



Integrated Classroom and School-to-Career Activity Plans



By and for Columbus Public School Teachers
of 4th and 6th Grade Students



Integrated Classroom and School-to-Career Activity Plans

By and for Columbus Public School Teachers of
4th and 6th Grade Students

Funded by the U. S. Department of Labor
UROG # U-6369-7-00-88-60

Copyright © 2004 by The School Study Council of Ohio

Published by

The School Study Council of Ohio
4807 Evanswood Drive, Suite 300
Columbus, Ohio 43229
Phone: (614) 785-1163
Fax: (614) 785-0513
Website: www.sscsco.org

Integrated Classroom and School-to-Career Activity Plans

Contents

1	Introduction	1-1
2	Fourth Grade Lessons	2-1
	Citizenship.....	2-2
	Science.....	2-20
	Math	2-35
	Reading	2-49
	Writing	2-66
3	Sixth Grade Lessons.....	3-1
	Citizenship.....	3-2
	Science.....	3-13
	Math	3-24
	Reading.....	3-39
	Writing	3-55
4	Work-Based Learning Replication Activities.....	4-1
	SCAN Skills for Workplace Know-How	4-1
	What Does Work-Based Learning Look Like in Practice?.....	4-2
	Externships.....	4-2
	Planning a Career Day/Career Week Event.....	4-4
	Work Site Interview Questions	4-6
A	Career Day Forms	A-1
B	Job Shadowing Forms.....	B-1
C	Bibliography	C-1
	Fourth Grade Once a Nut Bibliography	C-1
	Sixth Grade Pack a Bag and Let's Go Bibliography.....	C-2
D	Other Useful Resources (web sites).....	D-1



Ch.1—Introduction

Introduction to the Manual

From 1997 to 2003, **The School Study Council of Ohio (SSCO)**, in collaboration with Columbus City Schools and other school-to-work partnership organizations in the Columbus area implemented an Urban and Rural Opportunities Grant (UROG) awarded by the U.S. Department of Labor, Education and Training Administration (grant award #U-63697-00-88-60).

Originally conceived and enacted during the Clinton Administration, *The School-to-Work Opportunities Act* (1994) identifies three major components, each containing specific activities designed to assist students in the transition from school to work:

- A school-based learning component
- A work-based learning component
- Connecting activities

The school-based learning component includes career awareness, exploration, and counseling. These culminate in a skill certificate and an opportunity to provide a genuine work experience in the students' chosen field. The work-based component includes extended workplace activities incorporating internships and summer jobs, job shadowing, workplace mentoring, and community service.

The inclusive concept behind school-to-work is that students can complete a series of learning experiences that allow them to leave high school with an identified set of competencies. These competencies are intended to make young people competitive for positions in the workplace.

Within the framework provided by the Act, the federal government awarded grants for projects designed to enable local partnerships serving youth in high poverty urban and rural areas to develop and implement School-to-Work Opportunities initiatives. The projects were designed to address barriers to the successful participation of these students in such activities and to prepare them for further education and training and first jobs in high-skill, high-wage careers.

Objectives

The five objectives of the SSCO project are:

- To implement a system of career clusters and career majors and to clarify pathway options to reach specific employment objectives within the Columbus Enterprise Community
- To encourage the active participation of all students, including minorities, females, those who are economically disadvantaged, those with low academic performance, and those with disabilities

- To expand professional development initiatives that promote interaction and sharing of responsibilities among education, workforce development, economic development systems, and other partner groups
- To expand and enhance community linkages with business/industry, labor organizations, parents, post-secondary education, government, and other agencies
- To identify and reduce barriers to participation, including barriers related to the provision of school-to-work activities within high poverty areas

As part of an effort to **sustain** the impact of the work completed over the six grant years, SSCO staff and Columbus Public School teachers who were involved in the project gathered to develop the contents of this manual.

Where Does School-to-Work Go from Here?

From inside schools and beyond their doors, the message is the same—engaging young people in education and preparing them for jobs will require rigorous and relevant learning.

The merging multifaceted global economy will require people to look beyond learning just for today and focus on the concept of lifelong learning. Successful individuals will be those who can direct, manage, and monitor their own academic progress. Skills such as creativity, flexibility, collaboration, and problem solving will be the practical skills learned in the classroom and through work-based learning opportunities.

Generally, the conceptual framework of school-to-work activities is based on two premises:

- Schools need to provide all students with options that will help them learn and gain the skills needed to compete in the workplace
- A local partnership of employers, educators, and others must exist in order to build a high-quality school-to-work system that prepares young people for careers in high-skill, high-wage jobs.



Ch.1—Introduction

Facts We Know

We know that

- 75% of high school graduates will not earn a college degree
- Approximately one-third of those earning a four-year degree will be taking jobs that do not require a four-year degree
- This means (not including dropouts) that in the next twenty years, approximately 83% of all high school graduates will be taking jobs and entering careers that do not require a four-year degree.

Students need exposure to academics and teachers who will equip them with the appropriate knowledge and understanding of the fundamentals that will enable them to succeed—whether college-bound or not. Students also need to understand the practical applications of that knowledge—how to use it and how it will apply in the real world. School must make sense to students.

Introduction to the Lesson Plans

Columbus Public School teachers who participated in the School Study Council of Ohio/Columbus Schools Partnership for School-to-Careers developed the lesson plans in this manual. The plans are meant to help the classroom teacher to integrate “real” activities into the curriculum, based on the premise that these activities will draw attention to their practical applications in the workplace and thus enhance student learning. The materials also focus on the skills that were identified by the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS skills). When using these ideas, teachers may have to adapt them to fit their particular situation.

Recommendations

The authors of this manual have three major recommendations to the teachers who use it:

- Do not hesitate to use these materials because they may not totally meet your students’ needs or match their grade level. Modify them.
- Should your selected activities require skills you do not yet have, ask someone else in your building to collaborate with you and team teach or exchange classes for a time.
- If you are unfamiliar with the SCANS Skills, review Chapter 4.

Lesson Plans

The fourth- and sixth-grade lesson plans are a series of integrated lessons revolving around a theme that ties together the State Learning Competencies for Citizenship, Science, Mathematics, Writing, and Reading. The State Learning Competencies addressed by each lesson are stated on the title page of each lesson. The writing prompt follows the writing process from the Ohio Proficiency Tests.

Each curricular area contains five to ten lessons. Some lessons take more than one class period, giving the unit a length of two to three weeks. Each lesson focuses on one or two State Learning Competencies. Each contains a pre-assessment piece, lesson procedures, a proficiency type assessment question, and reproducible black line masters where needed. These lessons can all stand alone, but connections between the environmental issues around the world and how they affect different cultures permits students to study the similarities and differences among communities and the relationship of those experiences to their own.

Fourth Grade Lesson Plans

The fourth grade lesson plans in Chapter 2 focus on the theme of *trees* and is structured to the pacing of the first grading period for Columbus Public Schools. Each lesson is written at the fourth grade level.

Sixth Grade Lesson Plans

The sixth grade lesson plans in Chapter 3 focus on the theme of *travel* and is structured to the pacing of the first grading period for Columbus Public Schools. Each lesson is written at the sixth grade level.

Writing Opportunities

These lessons have all been infused with writing opportunities in various forms to give students a chance to explain their thoughts, ideas, observations, and conclusions. This practice will serve them well in their classroom work as well as on the Ohio Proficiency Tests. The unit strives to give students authentic experiences within each curricular area to make the connections between classroom work and the workplace. Field trips, guest speakers, and technology have been included to expand the classroom experience to include the greater community and connect to the jobs and careers related to environmental science and other fields.



Ch.1—Introduction

Introduction to the Team

This manual was developed by and for Columbus Public Schools teachers. A team of five dedicated Columbus teachers worked over the summer and early fall to develop the lessons in this manual and were responsible for aligning them with State Learning Competencies, the Ohio Proficiency Tests, and Career Connections.

Creative Team

The teachers responsible for the creation of this manual are:

- Lisa Seiberling, Northgate Center
- Dorena Kramer, Stewart Alternative Elementary School
- Jean Cline, Sullivant Elementary School
- Stephanie Baumgartner, Buckeye Middle School
- Jennifer Harvey, Windsor Alternative Elementary School

The School Study Council of Ohio (**SSCO**) has worked with Columbus Public Schools on the implementation of the School-to-Careers Program over the last six years. SSCO would like to extend its deep appreciation for these teachers' hard work and dedication.

SSCO

The SSCO is a non-profit consortium of school districts, educational service centers, colleges of education, and related educational schools and agencies. It is owned and governed by the member organizations with a Board of Trustees representing member organizations.

SSCO's guiding mission is to help each member organization to achieve its mission through the provision of client-centered services that include:

- Planning assistance
- Professional development
- Funding and related resource acquisition
- Research
- System assessment and impact evaluation
- Leadership development
- Other personalized technical assistance

SSCO Team

- Dr. Thomas M. Stephens, Executive Director
- Jon Nieberding, Assistant Director
- Bill Stalets, School-to-Careers Project Director

ProWrite Inc.

ProWrite is a full-service technical communications company established in 1982. ProWrite provides a complete array of publication services to meet the needs of the technical and business community.

ProWrite services include:

- Technical Writing and Editing
- Marketing Communications
- Design and Layout
- Electronic Publishing
- Online Training Materials
- Web Design

ProWrite organized and edited the materials provided by SSCO, added information, formatted the pages, created the online version, and coordinated the printing and CD production.

ProWrite Team

Dotty Tonjes, Kelly Paull, Sandy Ashe, and Ron Tonjes

Design Communications Team

Design Communications, Inc., a full-service design firm, provided the design for the manual. The following Design Communications staff designed the manual:

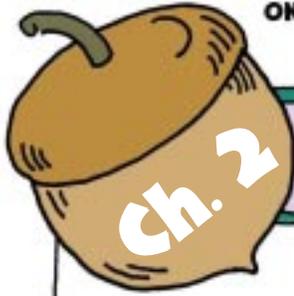
Dean Kette, Gene Hite, and Kathy Shield

Availability

This material is available in printed form, on CD, and on the SSCO website (www.scco.org). For more information, contact

SSCO

4807 Evanswood Drive
Suite 300
Columbus, Ohio 43229
Phone: (614) 785-1163
Fax: (614) 785-0513



4th Grade Lessons



About the Lessons

Each lesson follows a similar format and uses headings familiar to most educators. The headings are explained below.

Curriculum Area—Each lesson covers one of the following curriculum areas:

- Citizenship
- Science
- Mathematics
- Reading
- Writing

SLCs Addressed

The Ohio State Learning Criteria that this lesson addresses.

Parallel Proficiency Question Example

Parallel questions are modeled after the Ohio Proficiency Test. Questions are written at the three levels (low, moderate, and high complexity) and in the style of short answer, extended response, or multiple choice.

Pre-assessment

An activity performed at the beginning of the lesson that helps to pinpoint what the students already know about the topic and to focus attention on the topic at hand.

Prompt or Question

Suggested topics for a Type 1 writing exercise such as a journal topic or a general question for starting a class discussion.

Purpose of the Lesson

What the lesson intends to accomplish.

Materials

The materials that will be used in the lesson. Materials should be assembled prior to beginning the lesson.

Lesson Procedures

Step-by-step procedures for conducting the lesson.

Teacher Background

Additional information that may help clarify the concept or process for the teacher. Not all lessons provide teacher background material but background material is available on the Columbus Public Schools website www.columbus.k12.OH.US.

Assessment Type

Type 1 and Type 2 writing types are the first of five steps used by the Collins Writing program.

- Type 1 has no correct answer. Type 1 assessments are to
 - Help students become more fluid writers
 - Focus their ideas on a topic
 - Help them write down their ideas

In these lessons, Type 1 questions are used to access prior knowledge.

- Type 2 has a correct response. The OPT requires this type of writing in its short answer and extended response questions.

Flip books are a common writing activity used in intermediate grades. Not every question has an assessment type.

Prompt or Questions

Suggested topics for a Type 2 writing exercise.

Career Connections

Suggestions on ways the class can learn about what careers are involved with the topic.

Student Activity

Activities students are to complete with the worksheet provided or by getting out a sheet of paper and completing the assignment.