASS FOR THEIR INTERPRETATIONS

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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: How deep can my anger affect others?

Lesson Title: A Message from a Columbine Student

Description: Anger is an emotion that only affects you and others, but also causes and emotional imprint that has lasting repercussions.

USA Today Newspaper in Education Description: Understand the consequences of our actions.

Objectives: The students will be able to:

➢ Explain the far-reaching effects of anger
➢ Predict the effect of escalating anger

USA Today Newspaper in Education Objective: Students will be able to:

➢ Understand the long lasting consequences of our actions.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.1
Demonstrate the use of effective problem-solving model.

Benchmark PS 2.3
Describe problems in everyday life.

CBC Correlation:
Language Arts
English I - I Reading

FCAT Benchmarks:

LA.E.2.4.6. Recognizes and explains those elements in texts that prompt a personal response.
LA.A.1.4.4. Applies a variety of response strategies, including rereading, note taking, summarizing, outlining.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.
Instructional Time:  Approximately 50 minutes

Instructional Materials:

- Handout: A Message from a Columbine Student
- Handout: FCAT Questions
- Handout: FCAT Short Answer
- Handout: Scoring Rubric

Instructional Lesson:

1. Engage students in a discussion on school shootings within the last 10 to 15 years.
2. Discuss some of the cases associated with school shootings.
3. Distribute and read the poem Handout: A Message from a Columbine Student and answer Handout: FCAT Questions.
4. Divide students into groups of two or three and have them discuss their answers.
5. Ask the students the following questions in preparation for class discussion:
   - How would situations such as Columbine affect you?
   - What do you predict would be the long term effects of Columbine on the author, the school/community, yourself?
   - What can schools and communities do to diminish the effects of escalating anger?
6. Have students brainstorm and write about the choices they make basing their content on the last verse of the poem.
7. Have students read or share their responses.

CLOSURE: “We are all faced with endless choices and each choice brings us one step closer to our goals. We need all the skills, support, and courage possible to assure us that the choices we make and the goals we seek are positive for our communities and ourselves”.

USA Today Newspaper in Education Activity:

Students will review today’s USA Today Newspaper headlines and find one article that reflects a conflict with a long lasting consequence.


Follow-up Activities/Home Learning/Parent: Write a response to “A Message from a Columbine Student”.
A MESSAGE FROM A COLUMBINE STUDENT

The paradox of our time in history is that we have taller buildings, wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy it less.

We have bigger houses, but smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge, but less judgment; more experts, but more problems; more medicine, but less wellness.

We have multiplied our possessions, but reduced our values. We talk too much, love too seldom, and hate too often.

We've learned how to make a living, but not a life; we've added years to life, not life to years. We've been all the way to the moon and back, but have trouble crossing the street to meet the new neighbor.

We've conquered outer space, but not inner space; we've cleaned up the air, but polluted the soul; we've split the atom, but not our prejudice.

We have higher incomes, but lower morals; we've become long on quantity, but short on quality.

These are the times of tall men, and short character, steep profits, and shallow relationships.

These are times of world peace, but domestic warfare; more leisure, but less fun; more kinds of food, but less nutrition.

These are the days of two incomes, but more divorce; of fancier houses, but broken homes.

It is a time where there is much in the show window and nothing in the stockroom; a time when technology can bring this letter to you, and a time when you can choose either to make a difference…. or just hit delete.
Based on a Message from a Columbine Student

1. What does the word paradox mean in this passage?

2. Choose two of the "paradoxes of our time." Compare and contrast them in a paragraph.

3. What is the "inner space" to which the author refers in the fifth stanza?

4. What does the phrase "short character" mean?

5. Explain how society has "reduced its values."

6. Describe some of the "conveniences" to which the author refers.

7. Explain how society has "reduced its values."

8. What is the "domestic warfare" to which the author refers?

9. Why does the author say there is "less fun?"

10. What is the theme of "A Message from a Columbine Student?"

11. How does the author effectively use paradoxes to teach the theme?

12. What is the author's purpose in writing "A Message from a Columbine Student?"
A Message from a Columbine Student

Name: ___________________________ Date: _____________ Period: _______

FCAT SHORT-ANSWER SHEET

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FCAT SHORT-ANSWER SHEET

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Read
Think
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Scoring the "Read, Think, and Explain" Questions

Answers to short and extended response questions are scored with a two-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of score point responses are provided with each rubric.

Two-Point Scoring Rubric

(For Short-Response "Read, Think, and Explain" Questions)

2 Points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

1 Point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: Another school shooting! Are schools paying attention to students’ needs and emotions?

Lesson Title: Columbine in 1999 and Virginia Tech in 2007 - What have we learned?

Description: This lesson will help students compare, analyze, and discuss the anger and reactions of those involved in two high-profile school shootings resulting in terrible tragedy.

USA Today Newspaper in Education Description: Learn positive and negative behaviors.

Objectives: The students will be able to:

- Compare how anger escalated and resulted in terrible acts of violence in two high-profile school shootings.
- Offer ideas which will help keep our school campuses safer.
- Describe the goodness of human nature as one risks his life to save others.

USA Today in Education Newspaper Objectives: Students will be able to:

- Understand the difference(s) between good and bad behaviors.

Student Development Framework Standards and Benchmarks:

Benchmark PS 2.3
Describe problems in everyday life.

Benchmark PS 4.1
Develop effective personal communication skills.

CBC Correlation:
Language Arts
English I - I Reading

FCAT Benchmarks:

LA.B.1.4.2. Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation

LA.B.2.4.4. Selects and uses a variety of electronic media

LA.C.1.4.3. Uses effective strategies for informal and formal discussions.

Miami-Dade County Public Schools 487
Division of Student Services
Transition Programs
Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately two 50-minute class sessions.

Instructional Materials:

- Handout: Samantha’s Blog
- Handout: FCAT Questions on Samantha’s Blog
- Handout: Cho Seung – Hui’s Quotes
- Handout: Virginia Tech Professor’s Final Moments

Instructional Lesson:

1. Discuss with class the effects of escalating anger and rage in the community.
2. Review the details of the Columbine school shooting in 1999.
3. Have students use the internet to get factual information on the Virginia Tech school shooting in April, 2007.
4. Have a class discussion comparing and contrasting the two school shootings.
5. Have the students get in groups of 4-5. Distribute Handout: Samantha’s Blog to each student. Have each group discuss and answer the Handout: FCAT Questions on Samantha’s Blog. Have each group appoint a spokesperson to share their short answer in the large groups.
6. Distribute Handout: Cho Seung- Hui’s Quotes. Have each student select one quote brainstorm and write a one page short essay on why Cho-Seung–Hin seems to be angry.
7. Have students read or share their essays.
8. Distribute Handout: Virginia Tech Professor’s Final Moments. Have each student write a letter to the professor on how his actions restored their faith in the goodness of human kind.
9. Review and proofread the letters. Return them to the students. Optional: Have students mail the final product to Virginia Tech in care of the professor’s family.
10. Allow students to share parts of their letters with the large group.
USA Today in Education Newspaper Activity:

Students will research today’s USA Today Newspaper and select two articles, one describing a positive behavior or deed, and another describing a negative behavior. Students will discuss the long lasting impact of both articles.

Assessments: Class participation, short answer responses to FCAT questions, brainstorming exercise, and letters. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Share lesson with family members to get their opinion.
Samantha’s Blog

The VT shooting and the shooting at Columbines In 1999

In 1999 something horrible happened. Two high-school seniors, Dylan Klebold and Eric Harris, completed an assault on Columbine High Schools during the middle of the school day. The boys’ plan was to kill hundreds of their peers. With guns, knives, and a multitude of bombs, the two boys waked the hallways and began to kill randomly. When the day was done, twelve students, one teacher and two murderers were dead. After this horrible event the United States promised that nothing like this could or would ever happen again.

But on the faithful day of April 17th, 2007 another school shooting occurred at Virginia Tech college killing more than ever killed in a school shooting. This shooting was the deadliest shooting massacre in American history, the death toll in Virginia Tech in Blacksburg, VA, stands at 33, with more than 20 other wounded. The Killer, 23-year-old Cho Seung-Hui, a Virginia Tech Senior, after killing 33 other decided he was going to take his own life.

The world and I are shocked that this happened..... again. I thought after the Columbine shooting this would never happen again like promised. When I heard the news the first thing that I said was “again?” I can't believe this happened and I hope that this never, ever happens again.

Our country should do better at paying attention to kids and their needs and their emotions. We also need to have stronger security at schools and public places. We can never doubt anything we have to understand that anything can happen.
Samantha’s Blog ~ FCAT Questions

Name: ___________________________ Date: _____________ Period: _______

1) What does Samantha mean when she says “The world and I am shocked that this happened…again? 
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2) Who promised that this would never happen again?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3) Make a list of ten ways in which the “country” can do better at paying attention to kids and their needs and their emotions.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4) Do you agree or disagree that we need to have stronger security at schools and public places? Why or why not?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Cho Seung-Hui’s Quotes

#1 “You had a hundred billion chances and ways to have avoided today, but you decided to spill my blood. You forced me into a corner and gave me only one option. The decision was yours. Now you have blood on your hands that will never wash off”.

#2 “Your Mercedes wasn’t enough you brats. Your golden necklaces weren’t enough, you snobs. Your trust funds weren’t enough. Your vodka and cognac wasn’t enough. All you debaucheries weren’t enough. Those weren’t enough to fulfill your hedonistic needs. You had everything.”

#3 “You have vandalized my heart, raped my sole and torched my conscience. You thought it was one pathetic boy’s life you were extinguishing. Thanks to you, I die like Jesus Christ, to inspire generations of the weak and the defenseless people.”

Virginia Tech Professor’s Final Moments

Liviu Librescu, the 76-year-old Virginia Tech professor, survived the Holocaust and Romania’s Communist rule. His last moments were spent propping his body against the door to give his students the chance to escape the carnage.
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

**Inquiry Question:** What are ways by which the HIV/AIDS Virus can be transmitted?

**Lesson Title:** Understanding Facts about HIV/AIDS, Fact Pamphlet

**Description:** Students will work cooperatively in groups to create and construct pamphlets and present accurate information on the facts about HIV/AIDS.

**USA Today Newspaper in Education Description:** Students will gather factual information in the newspaper related to HIV/AIDS and use the information gathered to place in the pamphlet of their design.

**Objectives:** The student will be able to:

- Create and construct an information pamphlet detailing at least six facts about HIV/AIDS.

**USA Today Newspaper in Education Objective:** Students will be able to:

- Gather factual information in the newspaper related to HIV/AIDS and use the information gathered to place in the pamphlet of their design.

**Student Development Framework:**

**Benchmark HD1.0**
Maintain a healthy lifestyle and demonstrate positive behaviors that contribute to a healthy lifestyle

**CBC Correlation:**
Health Education
Language Arts
English 1-1 Reading

**FCAT Benchmarks:**

- **HE.B.1.4.1** List and explain the most common STD’s including HIV/AIDS and the agents responsible for the infection.
- **HE.B.1.4.2** Recognize the method(s) of transmission of STD’s including HIV/AIDS and develop personal coping strategies for reducing at-risk behaviors.
Accommodations:

- Model a pamphlet based on a question/answer format.
- Have each student prepare an advertisement about a specific AIDS fact from Lesson 1.
- Have each group create a lesson activity from Lesson 1.
- Have each group create a test from Lesson 1.
- Video: Check with the district office to see if it has been approved.
- Pamphlets can be distributed throughout the school, but they must first be sent to the HIV/AIDS Education Program (School Code # 9721) for approval.

Instructional Time: 1 ½ hours

Teacher Preparation:

- Contact the Health teacher or Career Specialist in your school for health care contacts they may have. The following SIX lessons could be aided with presentations by members of the Switchboard of Miami, [http://www.switchboardmiami.org/](http://www.switchboardmiami.org/) or the Department of Health [http://www.dadehealth.org/](http://www.dadehealth.org/).

Instructional Materials:

- Construction paper
- Colored markers
- Tape
- Glue
- Plain paper
- Video
- Camera (optional)
- Computers (optional)
- Handout: KWL Chart

Activation of Prior Knowledge:

Students will create a KWL Chart listing the things that they know about the virus what they want to know and what they have learned.

Instructional Lesson:

1. Teacher will lead discussion and conduct lecture on Lesson 1 (The Facts About HIV/AIDS, A-F)
2. Students work in cooperative groups.
   Groups create original name for pamphlet and its design and layout. Students will design a page for the pamphlet. Groups may choose to select a presenter to display the pamphlet design and contents (or entire group may participate). The selected pamphlet could be videotaped* and presented school-wide by closed circuit T.V.
3. Individual students within a group prepare explanation of basic facts about HIV/AIDS.
4. Groups compile facts and construct pamphlet according to their design/layout.
5. Groups display pamphlet to class members.
6. Class selects the best pamphlet, and videotapes* its presentation.
**USA Newspaper In Education Activity:**

Review the newspaper and gather factual information in the newspaper related to HIV/AIDS.

**Assessments:** Create a pamphlet with the following criteria:
- Originality of Pamphlet Name
- Neatness
- Pamphlet Design
- Videotape Presentation (optional*).

Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Prepare one advertisement discussing an AIDS fact to be included in the pamphlet. Prepare one question and answer using an AIDS fact from the lesson.
**KWL Chart**

Name: _________________________ Date: ___________ Period: __________

Before you begin your research, list details in the first two columns. Fill in the last column after you do your research.

**Topic** __________________________________________________________

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want To Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Miami-Dade County Public Schools

Division of Student Services
Transition Programs
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: When does the status of a person with HIV turn into the status of AIDS?

Lesson Title: Understanding the Virus That Causes AIDS

Description: Diagram all cells, invading viruses, antibodies, etc. that are present in the attack of a healthy cell. Utilize key vocabulary terms following the presentation in the beginning of the lesson and discussion.

USA Today Newspaper in Education Description: Students research articles in the newspaper related to scientific advancements regarding the HIV/AIDS Virus.

Objectives: The student will be able to:

- Locate and diagram key cells involved in the contraction of HIV/AIDS
- Provide a reaction of the immune system toward this invading virus.

USA Today Newspaper in Education Objective: Students will be able to:

- Summarize the articles and create a reflection of the article chosen.

Student Development Framework:

Benchmark HD 3.7
Students know risk factors related to the Human Immunodeficiency Virus (HIV)

CBC Correlation:
Health
Science
Language Arts
English 1-I Reading

FCAT Benchmarks:

HE.B1.4.1 List and explain the most common STD’s including HIV/AIDS and the agents responsible for infection.
LA.A.1.4.2 Selects and uses strategies to understand words and text, and confirm inferences from what is read
Accommodations:

Encyclopedia program, Graphics program for drawing

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: 2 hours

Instructional Materials:

- Markers
- Poster board
- Science fair board
- Letter stencils
- Index cards
- Foil
- Felt
- Scissors
- Glue
- Special paper
- Computer clip art
- Handout: Steps of Immune Defense Process
- Handout: What we know and Don’t Know About AIDS
- Handout: What we know and Don’t Know About AIDS Questions
- Handout: What we know and Don’t Know About AIDS Questions/Strategies
- Handout: What we know and Don’t Know About AIDS Questions Answer Key
- Handout: The Transmission of HIV
- Handout: HIV Transmission/Strategies
- Handout: HIV Transmission/Questions
- Handout: HIV Transmission Answer Key

Activation of Prior Knowledge:

Have students create a diagram about how they think the virus is transmitted and explain its pathology.

Vocabulary Terms:

- Immune System
- Antibody
- Infection
- Leukocyte
- T-Lymphocyte (T cells)
- Macrophage
- HIV
- Natural Killer Cell (NK cell)
- Free-Radicals
- B- lymphocyte (B cells)
- White Blood Cell
Instructional Lesson:

1. Define key terms
2. Draw and label cells, etc.
3. Create legend.
4. Organize with labels or arrows to show attack process steps as the immune system responds.
5. Write process steps for presentation using index cards.

   - The class will copy and define all key words, and use them to create a legend.
   - Creation of immune defense diagram using variety of materials (i.e. felt, foil, drawings, free hand, poster board, science fair board).
   - See Teacher Notes: Steps of Immune Defense Process.
   - The legend will link all key terms to the diagram.

- Students will work in groups and upon completion will present project to the class.
  The parts of the presentation will include:
  - locate and define key vocabulary words
  - create a diagram
  - create a legend (coded by shape and/or color) to link each diagram to the cell name
  - explain in writing each step of the invasion and response

USA Today Newspaper in Education Activity:

Students will select an article preferable from the LIFE section of the newspaper related to scientific advancements regarding the HIV/AIDS Virus. They will create a summary and a reflection of the article.

Assessments: List of key terms, cell diagrams, student presentation, Legend, completed diagram, content and accuracy. Answer the inquiry question.

Steps of Immune Defense Process: (to be portrayed in diagram)

1. An invading virus (antigen) is *attacking* a macrophage.

2. The macrophage *receives help* from the helper T cell (T lymphocyte) that *sends* out a chemical signal to *alert* the B cells (lymphocytes) to *begin producing* antibodies.

3. The antibodies *begin to attack* the invader cell as the macrophage *engulfs* the invader cell, and produces free radicals to digest and destroy the virus.

4. This ends the danger of infection at this stage.

**Use arrows to show the steps of progression.**

**See sample diagram.**

Discuss why this does not always protect against viral infection (i.e., the HIV antibody that is produced is a “non-neutralizing” antibody. This kind of antibody is not effective in destroying the invading virus)
WHAT WE KNOW (and don’t know) ABOUT AIDS QUESTIONS

Name: ___________________________ Date: _____________ Period: _______

Directions: Read each question carefully and select the best answer.

1. What is the author’s purpose for writing this article?
   A. To explain why AIDS is being researched.
   B. To provide the reader with a better understanding of the disease.
   C. To describe medicines needed to treat AIDS and HIV.
   D. To illustrate the harmful effects of AIDS.

Short Response

2. According to the article, what does the author mean by CD4-Cells?

Bonus Question

3. What causes the vaccine for HIV to be ineffective?
   A. Not enough supply to go around.
   B. The virus strains change too fast.
   C. The natural defense system works against it.
   D. The U.S. doesn’t allow enough funding to support the research.
WHAT WE KNOW (and don’t know) ABOUT AIDS

Q What causes AIDS?
A AIDS is caused by a virus known as human immunodeficiency virus, or HIV. Viruses invade cells in bodies in order to multiply. While the immune system can successfully fight viruses that cause colds and the flu, it usually can’t overcome HIV. This virus stays in the body, using “host cells” to make copies of it. Each of these cells becomes an HIV factory.

Q Many viruses stay in people’s bodies. Why is HIV so dangerous?
A HIV attacks the immune system’s CD4 cells, one type of white blood cell that helps the body fight off disease. Once these cells are destroyed, the body can’t protect itself against illness. If the number of CD4 cells gets very low, doctors may prescribe certain medications. But HIV also can damage other cells in the body, including those in the brain. That’s why some people with AIDS may suffer from memory loss, lack of muscle coordination and thinking disorders.

Q How do you get infected?
A HIV is passed through direct contact with infected blood, semen, vaginal secretions and breast milk. You can get HIV through unprotected (without a condom) vaginal, anal or oral sex with an infected person. The correct and consistent use of a latex condom can significantly reduce the risk of getting HIV. Other contraceptive methods, such as the pill or diaphragm, do not protect against HIV infection. Infected drug users can transmit the virus by sharing needles, syringes or other equipment. Women can pass it to their babies during pregnancy or birth, and through breast-feeding. In the past, some people got HIV from blood transfusions, organ transplants and certain blood clotting factors used to treat hemophilia (a condition in which even minor cuts can cause prolonged bleeding). Since 1985, all blood collected for these purposes are tested for the virus before use. Today, HIV is rarely transmitted through blood transfusions or organ transplants.

Q How is HIV not transmitted?
A HIV cannot be passed through casual contact or through the air. You don’t get the virus by shaking hands with or being around an infected person. You don’t get it from food, coughs, mosquitoes or swimming in public pools. Nor can you get it from a toilet seat, towel or drinking fountain. Also, there is no risk of HIV infection from hugging, massaging or dry kissing. While most scientists agree that it may be possible to get HIV from deep (“French”) kissing, it is unlikely.
Q
How long does it take before an HIV-infected person gets AIDS?

A
In many cases, 10 years or more can pass before an infected person actually feels sick. Sometimes it takes only a few months. Eventually the virus begins to break down the immune system. The final stage of HIV infection is AIDS. That's when certain cancers or serious respiratory infections may develop.

Q
How many people are infected with HIV?

A
The number of Americans currently infected with HIV continues to increase; the majority will develop AIDS in the future. Many people infected with HIV don’t even know it. That’s why the estimated number of infections may be low.
WHAT WE KNOW (and don’t know) ABOUT AIDS

Strategies

Before Reading:

Quick Write: Students write quickly about the topic. Students are not to be concerned about spelling or grammatical issues. The idea is that they write what they think, believe, or have experienced about the topic. Students are given time to read what they have written to a partner.

During Reading:

Selective Underlining: To be used to organize information during the reading process. The teacher should model the process the first few times until the students are use to identifying key concepts before working on their own. After reading the selection through the first time, students reread, and begin underlining key ideas in the sentences. It is important to note that students should not underline complete sentences. Only key thoughts should be identified.

After Reading:

Revisit Predictions and Discuss.
Learning Logs: To be used for free writing, explanations, and notes about the reading, scientific observations, and collecting personal thoughts. The student may be asked to write on the specific topic; logs may be used to share observations. Other times it may be just a way to record the student’s thoughts and questions. The entries may have a focus and other times they may be completely open-ended.
WHAT WE KNOW (and don’t know) ABOUT AIDS

Name: ___________________________ Date: _____________ Period: _______

Directions: Read each question carefully and select the best answer.

1. What is the author’s purpose for writing this article?
   A. To explain why AIDS is being researched.
   B. To provide the reader with a better understanding of the disease.
   C. To describe medicines needed to treat AIDS and HIV.
   D. To illustrate the harmful effects of AIDS.

Short Response

2. According to the article, what does the author mean by “drug cocktails”?
   Support your answer with relevant details, facts, statistics, or other information from the text.

3. What causes the vaccine for HIV to be ineffective?
   A. Not enough supply to go around.
   B. The virus strains change too fast.
   C. The natural defense system works against it.
   D. The U.S. doesn’t allow enough funding to support the research.
WHAT WE KNOW (and don’t know) ABOUT AIDS

ANSWER KEY

1. B – To enlighten the readers.

2. The top-score response will indicate that “drug cocktails” is the use of various drugs taken in conjunction to lessen the virus in the body and to aid the immune system. Answers may vary.

3. B – vaccine isn’t able to attack all strains.
The Transmission of HIV

**Concept:** Transmission of HIV occurs when an infected body fluid from one person is directly introduced into the body (blood stream and/or across mucous membranes) of a *non-infected* individual.

**Examples of transmission:**

HIV can be present in a variety of body fluids and secretions. The presence of HIV in genital secretions and in the blood, and to a lesser extent breast milk, is significant for the spread of HIV. However, the appearance of HIV in saliva, urine and tears is of no major clinical importance, as transmission of HIV in these fluids does not routinely occur, primarily because of the low concentration of HIV in these fluids.

It is important to understand how HIV is spread from person to person. It is time to dispel the notion that only “*high risk groups*” can catch HIV; anyone who engages in a “*risky behavior*” may be putting themselves at risk of HIV infection. A risky behavior occurs anytime a potentially infected body fluid is introduced into the body/bloodstream of an uninfected individual. Examples of such risky behavior include:

- Unprotected Sexual Activity- Oral/Vaginal/Anal
- Sharing Contaminated Needles- I.V Drug Use/Body Piercing/Tattooing/Branding
- Pregnancy in an HIV infected woman-During pregnancy and or Delivery/Breast Feeding
- Occupational exposure-Needle sticks/Blood splashes etc.

One of the primary risk behaviors for HIV transmission via blood is sharing of contaminated needles during intravenous (I.V) drug use. If needles are not shared, then this form of transmission will not occur. Less common practices of blood commingling are with the use of instruments that pierce the skin such as instruments used to tattoo or body pierce; and branding needles, not properly disinfected, also carry a potential risk. Sharing of these needles pose a threat, so people who wish to engage in body piercing, for example, should be directed to a reputable establishment, that follows safety measures and takes universal precautions.

Before lab tests were developed to detect HIV, persons who received blood products by transfusion were also at-risk. Now with rigorous testing of donor blood, this mechanism of transmission is extremely rare, with a risk of occurrence of one case for nearly 2,000,000 transfusions of screened blood products in the US per year.

**Sexual transmission** poses a threat of HIV infection if, during the act, an infected fluid (from an infected person) is introduced into the body/bloodstream of a non-infected individual. Note; this can occur across mucous membranes (eyes, mouth, vaginal lining, the lining of the urethra in the penis, rectal lining etc.). Sex “toys” can also transmit HIV.
when shared with an individual infected with HIV. Protected sex (using a latex/polyurethane barrier (condom/dental dam)) reduces, but does not eliminate, the risk.

**Maternal Fetal Transmission**
Mothers with HIV infection can pass the virus to their babies, during the third trimester (the last three months of pregnancy), at the time of birth, or through breast-feeding. Worldwide, one third to one half of cases of vertical transmission of HIV from mother to child occurs from breast-feeding. The risk for HIV transmission from an infected mother to an infant through breast-feeding is increased with the duration of breast-feeding, and is doubled when breast-feeding continues past 15 months. Congenital AIDS occurs, on average, in about one fourth of babies born to HIV-infected mothers (without maternal treatment with anti-HIV medications), with actual rates of transmission ranging from 7 to 71%, depending upon the presence of risk factors for transmission during the course of HIV infection and pregnancy. High levels of HIV, late in gestation and/or during labor and delivery, increase the risk of prenatal transmission. More recently, the rates of vertical transmission have markedly decreased by the treatment of the pregnant female with a series of anti-viral medications. Current estimates of transmission from infected mother to unborn baby are less than 10% with appropriate prenatal care and maternal therapy.

**Contaminated Needle I.V. Drug Use/Body Piercing/Branding:**
Sexual transmission is NOT the only way individuals may expose themselves to HIV infection. Any time an infected body fluid is introduced into the bloodstream of a non-infected individual HIV can be transmitted. This can occur through the use of contaminated (dirty) needles. A “dirty” needle is one that has infected blood on or in it. HIV transmission may occur during sharing of needles during intravenous (IV) drug use, tattooing, body piercing, and branding. It can also be transmitted during blood brother-blood sister rituals.

**Occupational Exposure:**
Some occupations put employees at risk of exposure to HIV. As an example, health care professionals may become exposed to contaminated fluid, through needle-stick incidents, splashes into the mucus membrane of the eyes or into open cuts, etc. In the normal classroom setting, following school board policy and procedures, there is NO RISK OF HIV INFECTION. Currently there have been no documented cases of HIV transmission in the classroom setting through normal classroom activities.

Even though HIV has been found in a variety of body fluids such as saliva, urine, feces, and tears, non-sexual transmission by these body fluids is extremely rare. The lack of transmission is related to the paucity (low concentrations) of HIV-infected cells in such secretions. Even though the amount of virus is small in body secretions and presents a very small risk with routine household activity, prolonged contact or contact in sexually intimate situations with such fluids should be avoided. Generally, the transmission of HIV occurs only through semen/pre ejaculatory fluid, vaginal fluid, blood or blood
components, and breast milk. In a liquid environment at room temperature, the virus can be detected for up to 15 days. However, despite the ability to detect the virus outside the body, infection through casual household and institutional contacts is extraordinarily rare. Likewise, HIV transmission by insect vectors such as mosquitoes appears highly improbable and has never been reported.

HIV TRANSMISSION

Strategies

Before Reading:
Word Sort: Select 20-25 words from the passage. Put them on the board or on index cards, (if you are using index cards make sure to have a set for each group if your students are working in groups). Tell students to categorize the words and label each category. Share. Discuss with class. NOTE: Students will have different categories and labels. There is usually no specific order.

During Reading:
Selective Highlighting/Underlining: After students have silently read the passage once, tell them to read the passage a second time and use their highlighters or pencils to underline the most important facts, key words, etc.

After Reading:
Authentic Questions: After students have completed highlighting or underlining, have them develop authentic questions based on what they underlined. Share. Discuss with class. Re-visit Word Sort: Have students refer back to the word sort to see if their categories and labels matched the passage. Share. Discuss.
HIV TRANSMISSION

Name: ___________________________ Date: _____________ Period: _______

1. One way you can become infected with the AIDS virus is by:

   A. holding hands  
   B. hugging  
   C. needle-sharing among drug users  
   D. getting stung by a bee

2. Which of the following is not a mechanism for the spread of HIV/AIDS?

   A. From an infected mother to her unborn child at the time of vaginal delivery.  
   B. Injecting heroin or other drugs intravenously, using pre-sterilized needles.  
   C. Having your teeth cleaned by an HIV infected dentist  
   D. Through breast feeding, when the mother is HIV infected

Extended Response

3. What are some precautions a person can take to avoid becoming infected with HIV and how is a baby likely to become infected with HIV. Use details and facts to support your answer.
HIV TRANSMISSION
ANSWER KEY

1. C – needle sharing among drug users

2. Having your teeth cleaned by an HIV infected dentist

3. Extended Response: A correct answer may contain the following: Some precautions a person can take to avoid becoming infected with HIV are: wash your hands and other parts of your body whenever there is contact with blood or other fluids, clean and disinfect surfaces soiled with blood, avoid sharing razors and toothbrushes, and avoid using needles unless it is medical necessity. A baby born to an HIV infected woman may become infected before or during birth, or shortly after birth through breast-feeding. (answers may vary)
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: How is HIV transmitted?

Lesson Title: The Meaning of Abstinence and How to Avoid Transmission of HIV

Description: The student will brainstorm what changes would occur if they were diagnosed as HIV positive.

USA Today Newspaper in Education Description: Evaluate articles related to AIDS prevention.

Objectives: The students will be able to:

- Discuss the meaning of Abstinence as a definite means to avoid transmission of HIV.
- Present a list of 10 ways their lives would be affected if they were diagnosed with HIV/AIDS.

National Standard for Freshman Transition:

1.0 Students know the benefits of developing a healthy lifestyle.

USA Today Newspaper in Education Objective: The students will be able to:

- Review articles related to AIDS prevention.

Student Development Framework:

Benchmark HD 1.6
Recognize the benefits of disease prevention.

CBC Correlation:
- Health
- Language Arts
- English 1-I Reading

FCAT Benchmarks:

HE.A.1.4.2 Recognize the methods of transmission of STD’s including HIV/AIDS.

HE.B.1.4.2 Describe the methods of preventing STD’s and HIV/AIDS.
Accommodations:

Library resource: Magic Johnson, Pedro Zamora, Greg Loughanis

Stress that the true definition of abstinence is not only unprotected sexual contact, but IV drug use, tattooing, sharing dirty needles. Stress the importance of proper condom use and the failure rate due to improper use.

Instructional Time: 2 1/2 hours

Instructional Materials:

- Lined paper
- Dry erase board
- Markers
- Poster board
- **Handout: Abstinence**
- **Handout: AIDS & DRUGS: What you should know**
- **Handout: The Other Needles**
- **Handout: The Other Needles/Questions**
- **Handout: The Other Needles/Answer Key**
- **Handout: Prevention of HIV Infection**
- **Handout: Prevention of HIV Infection/Strategies**
- **Handout: Prevention of HIV Infection/Questions**
- **Handout: Prevention of HIV Infection/Answer Key**

Activation of Prior Knowledge:

Students will be asked to explain what the word Abstinence means to them.

Instructional Lesson:

1. A teacher prompted discussion re: What is Abstinence? Ideas will be written on the board. A discussion on family values, peer pressure, and decision-making will follow. Students will evaluate how important others' views are in response toward making a personal choice for abstinence to prevent HIV transmission.

2. Think of some people in public view who are HIV positive. What changes did they have to make in their lives? Discuss with the class and see if they think these people regret their past choices? What would you do if you were in their predicament? What are the physical, emotional, mental and social effects of this diagnosis? Students will get into groups of 5 (approximately) and generate 10 choices. Each group will present these to the class. Students will give feedback on the presentations. A group grade will be given, as well as an individual grade for the handout.

3. They will generate a list “10 choices in support of abstinence” and prepare a poster presenting these. Selected students will present the poster and justify their choices orally. A discussion will follow.
USA Today Newspaper in Education Activity:

Students will review the LIFE section of the newspaper and select an article relevant to the AIDS prevention.

Assessments: Class participation in brainstorming/presenting, 10 choices, Group list, Group presentation (teacher made checklist) and Handout The Other Needles and Prevention of HIV Infection. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Prepare a draft of 10 reasons to support abstinence. Complete handout.
Abstinence

Name: _________________________ Date: _______________ Period: _____________

1) Find alternative ways of showing affection to your partner: hugging, kissing, and holding hands.

2) Educate yourself and others about the dangers of not abstaining such as, unwanted pregnancy/HIV transmission/sexually transmitted infections.

3) Avoid compromising situations where you feel uncomfortable or less empowered to say, “No”.

4) Hang around peers who have chosen abstinence too.

5) Avoid drugs and alcohol (You always need to be in control of your actions).

6) You can be cool and popular amongst your friends even if you don’t have sex. (Statistics show that “not everyone is doing it...”)

7) Just because you’ve been sexually active in the past it’s O.K. to choose abstinence now—you have that right!

8) Choosing abstinence eliminates the worry of being a teen-parent. (You’ve got your whole life ahead of you).

9) 25% of all new HIV cases in the U.S. are between the ages of 13-22.

10) Remind yourself that Abstinence is the only sure way of not contracting HIV or another Sexually Transmitted Infection.
AIDS & DRUGS:
WHAT YOU SHOULD KNOW

Brandy, an 18-year-old college student, has it all: brains, good looks, a great personality, a loving family-and AIDS. She got HIV from her boyfriend Mike. One time when Mike got high at a party a friend talked him into shooting cocaine. His friend shot up first, then passed the needle and syringe to Mike. Mike didn’t know his friend was infected with HIV. A tiny bit of contaminated blood remained in the needle and got into Mike’s bloodstream. That’s all it took to pass the virus to Mike, and then to Brandy when they had sex without using a condom. Mike and Brandy’s story is about the sad reality of transmission.

The Other Needles

Because injection drug use is a well-known transmission route for HIV, you may wonder, “What about other needles? Should I give blood? What if there’s body piercing at the party tonight? Can I get HIV from those needles?”

“Other needles” are any needles used to puncture skin. But needles do not automatically cause the spread of HIV. The transmission of HIV and some other STDs is only possible when a needle is used by an infected person and then (without proper sterilization) by a non-infected person. So when do you have to worry about the other needles? To get answers, we went straight to an expert. Dr. Robert Johnson, Director of Adolescent Medicine at the New Jersey School of Medicine, offered the following information:

Giving blood: Donating blood in the U.S. poses no risk because the needles are sterile and are thrown away immediately after use. “There’s no risk of getting HIV from giving blood,” Dr. Johnson says.

Tattooing: Risky business.

“This can be dangerous because tattooists sometimes use the same needles on various people,” Dr. Johnson says. Although he can recall only one case of AIDS that has been linked to it, Dr. Johnson believes tattooing involves a definite risk. If you plan to get a tattoo, go to a licensed professional and make sure to verify that the needles are sterile.

How drug use can lead to HIV. The facts are simple: Sharing a needle or syringe with a person who has HIV places you at risk of infection. Having unprotected sex with a person who injects drugs like speed, heroin or steroids also places you at risk. In fact, you can get other STDs through these behaviors, too.
**The Risk of Sharing Needles**
When HIV-infected people shoot drugs, their blood can be trapped in the needle, then injected into the bloodstream of the next user. Even the smallest amount of contaminated blood left in a used needle or syringe can be dangerous. Sharing needles puts you at risk of infection.

**Acupuncture:** This is an ancient Chinese practice of relieving pain or disease with the use of needles, Dr. Johnson does not believe there is a risk of getting HIV or other vital STDs, as long as the needles are sterilized before each use.

**Body Piercing:** “When young people do it themselves and share needles, body piercing (including ear piercing) can pose a risk for HIV infection,” says Dr. Johnson. Other complications may develop as a result of body piercing. Some parts of the body are very sensitive and can be easily infected after piercing if not properly cleansed. Piercing can interfere with normal body functions,” says Dr. Johnson. “When the penis or vagina are pierced, sexual functions may be compromised,” he adds.

**Vaccination:** These shots prevent disease such as measles, small pox and diphtheria and are important to maintaining good health. “Vaccinations do not transmit HIV since a new needle is used for every person,” Dr. Johnson says.

**Blood transfusion:** This is a medical procedure in which a person receives someone else’s blood. It’s usually performed in an emergency, often in a life-or-death situation. “Because all blood is tested for HIV before use, the risk of infection is extremely slim,” Dr. Johnson Says.
THE OTHER NEEDLES

Strategies

Before Reading:
Prediction: Write the title of the passage on the board and have the students make their predictions about the story. Share with partner. Discuss with class. Write predictions on the board or transparency.

During Reading:
Buddy Reading: Have students select a partner and buddy-read quietly.
Sticky-Notes: Students should place sticky notes next to the sections in the passage that they would like to discuss or have questions about.

After Reading:
Authentic Questions: After reading the passage, students can work together to share their sticky notes and create authentic questions. Share with partner. Discuss with class.
THE OTHER NEEDLES
QUESTIONS

Name: ______________________ Date: ___________ Period: __________

1. What is the author’s purpose in writing this article?
   A. to entertain the reader about the humor in needles
   B. to inform the reader of how needles can spread HIV
   C. to persuade the reader to try acupuncture
   D. to support the causes for vaccinations

2. What does the word “complications” mean?
   A. transmissions
   B. problems
   C. situations
   D. needles

Short Response

3. Why is getting a tattoo riskier than getting a vaccination or giving blood? Use details and facts to support your answer.
THE OTHER NEEDLES

ANSWER KEY

1. B – to inform the reader of how HIV contaminated needles can spread HIV

2. B – problems

3. Short Response: A correct answer may include the following: Getting a tattoo is riskier than getting a vaccination or giving blood because sometimes tattoo artists use the same needles on various people without sterilizing the needle. When you get a vaccination, a new needle is used for every person and when you donate blood, sterile needles are used and thrown away immediately after. (Answers may vary)
PREVENTION OF HIV INFECTION

To prevent HIV infection:

Do not have sex with an infected person.
Do not share needles with an infected person.

To prevent the spread of HIV infection, avoid behavior that might result in contact with blood, semen, vaginal secretions, or body fluids with visible blood. Specifically, avoid sex with anyone who might be infected with HIV, and do not share "injecting drug works." ("Works" is a slang term for syringes.) The following prevention measures apply to personal sex practices and injecting drug use:

- To prevent sexual transmission of HIV, abstain from sex with an infected person.
- Ask about the sexual history of current and future sex partners.
- Reduce the number of sex partners to minimize the risk of HIV infection.
- Always use a condom from start to finish during any type of sex (vaginal, anal, and oral). Use latex condoms rather than natural membrane condoms. If used properly, latex condoms offer greater protection against sexually transmitted disease agents, including HIV.
- Use only water-based lubricants. Do not use saliva or oil-based lubricants such as petroleum jelly or vegetable shortening. If you decide to use a spermicidal along with a condom, it is preferable to use spermicidal in the vagina according to manufacturer's instructions.
- Avoid anal or rough vaginal intercourse. Do not do anything that could tear the skin or moist lining of the genitals, anus, or mouth and cause bleeding.
- Condoms should be used even for oral sex.
- Avoid deep, wet, or "French" kissing with an infected person. Possible trauma to the mouth may occur, which could result in the exchange of blood. It is safe, however, to hug, cuddle, rub, or dry kiss your partner.
- Avoid alcohol and illicit drugs. Alcohol and drugs can impair your immune system and your judgment. If you use drugs, do not share "injecting drug works." Do not share needles, syringes, or cookers.
- Do not share personal items such as toothbrushes, razors, and devices used during sex which may be contaminated, with blood, semen, or vaginal fluids.
- If you are infected with HIV or have engaged in sex or needle-sharing behaviors that lead to infection with HIV, do not donate blood, plasma, sperm, body organs, or tissues.
PREVENTION OF HIV INFECTION

Strategies

Before Reading:
Making Predictions: Write the title of the article of the board or transparency. Have students predict what the article will be about on the title alone. Share with partner, then share with class. Write the predictions on the board and discuss. (Save predictions so you can refer back to them after completing the reading assignment).

During Reading:
Authentic Questions: As students read, they record questions about material they do not understand. These are authentic or genuine questions that come to mind during reading.

Questions modeled by the instructor can include difficult vocabulary, why a person did something, how a situation evolved, and discusses possible responses. Students may keep a journal of any unanswered questions.
PREVENTION OF HIV INFECTION

Name: _________________________ Date: _____________ Period: _____________

**Directions:** Read each question carefully and select the best answer.

1. What is one possible result of sharing “injecting drug works”?
   
   A. You acquire more friends to assist you in preventing HIV.
   B. There will no longer be a need to ask partner of sexual history.
   C. Dysfunctional immune system secondary to HIV infection.
   D. You will build up resistance to HIV virus exposure.

**Short Response**

2. How would not being informed about HIV make a difference in the life of someone if they were engaging in sex?

3. What can the reader conclude after the passage?
   
   A. If anal sex isn’t rough condoms aren’t needed.
   B. Having only one sex partner can’t cause HIV infection.
   C. Sharing a toothbrush is fine if blood isn’t present.
   D. To prevent being infected with HIV, avoid all activities that might result in blood contact.
PREVENTION OF HIV INFECTION

ANSWER KEY

1. C: dysfunctional immune system secondary to HIV infection.

2. A top-scoring response would include the following: (1) risk of being infected with the virus: (2) danger of infection if contact is made with body fluids containing blood particles. Answers may vary.

3. D: to prevent being infected with HIV, avoid all activities that might result in blood contact.
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: What is the window period after being tested for HIV/AIDS?


Description: The teacher will present facts about HIV/AIDS in a discussion that will explain the process of getting tested, what is being tested, and how that is affected by the window period.

USA Today Newspaper in Education Description: Learn the different HIV tests available.

Objectives: The students will be able to:

- Engage in a role-play activity.
- Write a 1-2 page essay.
- Present essays.

USA Today Newspaper in Education Objective: The students will be able to:

- Compare each testing method available.

Student Development Framework:

Benchmark

HD 3.3: Describe threatening and non-threatening environments and situations and know how and when to seek immediate assistance.

CBC Correlation:
- Health Education
- Language Arts
- English 1- I Reading
- Social Studies

FCAT Benchmarks:

HE.B.1.4.1 List and explain the most common STD’s including HIV/AIDS and the agents responsible for infection.

Accommodations:

Students can use this lesson to simulate a self-help group. The class (based on the size and time available) can form a circle(s) and volunteers can stand up and introduce
themselves and begin their dialogue. For Example: (a person volunteers to speak) Hello my name is Shawn, and I am HIV positive. This is my story........

This can be used to prepare students to become volunteers within the community. (Community Service Hours)

Simulated AIDS Test for various learning styles. This test is produced by Kemtec Education Corporation, 9889 Crescent Park Drive, West Chester, OH 45069 (513)777-3535.

**Instructional Time:** 2 1/2 Hours

**Instructional Materials:**
- Markers
- Overhead and transparencies
- HIV/AIDS brochures
- Handout: The Pathophysiology and Mechanism of HIV/AIDS
- Handout: Reading Strategies
- Handout: National Institutes of Health

**Activation of Prior Knowledge:**

Students will be asked to describe the window period concept and describe the method of its use.

**Instructional Lesson:**

1. The teacher will present facts about HIV/AIDS in a discussion, and then present the Concept Map.
2. The teacher will guide the students through the concepts, stages of infection, and facts.
3. Three volunteers will present the role-play. Following this, the teacher will present the Window Period Concept. Students will participate by observing the role-play activity.
4. Supplemental materials on types of HIV tests, mode of transmission and hotlines may be discussed at this time or in another lesson.
5. Students will prepare a draft of one to two pages explaining the decision for testing, modes of transmission/risk behaviors, and what the window period is. This will be written in an informative format that can be used to inform others. Criteria: Define HIV, modes of transmission, where to get tested, setting an appointment, the name of the test, when to be tested (window period), and how to interpret the results.
6. The teacher will assist students in writing an essay, following a review utilizing various prompts, such as overhead transparencies. The essay will adapt these facts to a scenario that would be useful to explain to someone else. They will write in first-person, and then volunteers will present their essays.
USA Today Newspaper in Education Activity:

Students will review the newspaper and identify various articles related to HIV Medical Testing, students will compare each testing method available.

Assessments: The student will write a two-page factual report, fully explaining the Window Period of HIV/AIDS testing. Diagrams may be used.

Follow-up Activities/Home Learning/Parent: Students will share the information with their friends and family to get their reaction.
The Pathophysiology and Mechanism of HIV/AIDS

Progression of HIV from Initial infection to disease

Since the identification of the HIV in 1984, scientists have learned the exact pathophysiology of HIV (the mechanism that the virus uses to infect an individual and cause disease), and the natural history of the infection. The following is an overview of these processes:

- Transmission of HIV occurs when an infected body fluid from one person is directly introduced into the body (bloodstream and/or across mucous membranes) of a non-infected individual.
- The virus attaches itself to selected cells throughout the body.
- The virus attaches itself only to cells that contain a specific receptor site: CD4 receptor site. (A receptor site works in the "lock and key" concept).
- The most important cell that is attacked by the virus is a white blood cell called a T-helper lymphocyte. This cell is an important part of our immune system's defense against invading microorganisms that may cause disease.
- The genetic material of the virus is then transported across the outer cell membrane at the receptor site, and the genetic material of the virus enters the cytoplasm of the cell.
- It makes its way to the nucleus of the cell where the genetic material (RNA) of the virus actually interposes (inserts) itself into the genetic material (DNA) of the host cell.
- The viral RNA then takes over the reproductive mechanism of the cell and starts to produce new viral RNA. It does this through the use of a process using a "reverse transcriptase". (A protein that directs the development of new RNA from DNA.).
- The viral RNA develops into new virus. When hundreds of thousands of copies of the virus are produced inside the cell, the cell is destroyed and the hundreds of thousands of copies of the virus are released into the bloodstream where they seek out and infect other non-infected cells.
- There is a constant and continuously ongoing balance that exists between the number of new non-infected T-helper cells produced by the body (billions per day), versus the 21 number of cells that become infected with the HIV virus per day (also billions per day). The individual's T-cell count and the ratio of the number of helper to suppressor lymphocytes in the bloodstream will vary depending on which process (production versus destruction) is more active.
- When the total number of T-cells becomes very low, the individual then becomes susceptible to opportunistic infections, unusual cancers, and other symptoms of immunosuppression.
The natural history (course) of disease

- Within weeks of the time that a person becomes infected, some people will experience a mild flu-like illness. This represents the initial infection and spread of the virus in the helper T-cells. Within three weeks to three months, after exposure, the person’s HIV test will become positive.
- The person then enters into a prolonged stage of infection that may last from weeks to decades (even without treatment) where there are no signs or symptoms of the disease.
- Even though the person is not at all ill, they are infectious to others.
- At some point, where the virus infects more cells than are being produced by the body, the person becomes symptomatic with non-specific symptoms (unexplained weight loss, unexplained night sweats, severe unexplained diarrhea, enlarged lymph nodes, etc), or an infection or other disease, which are not normally found in immunocompetent persons (Pneumocystis carinii pneumonia, Thrush, Kaposi’s Sarcoma). In addition, other organ systems may become infected and cause symptoms. Central Nervous System (CNS) infection may cause mental status changes, hematological infection may result in thrombocytopenia (low platelet counts), etc.
- At the point where the person’s HIV test is positive and, the T-Cell count drops below 200, and/or the persons develops an opportunistic infection or an AIDS related cancer, the person has progressed from HIV infection to AIDS.
- Without treatment the disease may progress. The person becomes progressively ill over time.
- Usually the cause of death is overwhelming infection.
Reading Strategies

Before Reading:
Word Sort: Select 20-25 words from the passage and write them on the board or transparency. Put the words on index card if working in groups. Tell the students the topic is “testing.” Have the students arrange the words in categories. Label the categories. Share. Discuss with class.

During Reading:
Jump-in Read: Have students take turns by doing this activity. While students are reading, tell them to identify the words from the previous activity and highlight or underline them.

After Reading:
When students are finished reading have them go back to the word sort to see if they placed the words in the correct categories. Share. Discuss. Have the students use some of the words to write a summary of the article.
FOR IMMEDIATE RELEASE


This year's report comes at a time when vaccine research is receiving increased interest and support from governments and international health agencies. A global effort to hasten vaccine development for diseases such as AIDS, malaria and tuberculosis is under way, as demonstrated in part by President Clinton's announcement today on the administration's new vaccine research initiatives.

"There is no more important goal of medical research than to prevent diseases from occurring in the first place," says Anthony S. Fauci, M.D., director of NIAID. "Our commitment to developing new and better vaccines to prevent the world's most serious infectious diseases has never been stronger, and The Jordan Report is a valuable resource for bringing scientists and policy makers up-to-date on this important endeavor."

The 20th century witnessed a revolution in immunology and saw the introduction of vaccines that led to the reduction or elimination of 21 infectious diseases. Smallpox has been eradicated, and polio is on the verge of being eliminated from most regions of the world. Routine immunizations now prevent childhood diseases such as measles, mumps, rubella and hemophilus influenza, and keep in check deadly illnesses like tetanus. Pneumococcal infections, previously common and potentially serious among infants, now can be prevented by a recently approved vaccine.

The past 100 years have also witnessed a change in vaccine technology. While the earliest vaccines contained weakened or killed versions of infectious organisms, or disabled forms of bacterial toxins, in the last two decades recombinant DNA technology has opened new avenues for vaccine design and development. More recently, the push to determine the genetic blueprints for all important disease-causing microbes has begun revealing more secrets of these pathogens, thereby exposing more targets for vaccine design.

The 173-page Jordan Report 2000, prepared by 24 scientists from NIAID with additional contributions from outside researchers, continues a tradition of providing a succinct vaccine progress report. The report offers a comprehensive overview of vaccine development against nearly 60 diseases caused by bacteria, viruses, fungi and parasites. Of these, AIDS, malaria and tuberculosis have received high priority status among government officials in the United States and abroad.
Each year, 500 million cases of malaria are reported to world health authorities. The disease kills 2.7 million people annually, including one child every 30 seconds across the globe. Malaria, spread by mosquitoes, is caused by the parasites of the genus Plasmodium. These parasites infect the liver and red blood cells, and can cause anemia and disorders of the brain, kidneys or lungs. The appearance of drug-resistant parasites and insecticide-resistant mosquitoes has redoubled the research community's search for a vaccine. Immunization remains difficult, however, because of the parasite's complex life cycle and because different Plasmodium species affect the body in different ways. The Jordan Report 2000 highlights recent advances in malaria vaccine research, including candidate vaccines that target different stages of the parasite's life cycle. Other experimental malaria vaccines include the relatively new technology of DNA vaccination. Additional studies seek to uncover new targets for vaccine development by determining the genetic blueprints for all malaria parasites.

AIDS continues to take a devastating global toll. At the end of 1999, the World Health Organization estimated nearly 34 million people worldwide were living with HIV/AIDS, and more than 16 million had died since the epidemic began. According to The Jordan Report 2000, "Development of a safe and effective vaccine against the human immunodeficiency virus (HIV) is critical to control the epidemic worldwide." This effort has faced many obstacles, including the wide global variation in HIV strains, lack of information on natural immunity to the virus, the absence of an ideal animal model and multiple modes of HIV transmission. The Jordan Report 2000 reviews recent successes in overcoming some of these barriers and addresses all ongoing vaccine research. As with all the other infectious diseases, the report also highlights the contributions to vaccine efforts made by scientists studying the basic science of HIV infection.

Two billion people worldwide are infected with tuberculosis bacteria (TB), and two to three million die each year as a result. When one includes TB deaths among IRV-positive individuals, the disease kills more people than any other single infectious agent. Multi-drug-resistant TB strains are becoming widespread, making an effective vaccine even more important. A TB vaccine has been available since the early 20th century, but its effectiveness is highly variable and unlikely to curtail the global epidemic. NIAID is working with other agencies to develop a better TB vaccine. "The challenge for the next few years," the report says, "is to rationally prioritize the plethora of vaccine candidates for human clinical testing and to design the necessary trials and infrastructure."

The Jordan Report 2000 addresses vaccine research aimed at preventing many other diseases, including food borne bacterial infections, shingles, anthrax and dengue, and ongoing efforts to improve existing vaccines.

Diseases are organized according to type and name, and are introduced with a brief overview prior to a detailed description of relevant vaccine research. The report contains appendices providing the status of all vaccines in development, plus trade names and licensing information where appropriate. The current recommended childhood immunization schedule and a list of more than 350 references are also included.
NIAID RELEASES ‘THE JORDAN REPORT 2000

Strategies

Before Reading:
K-W-L: Three overlapping events will occur. Teacher will have students brainstorm a list of what they know (K) about the topic, record what they want to know or need to know (W) about the topic, and list what they want to learn (L) about the topic.

During Reading:
Selective Underlining: Used to organize information during the reading process. The teacher should model the process the first few times until the students are accustomed to identifying key concepts before working on their own. After reading the selection through the first time, students reread, and begin underlining key ideas in the sentences. It is important to note that students should not underline complete sentences. Only key thoughts should be identified.

After Reading:
Revisit K-W-L. Teacher should direct students in discussions on information brainstormed from the Know (K) list, Want to know list (W), and the Learned (L) list. Discussions should compare previous listed information to what was actually discovered from the passage.
NIAID RELEASES THE JORDAN REPORT 2000

QUESTIONS

Name: ___________________ Date: ______________ Period: _____________

Directions: Read each question carefully and select the best answer.

1. According to The Jordan Report 2000, how was the tuberculosis research similar to the HIV research?
   A. Both researches require human models for vaccines effectiveness.
   B. Both researches show that the diseases can be transmitted by mosquitoes.
   C. Both researches have made a shocking global impact.
   D. Both researches are using animals for clinical research.

2. Read the sentence below.

   The 173-page Jordan Report 2000, prepared by 24 scientists from NIAID with additional contributions from outside researchers, continues a tradition of providing a succinct vaccine progress report.

   What does the word succinct mean in this sentence?
   A. concise
   B. extended
   C. compound
   D. multiple

Short Response

3. Based on the information given, describe how each vaccine research adds to the idea that researchers are making vaccine accomplishments. Support your answer with detail from the text.
1. C – Worldwide concern

2. A – Concise- clear and direct

3. A top-scoring response will include but not be limited to the following:

   (1) DNA;
   (2) Developments in AIDS, malaria and tuberculosis; and
   (3) Childhood diseases.

   Answers may vary.
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GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: What prejudices do persons living with HIV/AIDS encounter?

Lesson Title: Overcoming the Prejudice of HIV/AIDS, Psychosocial Aspects

Description: Persons living with HIV/AIDS encounter many prejudices.

USA Today Newspaper in Education Description: Understand the prejudices of the virus and the rationales for each opinioned prejudice.

Objectives: The students will be able to:

- Brainstorm in groups.
- List and describe 3 acts of prejudice directed toward someone infected with HIV/AIDS.

USA Today Newspaper in Education Objective: The students will be able to:

- Find articles related to the prejudices of the virus.

National Standard for Freshman Transition:

4.0 Students develop positive interpersonal skills

Student Development Framework:

Benchmark PS 4.3
Respect the feeling and beliefs of others

CBC Correlation:
Health Education
American History

FCAT Benchmarks:

HE.B.3.4.5 Demonstrate strategies for dealing with interpersonal conflicts, peer pressure and abusive behaviors.

Accommodations:

Role-playing game on “labeling” others

Instructional Time: 1 hour
Instructional Materials:

- Handout: HIV/AIDS and Prejudice
- Handout: Who will care
- Handout: Who will care Strategies
- Handout: Who will care Questions
- Handout: Who will care Answer Key
- Handout: NIAID Researchers Discover Why Some HIV-infected People Don’t Develop AIDS
- Handout: NIAID Researchers Discover Why Some HIV-infected People Don’t Develop AIDS Strategies
- Handout: NIAID Researchers Discover Why Some HIV-infected People Don’t Develop AIDS Questions
- Handout: NIAID Researchers Discover Why Some HIV-infected People Don’t Develop AIDS Answer Key

Activation of Prior Knowledge:

Students will be asked to describe the various prejudices that are associated with the HIV/AIDS virus.

Instructional Lesson:

1. After placing the word prejudice on the board, the teacher will lead the class in a discussion about prejudice.
2. Have students talk about reasons or motives people may have for certain prejudices and possible misconceptions associated with them.
4. Students may work in groups and allow one student to record.
5. Have groups discuss their responses upon completion.

USA Today Newspaper in Education Activity:

Students will find articles related to the prejudices of the virus, students will explain the rationales for each opinioned prejudice listed and create a solution to each prejudice listed.

Assessments: Evaluate homework assignment and Evaluate Activity sheet responses.

Follow-up Activities/Home Learning/Parent: Find an article (hard copy) or print that deals with prejudices. Explain how this might affect the school, community and/or workplace environment.
HIV/AIDS and PREJUDICE

Describe three acts of prejudice directed toward someone infected with HIV/AIDS. Give an example from school community and workplace environments.

<table>
<thead>
<tr>
<th>Act of Prejudice</th>
<th>Motive</th>
<th>Misconception Associated with motive</th>
<th>Effect upon HIV/AIDS infected person</th>
<th>Ways to address prejudice</th>
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Who will care?
by Marian Wright Edelman

It's exciting and inspiring to meet someone with the energy, passion, and dedication of Nancy Granados, a pediatric nurse practitioner at the Hospital for Sick Children in Washington, D.C. Nancy cares for critically, chronically ill infants and children, including many who are HIV positive or who have AIDS. She is not only their caregiver, but their advocate and sometimes the only family they have, because in her ward are several children from birth to 4 years old who have never left the hospital. They may be medically able to go home if they had families who could be trained to care for their special needs, but there is no home to which they can go.

Many of Nancy's children do go home with parents, or foster parents, or grandparents. But sometimes that's a problem too. "I want to stress that these mothers love their children just as much as any mothers do," she says. "But a lot of these moms are just kids themselves, and subject to many of the ravages of society's poor. Sometimes they're school dropouts, often they acquired AIDS because they abuse drugs, and now they're too sick to take care of themselves, let alone a medically needy infant. And like the teens they are, they have typical adolescent behavior. They listen carefully to the doctors, they understand the schedules for their children's medications (sometimes up to 14 a day), they make appointments for the next examination, and they make promises. But then they get home and they get distracted, or sick, or back to using drugs, and they don't follow through." In the best of circumstances, mothers who can't take care of their babies are persuaded to turn them over to foster care, visiting them when they are able. "Then we have the second big problem," Nancy says. There aren't anywhere near enough foster families who will take HIV positive or AIDS babies. The social stigma and the fear of transmission are big reasons there aren't enough foster parents for these children, in spite of the fact that there has never been a case of inter-household AIDS transmission, and these babies are the most innocent of victims. Nancy says she knows of one family who was kicked out of their church when the congregation found out that they had adopted a baby who had AIDS. And she knows a grandmother (who is not HIV positive herself) who took her grandchild when the woman's daughter died of AIDS, but at a great price. Her other children now refuse to visit her home or have anything to do with her or the child. "These are children," Nancy cries. "Children, who just happen to have a disease that society is mad at or afraid of. When are we as a society going to get over these prejudices?" Children born with vertically transmitted AIDS (which means they got it in the womb from HIV-infected mothers) are living longer than they used to because of the new treatments available. The oldest child Nancy knows to have had the disease since birth is now 16, and we can be hopeful that with the new therapies we will see children living longer and longer lives.

"This is great news, but it's a wake-up call too," Nancy declares. "These are human lives forming. We are not supposed to be an orphanage. We are supposed to be a hospital. We are not supposed to be raising these kids. But we are. They end up staying because
there is no place for them to go. We have kids who spend their whole lives at this hospital." Desperately needed are more volunteers to be with these children, hold them, read to them, rock them, tutor them, and LOVE them. Don't be afraid! "You're not going to get AIDS from wiping away a baby's tear," Nancy says vehemently.

Sometimes these children find good homes with the older generation, but that's not always the best solution either. Nancy knows a 75-year-old woman who is trying to find someone willing to care temporarily for her great grandchild when she goes to have cataract surgery. "The burden is awesome. Everything has become warped in today's world. Somebody should be taking care of grandma, not the other way around! "

What can you do? Volunteer at your local hospitals. Maybe you can become a buddy to a family in crisis, taking the caregiver and child to doctors' appointments, grocery shopping, or babysitting when the caregiver is sick herself . You can donate money and time to the far-too-few centers that take these babies and try to raise them in home-like atmospheres. As Nancy says, "Everyone is busy today. But everyone has an hour once a week they could squeeze out of their schedule."

And, so importantly, if you can, consider being a foster parent to, or perhaps adopting, one of these children. Yes, you'll have to give them their medicine, take them to doctors, and maybe face medical crises, but with today's medical protocols many children are pretty healthy for long periods. Yes, they have special needs. But they are no different than any other children in the love they give, or in the love they need.

Marian Wright Edelman is president of the Children's Defense Fund and a working committee member of the Black Community Crusade for Children (BCCC). In 1998, CDF celebrates 25 years of advocacy, service, and leadership to build a movement to Leave No Child Behind.

This column is also syndicated through the National Newspaper Publishers Association. Visit the Child Watch archive for previous Child Watch columns by Marian Wright.
WHO WILL CARE?

Strategies

Before Reading:
Think–Pair-Share/Square: On the board or transparency, write the following question: What do you think might happen to children living with AIDS? Students write down their answers, share with a partner, and then share with another pair. Share with class. Discuss.

During Reading:
Jump-in Read: Students take turns reading by jumping in when other students are finished reading their sections. Response Notes: While students are reading, tell them to write down any comments or responses they might have, on the margins or in their notebooks.

After Reading:
Response Notes: Refer back to the students’ response notes. Have students share with partner, and then discuss the comments or questions concerning the passage. Authentic Questions: With a partner, have students formulate questions concerning the passage. Share with class. Discuss. Use questions for test or review.
WHO WILL CARE?

QUESTIONS

Name: ___________________________ Date: __________________ Period: _____

1. What word best describes Nancy Granados?
   A. humorous
   B. dedicated
   C. amiable
   D. charismatic

2. According to the passage, there aren’t enough foster families who will take HIV positive or AIDS babies because of:
   A. the social stigma and fear of transmission
   B. the fact that there isn’t enough money involved
   C. the size of the foster homes
   D. the lack of assistance from public care

Extended Response

3. Nancy Granados is definitely an advocate for children with AIDS. How does her work affect others and what is the message she is trying to instill in others? Use details and examples from the passage to support your answer.
WHO WILL CARE
ANSWER KEY

1. B – dedicated

2. C – the social stigma and fear of transmission

3. Extended Response: A correct answer may include the following: Nancy Granados is definitely a passionate individual who spends most of her time caring for those infected with AIDS. She definitely affects others in the work that she does by caring for critically and chronically ill infants and children who are HIV positive or who have AIDS. She provides a sense of family because some of the children she works with are anywhere from birth to 4 years old. The message she tries to send to others, especially mothers, is to love their children who have AIDS just as much as any mother would. Also, she wants people to realize that these children have special needs, but they are no different than any other children in the love they give, or in the love they need.
NIAID Researchers Discover Why Some HIV-infected People Don’t Develop AIDS

For reasons largely unknown, a small number of HIV-infected individuals remain symptom-free long after AIDS normally would have appeared. Scientists from the National Institute of Allergy and Infectious Diseases (NIAID) and their co-workers now report how a small subgroup of these so-called long-term nonprogressors (LTNPS) may avoid disease. Their research, which appears in the March 14 Proceedings of the National Academy of Sciences, provides new information that one day may be used in developing vaccines or other therapies to control HIV infection.

"This discovery applies to only a very small subset of long-term nonprogressors, but it identifies a feature common to the immune systems of these individuals that likely enables them to resist disease," notes Anthony S. Fauci, M.D., director of NIAID. 'Although it does not explain all cases of long-term nonprogression, the discovery should provide insight into the mechanisms of immune defense against HIV."

Mark Connors, M.D., of NIAID’s Laboratory of Immunoregulation, led a team from the United States and Australia in investigating the immune responses to HIV in a subgroup of 13 LTNPS. The investigators selected these patients because they represented the healthiest LTNPs - people with normal CD4+ T-cell counts and extremely low levels of HIV in the blood. This "elite" group of non-progressors in many cases bad virus levels below the level of detection even though they had been HIV-positive for 15 years and had not received antiretroviral therapy.

The research team looked at specific immune system genes in these patients and compared them with those from normal progressors. These so-called human leukocyte antigen (HLA) genes encode proteins that attach to pieces of microbes and subsequently signal the immune system to respond. In HIV and other viral infections, HLA proteins attach to virus fragments within infected cells. These HLA proteins then carry their viral captives to the cell surface where they display them to T cells, which destroy the diseased cell.

Virtually every cell in the body has HLA proteins, and these proteins differ according to type from person to person. Because one type of HLA protein may be better at attaching to fragments of a given microbe, individual with certain HLA genes may be better at resisting selected infections, such as HIV.

In this study, Dr. Connors, lead author Stephen Migueles, M.D., and their colleagues found 11 of the 13 LTNP patients (85 percent) had a gene encoding an HLA variant called HLA B*5701, while only 19 of 200 progressors (9.5 percent) carried this gene. Furthermore, when the researchers looked at the T cells from LTNPS, they discovered that many of those cells recognized HLA B*5701 when it was attached to specific HIV protein fragments. These findings suggest that a property of the immune systems of these individuals and not a weakened form of the virus, is the reason why some non-progressors avoid disease.
Scientists have noticed connections between other HLA types and HIV disease progression in the past, but this is the first study to identify such an overwhelming correlation. "Some associations between HLA genes and disease resistance could be phenomena in which HLA isn’t the key but is simply located near another important gene," explains Dr. Connors. "The functional studies included in our research indicate that this molecule is likely directly involved in restricting virus replication in this small subgroup of people."

Further studies will investigate in more detail how HLA B*5701 protects LTNPs from disease and why the protein does not appear to protect the small percentage of normal progressors who carry this gene variant. In addition, researchers will continue to look for BLA types that protect other nonprogressor subgroups in hopes of identifying additional factors used by the immune system to thwart AIDS progression.

NIAID is a component of the National Institutes of Health (NIH, an agency of the U.S. Department of Health and Human Services. NIAID conducts and supports research to prevent, diagnose and treat illness such as HIV disease and other sexually transmitted diseases, tuberculosis, malaria, asthma and allergies. Press releases, fact sheets and other NIAID-related materials are available on the NIAID Web site at www.niaid.nih.gov

NIAID RESEARCHERS DISCOVER WHY SOME HIV-INFECTED PEOPLE DON’T DEVELOP AIDS

Strategies

Before Reading:
Quick Writes: Students write about a topic that the teacher has discussed briefly. Students are not to be concerned about spelling or grammatical issues. The idea is that they write what they think, believe, or have experienced about the topic. Students are given time to read what they have written to a partner.

During Reading:
Sticky Note Discussion: Direct students in placing sticky notes next to the sections in the article that they would like to discuss or explain to others. After reading the article, select students to share their notes with the class and discuss.

After Reading:
Learning Logs: To be used for free writing, explanations, notes about the reading, scientific observations, and collecting personal thoughts. Students may be asked to write on the specific topic; log may be used to share observations. Other times it may be just a way to record the student’s thoughts and questions. The entries may have a focus and other times they may be completely open ended.
NIAID RESEARCHERS DISCOVER WHY
SOME HIV-INFECTED PEOPLE DON’T DEVELOP AIDS

QUESTIONS

Name: __________________________ Date: ______________ Period: ______

Directions: Read each question carefully and select the best answer.

1. According to the article, what is the most valid argument for supporting the idea
   that HLA proteins work in favor of LTNP’s; although all people have these
   proteins?
   
   A. The individual must have low CD4+T-cell counts
   B. The individual has a certain gene encoding HLA called HLAB*5701.
   C. LTNP’s are given vaccines to over activate HLA proteins that destroy HIV
      cells.
   D. Individuals that are infected with HIV are found not to have HLA proteins.

2. Write a summary of this article. Include only the most important information in the
   text. Support your answer with relevant facts from the text.

3. What is the author’s purpose for writing this article?
   A. To convince government to fund the development of a protein vaccine
   B. To provide information to show how HIV is no longer a danger
   C. To explain how immune system genes are different in LTNP’s.
   D. To illustrate the function of a CD4+T-cell.
NIAID RESEARCHERS DISCOVER WHY SOME HIV-INFECTED PEOPLE DON’T DEVELOP AIDS

ANSWER KEY

1. B – Genes attach to fragments of a given microbe.

2. A top-scoring response should be written in sequential order, paraphrasing what is written in the article. Answers may vary.

3. C – Genes encode proteins
GOAL VII: ACCEPTABLE BEHAVIORS AND HEALTHY LIFESTYLES

Inquiry Question: List 5 societal topics associated with HIV/AIDS?

Lesson Title: Understanding Societies Issues That Are Associated With the HIV Virus

Description: Issues impacting the medical community, economy, legal system, and family & friends should be presented and discussed prior to the activity.

USA Today Newspaper in Education Description: Understand how HIV/AIDS can affect our society.

Objectives: The students will be able to:

➢ Outline societal issues associated with the HIV virus.

USA Today Newspaper in Education Objectives: The students will be able to:

➢ Create a guided discussion of articles gather in the newspaper.
➢ Explain how that article relates to the issues affecting the community.

Student Development Framework:

Benchmark PS 4.3
Respect the feeling and beliefs of others.

CBC Correlation:
Health Education
American History

FCAT Benchmarks:

H.E.C.2.4.6 Acknowledge AIDS as a local, national and international concern.

Accommodations:

Allow students to work in groups and read to each other.

Instructional Time: 1 hour

Instructional Materials:

➢ Dry-erase board and Markers
➢ Paper
Activation of Prior Knowledge:

Students will list 5 societal issues related to the HIV/Virus.
http://aidseducation.dadeschools.net/pdf/resource_guide.pdf

Instructional Lesson:

1. The teacher will print HUMAN IMMUNODEFICIENCY VIRUS on the board.

2. The class is divided into two teams*. Each team will take turns adding on letters to make words. The words must all be related to HIV societal issues/topics. For example, letters may be added vertically below the H to make HIV. Each time letters are added to form a word, the student must use the word in a sentence.

3. Teams receive one point for the correct word and one point for a correct statement. The teams will alternate turns.

USA Today Newspaper in Education Activity:

Have students read and select an article to create a guided discussion. They explain how that article relates to the issues affecting the community.

Assessments: The student will outline five societal topics associated with HIV/AIDS. The student will develop three statements dealing with HIV/AIDS societal issues. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: The student will select any two questions from each category of Societal Issues questions in the curriculum package and will interview a parent/guardian regarding the questions. Refer to Appendix E in Resource Manual.
ECONOMICAL ISSUES

HIV/AIDS infection not only involves medical, psychosocial, legal and ethical issues, but also involves significant economic consequences for individuals, families, communities, and nations. The following is an overview of these economic considerations for society, families with infected members, and HIV positive individuals:

International:

- Some nations (especially in sub-Saharan Africa, Asia and South America etc.) have a significant percentage of their population infected with HIV/AIDS.
- In many of these countries the average yearly income maybe as low as $500, and the gross-national product of the nation could be less than the projected cost for treatment of HIV/AIDS in the country.
- Therefore, it appeared to be impossible to adequately address the economic, medical and psychosocial issues facing these societies.
- Recently, governments, drug-manufacturers, humanitarian organizations, world health organizations, and private individuals, have started to discuss mechanisms to address this situation.

U.S Society:
In the United States, the following economic issues must be addressed:

- Loss of productivity from infected employees
- Massive cost of treatment regiments
- Marked increase in costs for treatment of infected indigent populations
- Availability of health care facilities
- Devastation of some professions with high percentages of HIV infected people (such as the arts)
- Higher insurance costs for all
- Costs for medical research of viral illnesses and human immunity
- Costs associated with the development of treatment-resistant infections. (i.e. T.B and certain cancers)

Families:
In each family unit, the following economic issues must be addressed:

- Devastation of family structure because of the loss of an HIV infected individual
- Loss and shift in household earnings
- Dislocated children- (orphans and foster care)
- Treatment costs
- Changes in family priorities and goals
- HIV infected Individuals:
- Cost of medications can range from $12k to $30k per year. Cost of treatment (medical/dental/psychological/psychiatric/home-health care etc.) can be overwhelming; reaching hundreds of thousands of dollars per year.
- Inability to hold a job
- Loss of insurance
- The economic impact of HIV infection may lead to enormous psychological consequences (see psycho-social section of this curriculum)
Scrabble

Session One

1. Divide class into teams according to class size (preferably two).

2. One student from each team goes up to the “Scrabble Board” individually. He/she develops a word and a statement or question that corresponds to that word on a paper that is designated for that sole purpose (make sure to alternate teams).

3. After each student has gone up to the board, teacher leaves scrabble board up on board.

Session Two

1. Students organize themselves into a large discussion group lead by the teacher.

2. The teacher reviews the paper where questions and comments were written, and the teacher can instigate a question and answer period for students.

Adaptation:

During discussion, students can be instructed to form a circle around the teacher.
Non-Discrimination Policy

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.