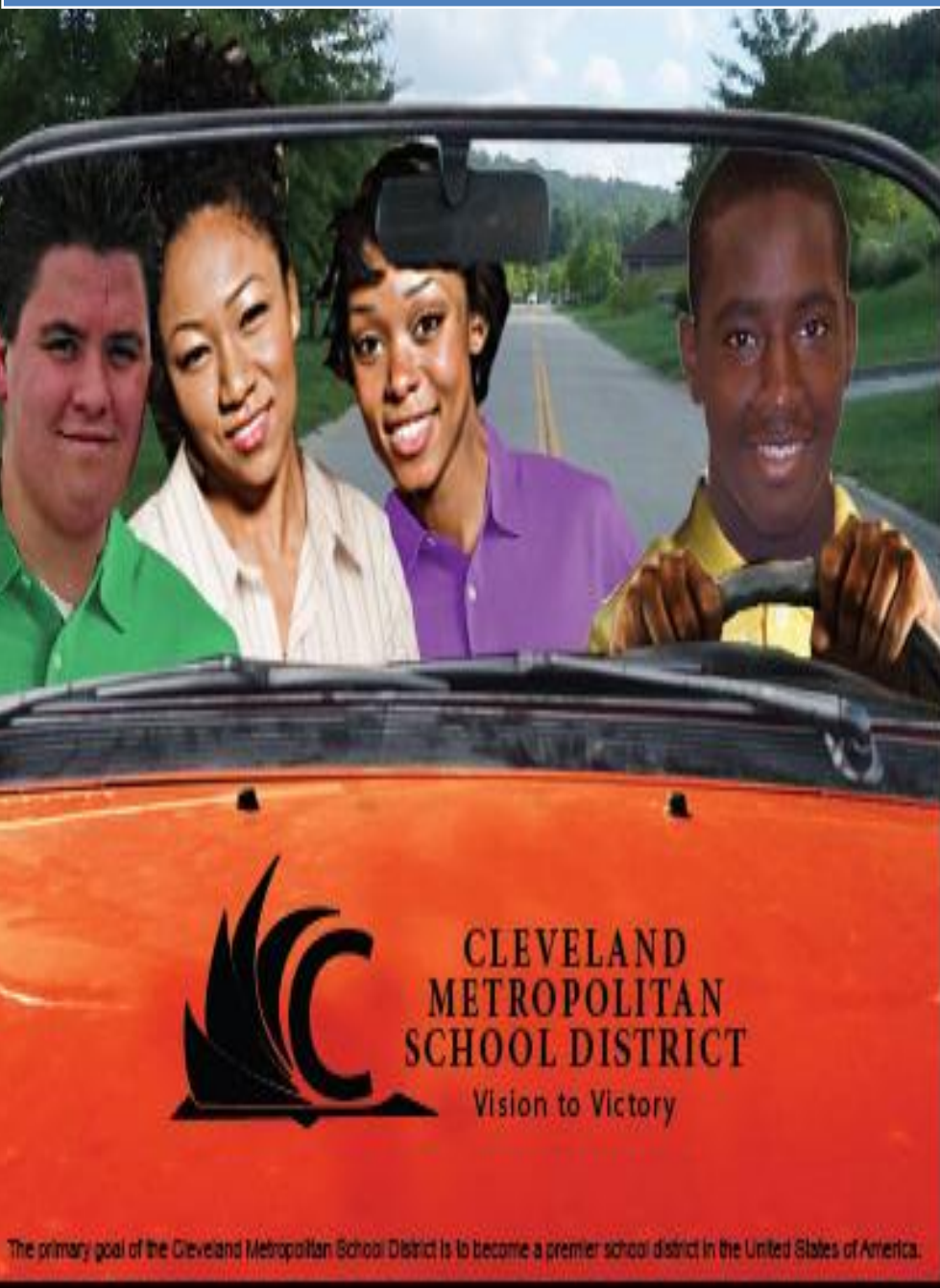


# Cleveland Goes to

# COLLEGE

# 2012

## “Cleveland Goes to College” PreK-12 District-wide Initiative

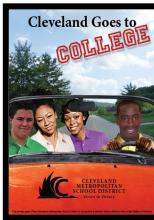


Cleveland Metropolitan School District

Office of Curriculum & Instruction

[www.cmsdnet.net](http://www.cmsdnet.net)

1/1/2012



**“CLEVELAND GOES TO COLLEGE” (CGTC)**





In true nature of transformation, the Cleveland Goes to College initiative was developed to foster a shift in our community’s culture so that “college going” is an expectation of all students and families.

Entering college is a competitive process; we want all CMSD students to be equipped with the information and resources they need to help them achieve their career goals and to be comfortable with exploring education and training options beyond high school.

“Cleveland Goes To College” (CGTC) is a district-wide PreK-12 initiative that helps students of all ages to understand the college admission process, how college differs from middle school or high school, and lessons have been designed to help students become more comfortable navigating their educational options after high school graduation.

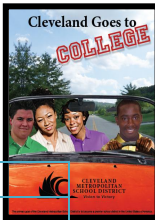
All activities and lessons are hands on, engaging, and aligned with the District’s Scope and Sequence for all core subjects. CGTC exposes students to all types of higher education options, i.e. two-year institutions, four-year institutions, private institutions, public institutions, and technical institutions; within the City of Cleveland, the State of Ohio and across the entire United States. A student entering Pre-K during the 2011-2012’ academic year will have 13 “virtual visits” to 13 different colleges/universities by the time they graduate high school.

**“Cleveland Goes to College” Calendar**

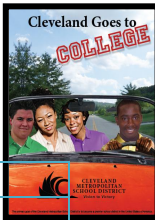
-  **Theme ONE: “Freshman Orientation”**  
**Event Date: Monday, September 19, 2011 (High Schools)**  
**Event Date: Tuesday, September 20, 2011 (PK-8 Schools)**
-  **Theme TWO: “Canvassing Your Campus”**  
**Event Date: Thursday, November 11, 2011 (All Schools)**
-  **Theme THREE: “Declare Your Major”**  
**Event Date: Friday, January 20, 2012 (All Schools)**
-  **Theme FOUR: “Final Exams/Commencement”**  
**Event Date: Thursday, May 17, 2012(All Schools)**

**2011-12 College Partnerships**

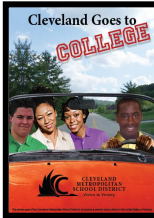
CMSD SCHOOL	COLLEGE PARTNER	CITY-LOCATION
Adlai Stevenson	Murray State University	Murray, Kentucky
Almira	Florida A & M University	Tallahassee, Tennessee
A. J. Rickoff	University of Wisconsin	Madison, Wisconsin
Anton Grdina	University of Georgia	Athens, Georgia
Artemus Ward	Duke University	Durham, North Carolina
Benjamin Franklin	Drake College	Des Moines, Iowa
Bolton	Alcorn State University	Lorman, Mississippi



Buckeye -Woodland	Baylor University	Waco, Texas
Buhrer	Kentucky State University	Frankfort, Kentucky
Campus International School @ CSU	Colorado State	Fort Collins, Colorado
Carl & Louis Stokes Academy	Jackson State	Jackson, Mississippi
Carl Shuler	Arizona State University	Phoenix, Arizona
Case	Bowling Green State University	Bowling Green, Ohio
Charles Dickens	Eastern Washington University	Spokane, Washington
Charles Eliot	Spalding University	Louisville, Kentucky
Charles Mooney	Alabama A&M	Normal, Alabama
Clara Westropp	Villanova University	Villanova, Pennsylvania
Clark	Miami University of Ohio	Oxford, Ohio
Cleve. Early Childhood Dev. Center	Ursuline College	Pepperpike, Ohio
Cleveland School of the Arts- Upper	Michigan State University	East Lansing, Michigan
Cleveland School of the Arts- Lower	Hampton University	Hampton, Virginia
Collinwood Campus	Vanderbilt University	Nashville, Tennessee
Daniel E. Morgan	Bethune Cookman College	Daytona Beach, Florida
Denison	Ohio State University	Columbus, Ohio
Dike Montessori	University of Arizona	Tucson, Arizona
D. Macarthur- Girls Leadership Acad	Oberlin College	Oberlin, Ohio
Downtown Educational Center	UCLA	Los Angeles, California
East Clark	University of Nebraska	Lincoln, Nebraska
East Technical Campus	Dartmouth College	Hanover, New Hampshire
Euclid Park	Eastern Michigan University	Ypsilanti, Michigan
F.D. Roosevelt	Endicott College	Beverly, Massachusetts
Fullerton	Columbia University	New York, New York
Garfield	Texas A & M	College Station, Texas
Garrett Morgan	Allegheny College	Meadville, Pennsylvania
George W. Carver	Massachusetts Institute of Technology	Cambridge, Massachusetts
Ginn Academy	Washington University in St. Louis	St. Louis, Missouri
Glenville Campus	Spelman College	Atlanta, Georgia
Hanna Gibbons	Case Western Reserve University	Cleveland, Ohio
Harvey Rice	Boston University	Boston, Massachusetts
Hi-Tech Academy	Princeton University	Princeton, New Jersey
Iowa Maple	University of North Carolina	Chapel Hill, North Carolina
James F. Rhodes Campus	University of Pittsburgh	Pittsburgh, Pennsylvania
Jane Addams Business Careers Ctr	Heidelberg College	Tiffin, Ohio
John Adams Campus	Eastern Illinois University	Charleston, Illinois
John F. Kennedy Campus	Indiana University	Bloomington, Indiana
John Hay Campus	University of Michigan	Ann Arbor, Michigan
John Marshall Campus	Indiana State	Terre Haute, Indiana
Joseph Gallagher	Morgan State University	Baltimore, Maryland
Kenneth Clement Boys Leadership	Mississippi State	Starkville, Mississippi
Lincoln-West Campus	Bowie State University	Bowie, Maryland
Louis Agassiz	Georgetown University	Washington D.C
Louisa May Alcott	Duquesne University	Pittsburgh, Pennsylvania
Luis Munoz Marin	Ball State	Muncie, Indiana
Marion C. Seltzer	Western Michigan University	Kalamazoo, Michigan
Marion- Sterling	Earlham University	Richmond, Indiana



Mary B. Martin	Embry- Riddle University	Daytona Beach, Florida
Mary M. Bethune	Kent State University	Kent, Ohio
Max S. Hayes Campus	DePaul University	Chicago, Illinois
Martin L. King, Jr. Campus	Howard University	Washington D.C
MC2Stem	University of Connecticut	Storrs, Connecticut
McKinley	Harvard University	Cambridge, Massachusetts
Memorial	Clemson University	Clemson, South Carolina
Michael R. White	Purdue University	West Lafayette, Indiana
Miles	Stanford University	Stanford, California
Miles Park	University of Montana	Missoula, Montana
Mound	Ohio University	Athens, Ohio
Nathan Hale	University of Toledo	Toledo, Ohio
Newton D. Baker	Tuskegee University	Tuskegee, Alabama
O. H. Perry	Cuyahoga Community College	Cleveland, Ohio
Orchard	John Hopkins University	Baltimore, Maryland
Patrick Henry	Central State University	Wilberforce, Ohio
Paul Dunbar	Cleveland State University	Cleveland, Ohio
Paul Revere	Washington State University	Pullman, Washington
Residential Schools	Madonna University	Livonia, Michigan
Riverside	Alabama State University	Montgomery, Alabama
Robert Fulton	Fisk University	Nashville, Tennessee
Robert Jamison	St. Louis University	St. Louis, Missouri
Robinson G. Jones	Boise State University	Boise, Idaho
Scranton	New York University	New York, New York
Success Tech Academy	University of New Hampshire	Durham, New Hampshire
Sunbeam	University of South Carolina	Columbia, South Carolina
Thomas Jefferson Campus	Tulane University	New Orleans, Louisiana
Tremont	Lander University	Greenwood, South Carolina
Union	Belmont University	Nashville, Tennessee
Valley View	Portland State University	Portland, Oregon
W. C. Bryant	Wesleyan University	Middletown, Connecticut
Wade Park	Virginia State University	Petersburg, Virginia
Walton	Brown University	Providence, Rhode Island
Warner Girls' Leadership Acad	Northwestern University	Evanston, Illinois
Watterson-Lake	Emory University	Atlanta, Georgia
Waverly	University of California- Berkeley	Berkley, California
Washington Park Enviro Studies Acad	University Of Chicago	Chicago, Illinois
Whitney Young	University of Pittsburgh	Pittsburgh, Pennsylvania
Wilbur Wright	Grambling State University	Grambling, Louisiana
Willow	Morehouse College	Atlanta, Georgia
Wilson	Florida State University	Tallahassee, Florida
Woodland Hills	Wayne State University	Detroit, Michigan



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## FREQUENTLY ASKED QUESTIONS

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**Q:** What is “Cleveland Goes To College”? What is the primary goal for this program?

**A:** *To provide a district-wide PreK-12 initiative that will help begin shifting our community’s culture so that “college going” is an expectation of all students and families.*

**Q:** How will this program assist my child?

**A:** *Learning about college from an early age will help your student (child) become more equipped with information regarding their educational options after high school graduation. “Cleveland Goes To College” will help students of all ages to understand the college admission process, how college differs from middle school or high school, and will help students become more comfortable navigating college websites or searching for other college related information.*

**Q:** Are parents encouraged to participate?

**A:** *Yes, we encourage parents to participate and to help on “Cleveland Goes To College” dates:*

**Monday, September 19, 2011 (High Schools)**

**Tuesday, September 20, 2011 (PK-8 Schools)**

**Thursday, November 11, 2011 (All Schools)**

**Friday, January 20, 2012 (All Schools)**

**Thursday, May 17, 2012(All Schools)**

**Q:** What can Pre-K to 8<sup>th</sup> grade expect as activities/presentation?

**A:** *Students will engage in lessons that are aligned with District’s Scope and Sequence for all core subjects; activities will range from learning college terminology to updating or creating a resume. Students will be given helpful tips and resources to help them navigate college resources.*

**Q:** Why are we doing this with the Pre-K to 3 grade band?

**A:** *Entering college is a competitive process; we want all CMSD students to be equipped with the information and resources they need to help them achieve their career goals and to be comfortable with exploring education and training options beyond high school.*

**Q:** How were colleges selected?

**A:** *We felt it was important for students to be exposed to all types of colleges, i.e. two-year institutions, four-year institutions, private institutions, public institutions, and technical institutions; also within the City of Cleveland, the State of Ohio and across the entire United States. CMSD administrative staff searched the Ohio Career Information System (OCIS) to identify colleges and provide CMSD schools with highlights on their designated institutions.*

**Q:** When will CMSD schools be notified of their designated college?

**A:** *Principals received information in August 2008. Schools will be assigned a new college each academic year.*

**Q:** Is this an out-of-school program?

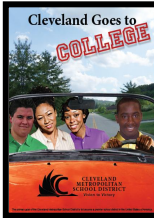
**A:** *No, “Cleveland Goes to College” is an in-school initiative. Students will participate in 4 group-guided lesson days. However, all schools are encouraged to talk about college on an on-going basis.*

**Q:** Is there a fee for students to participate in this program?

**A:** *No, “Cleveland Goes To College” is free to students and schools.*

**Q:** Will colleges be able to visit the individual CMSD schools?

**A:** *We encourage schools to reach out to their designated colleges, and let them know about the initiative. School teachers, administrators, and other staff may choose to invite their designated college to their campus.*



**Q: Will the college be open to helping selected students visit their campus?**

**A: *“Cleveland Goes To College” is a CMSD initiative; colleges are not expected to provide our students with financial assistance to visit their campuses. However, we do encourage CMSD schools to develop a relationship with their designated college- building a positive relationship may open doors of opportunity.***

**Q: Will colleges send resources that are age-appropriate?**

**A: *We encourage school representatives to explore college websites, form a relationship with the college’s admission office, and ask for supplemental materials.***

**Q: Will financial aid be available to help low-income families?**

**A: *Students will receive information on how to apply for financial aid, as well as, helpful tips on applying for scholarships and other financial support for college.***

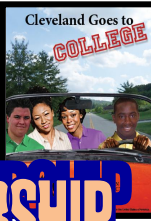
**Q: Will financial assistance be available for field trips to the college?**

**A: *CMSD will not provide financial assistance for field trips. We encourage schools to be creative in finding ways to “visit” their designated colleges by having students to participate in college-related activities within their school buildings.***

**Q: Will displays be provided to CMSD schools to be posted?**

**A: *CMSD schools are encouraged to work with students to create displays and/or bulletin boards for the hallways and classrooms. Additionally, by schools building a relationship with their college, colleges may provide complimentary materials for the schools.***

***We wish to extend a special thank-you to CMSD Secretaries/School Clerks and the Family and Community Engagement Office (FACE)/ Family Liaisons for assisting with the development of the “Cleveland Goes To College” Frequently Asked Questions.***



# SUGGESTIONS FOR ESTABLISHING SCHOOL/COLLEGE PARTNERSHIP

- ✚ Begin by having a school/campus designee to contact a college representative at your assigned college, to share details of the “Cleveland Goes To College” initiative
- ✚ Share the District “Cleveland Goes To College” event dates and themes and ask college representative for classroom activity suggestions, based on any current projects, events, etc. in process at the college
- ✚ Discuss with college representative some of the ideas your school/campus has considered as potential areas of partnership with the college to determine the feasibility
- ✚ Request complimentary college paraphernalia, e.g. posters, pennants, print materials, etc.
- ✚ Request a visit by a college representative, preferably on one of the designated “Cleveland Goes To College” event dates; bear in mind that colleges have alumni associations and may have an available alumni able to visit your school/campus
- ✚ Explore your assigned college’s points of interest, which would be valuable for student sharing and development of student activities/projects
- ✚ Inquire what parental engagement resources are available through the college, to help educate parent(s)/guardian(s) about the college experience

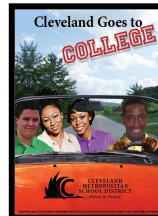
## *OHIO CAREER INFORMATION SYSTEM (OCIS)-Access Information*

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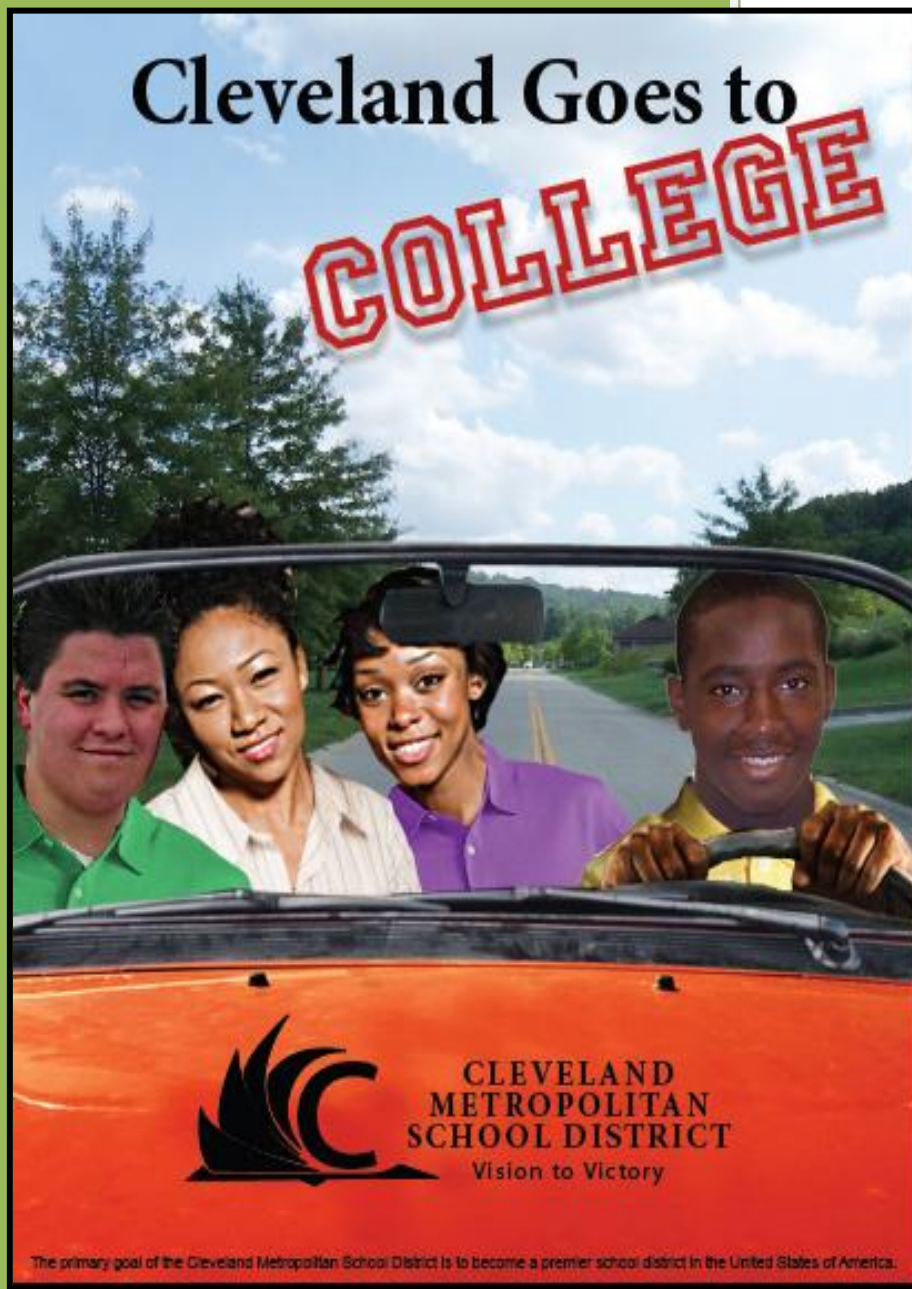
The Ohio Career Information System provides career development information that supports students’ Individual Academic and Career Plan (IACP) and Career Passport. The OCIS system provides users with information on Occupations and Employment, Education and Training, Occupational, School/College, and financial aid information, and Educator Resources.

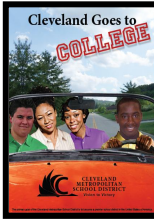
Following are the directions to gain access to the web version of OCIS:

1. Type in the following web address:  
[www.ocis.org](http://www.ocis.org)
2. The next screen is the username, which is password protected.  
A pre-approved username and password must be entered to gain access to the database
3. Type in the following username: clevemun
4. Type in the following password: ohicis03



# EVENT ONE - "Freshman Orientation"





## PreK-3 GR Band Early/Late 1<sup>st</sup> Quarter Scope and Sequence Sept. 2011

**Activity #1:** Provide interesting and unique facts about your college. Display words about college around the classroom (e.g. campus, dormitory, professor, bursar, college, degree, etc.) Ask students to identify word(s) that they do not understand. Provide students with a working definition; ask them to use the terms in a sentence(s).

- Build a college vocabulary board and have the students use the words throughout the quarter.

**Benchmark Alignment:** ELA - Acquisition of Vocabulary Phonemic Awareness, Word Recognition and Fluency

**Activity # 2:** Pull together a list (preferably with pictures) of famous people such as NBA players, actors, singers, or other familiar professionals. Have students tell you what kind of education level they think the person has or needs for that profession:

- Suggestion: make it into a game, e.g. Academic Challenge, Around the World, and/or Jeopardy.
- Research athletic offerings at your college. Which, if any, is the most popular, what is its record? Has the university produced any famous athletes?

**Benchmark Alignment:** Social Studies - Social Studies Skills and Methods

**Activity #3:** Using a map of the USA, color the state where your college is located:

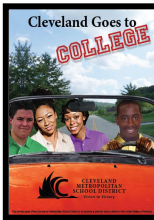
- Discuss highlights of city/state where college is located (climate, historical facts, population, etc) Discuss/compare how these differ or are similar with our city.
- Using the Ohio Career Information System (OCIS) sheets, (provided in the college information packet given to your principal), discuss highlights of your college.

**Benchmark Alignment:** Social Studies - Social Studies Skills and Methods

**Activity #4:** On a blank map have students trace a trip from Cleveland to your college:

- How do you get there? How many states do you cross to get there? How many miles, and hours would it take to drive there.

**Benchmark Alignment:** SS - Social Studies Skills and Methods Math - Number, Number Sense and Operations



**Activity #5:** Describe the purpose of a mascot. What is your college's mascot?

- Have the students create a new mascot for your college. Make a replica of the new mascot out of whatever materials you have available.

**Benchmark Alignment:** ELA - Research Standards    Math - Patterns, Functions and Algebra

**Activity #6:** Download your college's theme song. Identify some key words from the song, define words and work with students to create a new theme song for the college.

**Benchmark Alignment:** ELA - Acquisition of Vocabulary    Phonemic Awareness, Word Recognition and Fluency

**Activity #7:** Brainstorm objects, or shapes you would find on a college campus. Show pictures of your college, and ask students to create a story book about their first day on campus.

**Benchmark Alignment:** Math - Patterns, Functions and Algebra    ELA – Writing Process  
Writing Application

**Activity #8:** Identify living and non-living items on a college campus. Create a collage of the findings, and display in classroom or hallway.

**Benchmark Alignment:** Science - Life Sciences

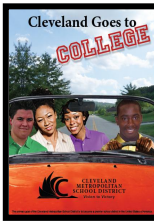
**Activity #9:** Explain the independence of college life, peer pressure away from home; have students to discuss importance of attending their college classes, completing assignments, following campus/dormitory rules.

- Have students to draw a picture of themselves on the college campus and tell a story about their picture.

**Benchmark Alignment:** SS - Skills and Methods    ELA – Communications: Oral and Visual

**Activity # 10:** Create a collage of the school's staff during their college days. Have students to identify the staff in the pictures. Have a competition to see which classroom can correctly name the most staff persons.

**Benchmark Alignment:** Math – Number, Number Sense and Operation



**Activity # 11:** List the different colleges that staff members have attended. Discover how many different colleges are represented at your school site.

- Make a bulletin board or wall display of the various colleges staff have attended, listing the applicable staff names affiliated with the colleges.
- Have staff to share with students why they chose to attend the college that they attended

**Benchmark Alignment:** Math – Number, Number Sense and Operations

**Activity # 12:** Create cut out letters for the name of your assigned college/university/technical school. Have students to design a bulletin board/decorate classroom/school highlighting college name and facts about the college.

**Benchmark Alignment:** ELA – Phonemic Awareness, Word Recognition and Fluency

**Activity #13:** Have students to draw their life timeline from birth to adulthood. What career will they be doing as an adult? Discuss college/technical education requirements necessary to achieve their career goal(s).

**Benchmark Alignment:** Social Studies – History

**Activity #14:** Have students to write an essay on the benefits of graduating from high school and then, continuing their education beyond high school graduation.

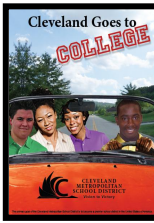
**Benchmark Alignment:** ELA – Writing Applications

**Activity #15:** Lead students in a brainstorm discussion around the question, “If you could interview a college student/graduate, what would you ask him/her?” Select at least five (5) questions and reveal that the students’ classroom teacher is a college graduate – then allow students to interview teacher, based on selected questions.

- Following interview, have students to discuss or write about their feelings, concerns, uncertainties, excitement, etc. about going to college.

**Benchmark Alignment:** ELA – Research Standard

**Writing Applications**



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## 4-6 GR Band Early/Late 1<sup>st</sup> Quarter Scope and Sequence Sept. 2011

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**Activity #1:** Review USA map; discuss highlights (state bird, flag, etc) of the state where your school's college is located, as well as neighboring states.

- Review highlights of your school's college, e.g., the # of states, territories, and countries represented at your school's college (use Ohio Career Information System info. Sheets provided in the college information packet which was given to your principal).

**Benchmark Alignment: Social Studies- Geography**

**Activity #2:** Creative writing lesson: describe what it would be like to move to another state or go to college where you could meet new friends from different parts of US or other countries.

**Benchmark Alignment: ELA- Writing Process**

**Activity #3:** Identify at least five colleges in your state. Use a bar graph to show your college's enrollment compared to five other colleges in the state where your college is located.

- Discuss the history/origin of your college.
- Cite reasons why your school is a good choice for students.

**Benchmark Alignment: Math- Number, Number Sense and Operations    SS- Skills and Methods**

**Activity #4:** Explain/compare similarities/differences between 2yr./4yr./Technical institutions.

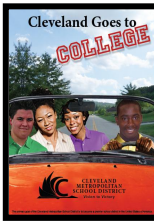
**Benchmark Alignment: SS- Skills and Methods**

**Activity #5:** By classroom, discuss mascots- what is their purpose? Have students design a new college mascot using recycled materials.

**Benchmark Alignment: SS- Skills and Methods**

**Activity #6:** Discuss the meaning of certifications, degrees. Distinguish the types of degrees offered by your college (e.g. AA, BA, M.ED, etc).

- Show relationship between academic performance and your college's admissions requirements.



- Select 15-20 college terms and have students to define. Display student work.
- Discuss the relationship of academic coursework and college majors.

**Benchmark Alignment: SS- Skills and Methods**

**Activity #7:** Creative writing lesson- discuss campus living arrangement; write about what qualities are important in selecting a college roommate. Discuss items:

- How would you decorate your room knowing that you will be sharing it with someone else?
- How would you deal with a difficult roommate situation?
- Have students create a skit depicting certain situations that may happen.

**Benchmark Alignment: ELA- Writing Process**

**SS- Skills and Methods**

**Activity #8:** Classroom group discussion- discuss items needed by college students – try to determine the associated costs and ways to save \$\$ for some college expenses.

**Benchmark Alignment: Math- Numbers, Number Sense and Operations**

**Activity #9:** Explain the independence of college life, peer pressure away from home; have students to discuss importance of attending their college classes, completing assignments, following campus/dormitory rules. Have students to draw a picture of themselves on the college campus and tell a story about their picture.

**Benchmark Alignment: SS- Skills and Methods**

**ELA – Communications: Oral and Visual Standard**

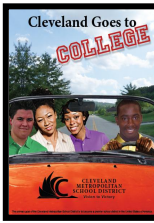
**Activity # 10:** Create a collage of the school’s staff during their college days. Have students to identify the staff in the pictures. Have a competition to see which classroom can correctly name the most staff persons.

**Benchmark Alignment: Math – Number, Number Sense and Operation**

**Activity # 11:** List the different colleges that staff has attended. Discover how many different colleges are represented at your school site.

- Make a bulletin board or wall display of the various colleges staff have attended, listing the applicable staff names affiliated with the colleges
- Have staff to share with students why they chose to attend the college that they attended,

**Benchmark Alignment: Math – Number, Number Sense and Operations**



**Activity # 12:** Create cut out letters for the name of your assigned college/university/technical school. Have students to design a bulletin board/decorate classroom/school highlighting college name and facts about the college.

**Benchmark Alignment:** ELA – Phonemic Awareness, Word Recognition and Fluency

**Activity #13:** Have students to draw their life timeline from birth to adulthood. What career will they be doing as an adult? Discuss college/technical education requirements necessary to achieve their career goal(s).

**Benchmark Alignment:** Social Studies – History

**Activity #14:** Have students to write an essay on the benefits of graduating from high school and then, continuing their education beyond high school graduation.

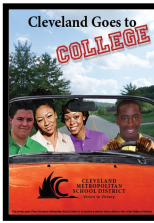
**Benchmark Alignment:** ELA – Writing Applications

**Activity #15:** Lead students in a brainstorm discussion around the question, “If you could interview a college student/graduate, what would you ask him/her?” Select at least five (5) questions and reveal that the students’ classroom teacher is a college graduate – then allow students to interview teacher, based on selected questions.

- Following interview, have students to discuss or write about their feelings, concerns, uncertainties, excitement, etc. about going to college.

**Benchmark Alignment:** ELA – Research Standard

**Writing Applications**



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## 7/8 Grade Band Early/Late 1<sup>st</sup> Quarter Scope and Sequence Sept. 2011

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**Activity #1:** Compose a letter to college admissions office; request catalog/ admissions information, and request freshmen orientation packet.

- Compose a letter to the Convention & Visitors' Bureau to obtain information regarding the state in which your college is located.

**Benchmark Alignment: ELA- Writing Process**

**Activity #2:** Create an Identity Chart – compare and contrast how a student's chart will look different now vs. in college.

**Benchmark Alignment: SS- Skills and Methods**

**Activity #3:** Have students do a free write on their talents, interests and skills. Students should then work with a partner and take turns interviewing each other on these three areas. Discuss the college admission process, explaining that some schools require a college essay and interview process for admission.

- Discuss college selectivity- open admissions vs. selective admissions vs. competitive admissions.

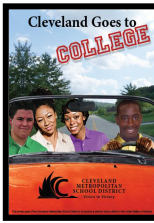
**Benchmark Alignment: ELA- Writing Process**  
**SS- Skills and Methods**

**Acquisition of Vocabulary**

**Activity #4:** College opens the doors to many programs and activities students may have never had before. Ask students list out three (3) programs they plan to check out.

- Have students work in small group to discuss which activities/clubs/sports they want to join.
- Have students compile a list of 7-10 activities and present to the class.
- If feasible go to the computer lab (or use units in the room) to explore if those activities are offered on campus. Debrief what they learned and why it's important to be involved/engaged in the community (i.e. school/campus, neighborhood, etc).

**Benchmark Alignment: SS- Skills and Methods**



**Activity #5:** As students progress through their educational journey they start to learn about high school requirements, more specifically graduation requirements.

- Compare and contrast high school graduation and college graduation requirements.
- How many hours of instruction are needed for a course in both HS and college?
- What is the unit of measure for a high school/college course?
- What is the percentage of students graduating from HS and college in the USA?

**Benchmark Alignment: SS- Skills and Methods**

**Math- Number, Number Sense and Operations**

**Activity #6:** Classroom discussion- What is the average weight gain for a college freshman?

- Do students gain more weight at a two-year or four-year school?
- Does the college menu have a direct role in this issue, or are there other implications?
- What are some possible solutions for reducing weight gain?

Helpful resource: [www.infOohio.org](http://www.infOohio.org), username: **think** & password: **infohio**

**Benchmark Alignment: Math- Number, Number Sense of Operations**

**SCI- Scientific Inquiry and Scientific Ways of Knowing**

**Activity #7:** Writing clinic- display (Smart Board or overhead) sample(s) of CMSD high school essays. Explain how the college admission process is similar to CMSD high school application process. Have students write an essay talking about their strengths, extracurricular activities and why they want to attend college.

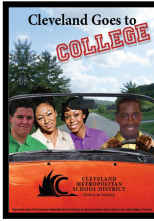
**Benchmark Alignment: ELA-Writing Process**

**Activity #8:** Your College needs help recruiting students from Cleveland. Students should brainstorm ideas for recruiting Cleveland students, create an action plan for recruitment and then design a recruitment poster for the classroom/hallway or college bulletin board at your K-8.

**Benchmark Alignment: SS- Skills and Methods**

**ELA- Reading Applications- Informational, Technical and Persuasive Text**

**Activity #9:** Discuss the meaning of certifications, degrees. Distinguish the types of degrees offered by your college (e.g. AA, BA, M.ED, etc).



- Show relationship between academic performance and your college's admissions requirements.
- Discuss college selectivity- open admissions vs. selective admissions vs. competitive admissions.

### Benchmark Alignment: SS- Skills and Methods

**Activity #10:** Have students design a 4-year action plan for how they are going get to college. Define steps for each year of high school.

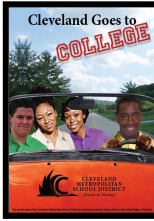
### Benchmark Alignment: SS- Skills and Methods

**Activity #11:** Have students prepare and write their college graduation speech, describing what they did during college that made them stand out among the student body. Have some students share.

### Benchmark Alignment: Writing Process

**Activity #12:** Many colleges are now requiring community service as either an admittance requirement or graduation requirement. Define the difference between community service and service learning. Have students identify a service learning project and create an action plan to implement the project.

### Benchmark Alignment: SS- Skills and Methods



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## 9<sup>th</sup> grade Early/Late 1<sup>st</sup> Quarter Scope and Sequence

Sept. 2011

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**Activity #1:** Host a panel discussion comprised of school staff. Identify a moderator to ask “planted” questions, and open up to the audience for a Q&A session. Panelist should discuss their college experiences and reflect on what they would do differently.

**Benchmark Alignment: ELA- Communications: Oral and Visual**

**Activity #2:** Airplane activity- what do you need to “pack” for your college journey.

- Ask students to visualize a country or place they would visit if money were no object. Ask them to imagine that during this experience they would meet with several important figures from government, entertainment, science and sports. How would they prepare? Relate to college and how they will embark on a 4 year journey with graduation as their immediate destination. Both passengers and pilots have to adhere to rules and regulations in order to ensure that they arrive safely at their destination. Similarly, in a school culture there are expectations that need to be followed.
- Review college glossary- have students post working definitions.
- Review and discuss Preparing for College packet.
- Review Graduation Requirements.

**Benchmark Alignment: ELA- Acquisition of Vocabulary**

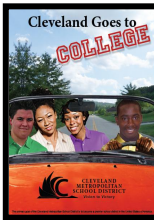
**Activity #3:** Show several examples of a High School Transcript. Describe items on the transcript, and discuss the correlation between high school grades and college admission procedures.

**Benchmark Alignment: ELA- Acquisition of Vocabulary**

**Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring**

**Activity #4:** When 1<sup>st</sup> year students enter college they typically go through a Freshmen Orientation. Have students organize some teambuilding and/or warm up games. Have students “test” one of their proposed activities with their classmates.

- Review high school expectations; are they similar to college expectations? Workplace expectations?
- Discussion: is high school the gateway to postsecondary options? Why?



- Distinguish the types of degrees offered at your college (AA, BA, M.ED, etc.)

### Benchmark Alignment: ELA- Communications: Oral and Visual

**Activity #5:** Discussion: If technology were not present in our society, what would college look like today? How did technology enhance the college experience?

### Benchmark Alignment: SCI- Science and Technology

**Activity #6:** Define civic engagement. Does college help a student become more civically engaged? Why?

- Have students create and present a collage demonstrating civic engagement.

### Benchmark Alignment: SS- Citizenship Rights and Responsibilities ELA- Acquisition of Vocabulary

**Activity #7:** Identify the following ratios for your college: male: female, teacher: student, out-of-state: in-state, two year: four year and undergraduate: graduate. Predict 10 year trends.

- Predict the cost of your college w/ inflation- what is the estimated cost for 4-year degree at your college in 2020?
- How much would you need to start saving now? Create a budget.

### Benchmark Alignment: Math-Measurement and Data Analysis and Probability

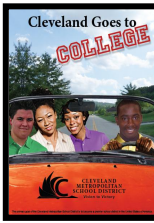
**Activity #8:** College Bingo- students should survey school staff. First five students to complete win a prize.

### Benchmark Alignment: SCI- Scientific Inquiry

**Activity #9:** Many colleges are now requiring community service as either an admittance requirement or graduation requirement. Define the difference between community service and service learning. Have students identify a service learning project and create an action plan to implement the project.

### Benchmark Alignment: SS- Citizenship Rights and Responsibilities

**Activity #10:** Design a multi-purpose stadium for the following college activities: Freshman Orientation, student clubs, concerts, and all sports offered at your college.



Benchmark Alignment: Math- Measurement

Geometry and Spatial Sense

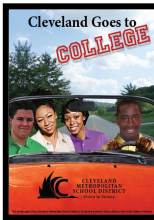
**Activity #11:** Discussion: Does race play a factor in college admission? Explore court cases that have reached the supreme court, e.g. University of Michigan 2003'

Benchmark Alignment: SS- History

**Activity #12:** Have students research the college admission process in other nations/countries, e.g. in many European countries your high school choice depends on whether you plan to go to college or trades. Students should present their findings.

Benchmark Alignment: ELA- Communications: Oral and Visual

Research



## 10<sup>th</sup> grade Early/Late 1<sup>st</sup> Quarter Scope and Sequence

Sept. 2011

**Activity #1:** Host a panel discussion comprised of school staff. Identify a moderator to ask “planted” questions, and open up to the audience for a Q&A session. Panelist should discuss their college experiences and reflect on what they would do differently.

**Benchmark Alignment: ELA- Communications: Oral and Visual**

**Activity #2:** Prepare a four year cost analysis for your college, including room and board. Compare the cost to two other institutions in your college’s state.

- Research and discuss at least five different scholarships. What is the GPA requirement for each scholarship? What other requirements stand out?

**Benchmark Alignment: Math- Measurement  
SS- Skills and Methods**

**Activity #3:** Compose a letter to college admissions office; request catalog/ admissions information, and request freshmen orientation packet. Discuss the college admittance process.

- Have students work in pairs to brainstorm the key topics that should be in a college essay.
- Students can use that information to create a rough draft of an essay for their college.

**Benchmark Alignment: ELA- Writing Process and Applications**

**Activity #4:** Research and discuss how and why your school began. Does the college have an impact on the surrounding community?

- Research the types and amount of financial aid your college awards annually including scholarships.

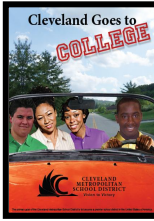
**Benchmark Alignment: SS- History**

**ELA- Research**

**Activity #5:** Which nationalities are represented on your college’s campus? Is your college supportive of these nationalities? Are there clubs/groups on campus that offer support to students of different nationalities?

**Benchmark Alignment: SS- Skills and Methods**

**ELA- Research**



**Activity #6:** Create a wardrobe based on the anticipated weather conditions during the school year at your school

- Have students work in small groups to create the design. Groups should present on their design. Display student work.

**Benchmark Alignment: SCI- Scientific Inquiry**

**Activity #7:** Design a multi-purpose stadium for the following college activities: Freshman Orientation, student clubs, concerts, and all sports offered at your college.

**Benchmark Alignment: Math- Measurement and Geometry and Spatial Sense**

**Activity #8:** Discussion: does Race play a factor in college admission? Explore court cases that have reached the Supreme Court, e.g. University of Michigan 2003.

**Benchmark Alignment: SS- History and Peoples in Societies**

**Activity #9:** Many colleges are now requiring community service as either an admittance requirement or graduation requirement. Define the difference between community service and service learning. Have students identify a service learning project and create an action plan to implement the project.

**Benchmark Alignment: SS- Citizenship Rights and Responsibilities**

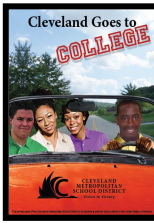
**Activity #10:** Teacher/Facilitator should set the tone by describing their career pathway, starting with choosing a major during college and why, paying for college, etc.

- Provide students with a blank sheet of paper- have them draw or map out their educational goals. Encourage students to use only pictures.

Break students into small groups to present and discuss their maps.

- Classroom discussion- how are you going to achieve your goals? What courses do you need in high school to achieve your goals?

**Benchmark Alignment: SS- Skills and Methods**



**Activity #11:** Many colleges and universities are requiring students to take the ACT and/or SAT. Discuss each test, e.g. what is there purpose, when are the testing dates and when should students take the exams?

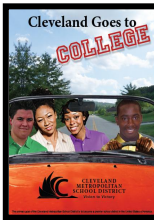
- What are the entrance requirements for your college?
- Do they require the ACT or SAT? Do they have a minimum score requirement?

**Benchmark Alignment: ELA- Research**

**Activity #12:** Most colleges and universities are seeking a “well- rounded” student, e.g. a student that excels in the classroom and outside the classroom. Extra-curricular activities can help students strengthen their career/educational goals. Have students work in small groups to discuss the following items, and present their findings:

- Have you made a meaningful contribution to something?
- What are you non-academic interests?
- Can you maintain a long-term commitment?
- Can you manage your time and priorities?
- What student activities are available at your high school?
- Have you had paid or non-paid work experience? If yes, describe.
- If you haven’t gotten involved, what steps can you take to get involved?

**Benchmark Alignment: SS- Skills and Methods**



## 11<sup>th</sup> grade Early/Late 1<sup>st</sup> Quarter Scope and Sequence

Sept. 2011

**Activity #1:** Host a panel discussion comprised of school staff. Identify a moderator to ask “planted” questions, and open up to the audience for a Q&A session. Panelist should discuss their college experiences and reflect on what they would do differently.

**Benchmark Alignment: ELA- Communications: Oral and Visual**

**Activity #2:** What is the mascot of your college? Have students create a model of the mascot out of recycled items. Have “celebrity judges” (other teachers, principals, etc) determine the winners.

**Benchmark Alignment: Math- Measurement**

**Activity #3:** Have students research your college; what is the admission process for the school? Students should download and complete a college application from your college.

- Research available scholarships
- Research the types of majors offered and number of job placements

**Benchmark Alignment: ELA- Research**

**Activity #4:** Many colleges are now requiring community service as either an admittance requirement or graduation requirement. Define the difference between community service and service learning. Have students identify a service learning project and create an action plan to implement the project.

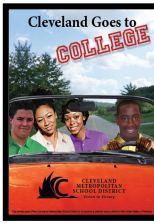
**Benchmark Alignment: SS- Citizenship Rights and Responsibilities**

**Activity #5:** Design a multi-purpose stadium for the following college activities: Freshman Orientation, student clubs, concerts, and all sports offered at your college.

**Benchmark Alignment: Math- Measurement      Geometry and Spatial Sense**

**Activity #6:** Discussion: Does race play a factor in college admission? Explore court cases that have reached the supreme court, e.g. University of Michigan 2003’

**Benchmark Alignment: SS - History**



**Activity #7:** Compose a letter describing your dreams, goals and why you want to attend the college.

- Have students present their letter to a partner, and discuss how to make the letter stronger.

**Benchmark Alignment: ELA- Writing Process and Communications: Oral and Visual**

**Activity #8:** Most colleges and universities are seeking a “well- rounded” student, e.g. a student that excels in the classroom and outside the classroom. Extra-curricular activities can help students strengthen their career/educational goals. Have students work in small groups to discuss the following items, and present their findings:

- Have you made a meaningful contribution to something?
- What are your non-academic interests?
- Can you maintain a long-term commitment?
- Can you manage your time and priorities?
- What student activities are available at your high school?
- Have you had paid or non-paid work experience? If yes, describe.
- If you haven't gotten involved, what steps can you take to get involved?

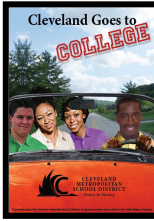
**Benchmark Alignment: SS- Skills and Methods**

**Activity #9:** Compose a letter to college admissions office; request catalog/ admissions information, and request freshmen orientation packet. Discuss the college admittance process.

- Have students work in pairs to brainstorm the key topics that should be in a college essay.
- Students can use that information to create a rough draft of an essay for their college.

**Benchmark Alignment: ELA- Writing Process and Writing Applications**

**Activity #10:** Use computer lab to research your college's website. Teachers/Facilitators should show students how to navigate the site, and highlight areas of most interest. Have students



research the college setting, e.g. urban or rural? Is the college/university in the surrounding community? Debrief findings.

**Benchmark Alignment: ELA- Research**

**Activity #11:** Review and discuss the top ten questions for the financial aid office, as well as, financial aid myths.

- Have students navigate some of the helpful websites listed

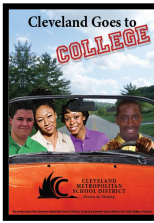
**Benchmark Alignment: ELA- Research**

**SS- Citizenship Rights and Responsibilities**

**Activity #12:** Distribute blank template and sample resume. Facilitate a discussion on what type of activities should be included on their resume, such as:

- Volunteer experience
- Work experience
- Extracurricular activities
- Have a discussion regarding cell phone messages and personal email addresses
- Discuss: What is the value added of having a resume?
- Have students do a rough draft of their resume

**Benchmark Alignment: ELA- Writing Process and Writing Applications**



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## 12<sup>th</sup> grade Early/Late 1<sup>st</sup> Quarter Scope and Sequence

Sept. 2011

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**Activity #1:** Host a panel discussion comprised of school staff. Identify a moderator to ask “planted” questions, and open up to the audience for a Q&A session. Panelist should discuss their college experiences and reflect on what they would do differently.

**Benchmark Alignment:** ELA- Communications: Oral and Visual

**Activity #2:** Calculate and compare the cost of tuition for your college and two other institutions. Estimate the total cost including inflation over 4 year period.

**Benchmark Alignment:** Math- Measurement and Mathematical Process

**Activity #3:** Your College would like to start a new marketing campaign for student recruitment. Students should identify recruitment strategies and create a PowerPoint presentation on why students should attend the college. Have students present to each other.

**Benchmark Alignment:** ELA- Communications: Oral and Visual

**Activity #4:** Review and discuss the top ten questions for the financial aid office, as well as, financial aid myths.

- Have students navigate some of the helpful websites listed

**Benchmark Alignment:** ELA- Research

**SS- Citizenship Rights and Responsibilities**

**Activity #5:** Have each student write a college commencement speech, describing their experience at college. They should include accomplishments, legacies and next steps (life after college).

**Benchmark Alignment:** ELA- Communications: Oral and Visual

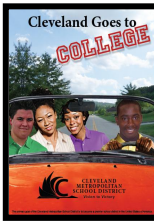
**\* If you have extra caps and gowns, ask students to wear while presenting their speech. Take a picture if feasible.\***

**Activity #6:** Design a multi-purpose stadium for the following college activities: Freshman Orientation, student clubs, concerts, and all sports offered at your college.

**Benchmark Alignment:** Math- Measurement and Geometry and Spatial Sense

**Activity #7:** Discussion: Does race play a factor in college admission? Explore court cases that have reached the supreme court, e.g. University of Michigan 2003’

**Benchmark Alignment:** SS- History



**Activity #8:** Compose a letter describing your dreams, goals and why you want to attend the college.

- Have students present their letter to a partner, and discuss how to make the letter stronger.

**Benchmark Alignment: ELA- Writing Process and Writing Applications**

**Activity #9:** Distribute blank template and sample resume. Facilitate a discussion on what type of activities should be included on their resume, such as:

- Volunteer experience
- Work experience
- Extracurricular activities
- Have a discussion regarding cell phone messages and personal email addresses
- Discuss: What is the value added of having a resume?

**Benchmark Alignment: ELA- Writing Process and Writing Applications**

**Activity #10:** Discuss campus living arrangement; have students brainstorm what qualities are important in selecting a college roommate. Discuss items:

- How would you deal with a difficult roommate situation?
- Have students create a skit depicting certain situations that may happen.
- Entering a new school community- what does that mean?

**Benchmark Alignment: SS- People in Societies**

**Activity #11:** College students are allowed to decorate their dorm rooms. List items that the school provides, i.e. sheets, mattresses, trash can, etc.

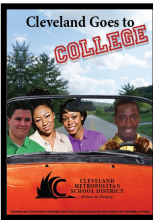
- Small group activity: list and price items students would need to purchase for their room, i.e. lamps, laptop or computer, pillow, microwave, etc. Develop a savings plan to purchase the items next summer.

**Benchmark Alignment: Math- Mathematical Process**

**Activity #12:** Airplane activity- what do you need to “pack” for your college journey?

- Create a timeline for the next 10 months. What do you need to do between now and when you leave for college?
- Present plans and offer feedback to students.

**Benchmark Alignment: SS- Skills and Methods**

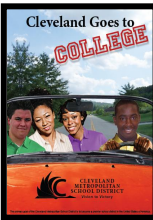


## Supporting documentation

### College Bingo

Circulate around the room (or school) to find people who have the characteristics listed below. When you find someone who meets the description, write his or her name in the box below the descriptions. You may put each person’s name in the box only once. When you have a line of five names horizontally, vertically, or diagonally, call out “Bingo” loud.

went to college out-of-state	attended more than one college	holds a bachelor’s degree	alma mater’s mascot is an animal	holds a PhD
married during college	holds more than one degree	went to a two-year college	was considered a “non-traditional student”	declared a different major then intended
my children are in college	life long learner	did not declare major until junior year	still taking classes	in a different career before becoming an educator
went to college in-state	received a full scholarship to college	played sports in college	feel college opened doors to many opportunities	belonged to a club or clubs in college
lived off campus all four years of college	joined the military before or after college	met spouse at college	lived on campus	worked part-time or full-time during undergraduate studies



**Insert Name Here**

**Insert contact information here**

***OBJECTIVE***

***SUMMARY OF  
QUALIFICATIONS***

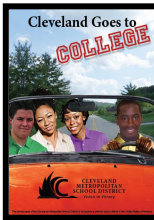
***EDUCATION***

***RELATED COURSES***

***EXPERIENCE***

***AWARDS & MEMBERSHIPS***

***INTERESTS***



## GAIL BELL CAMP

212 Maple Lane  
Helena, MT 59624  
406.555.2377 (home)  
406.555.2389 (message)  
E-mail: bellcampg@mailcom.net

**OBJECTIVE** Full-time employment as an Assistant Accountant.

### EXPERIENCE

Accounting Clerk I, Helena College of Technology. February 2006 to present.

- Maintain accounts payable and receivable, general ledger, and payroll for an operations budget of \$700,000.
- Implement new ledger process and management procedures that save employee and management time.

Machine Forming Operator. ABC Company, September 2000 to June 2003.

- Read complex blueprint specification to assemble, install, and align dies in press.
- Inspected work for conformance to specifications and made necessary adjustments.
- Received Zero Percent Error Award, 2001, 2002.

Machine Tool Cutting Operator. ABC Company, March 1997 to September 2000.

- Observed, regulated and controlled all phases of operation.
- Planned work process and sequence of operations using blueprints and layouts.
- Set up and operated automated cutting machine to cut metal stampings.

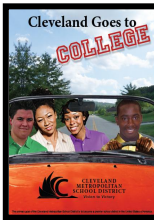
Set-Up Operator. ABC Company, February 1995 to March 1997.

- Monitored gauges and dials to assure machines ran properly.
- Set up and operated a variety of machine tools, such as lathes, milling machines, and drill presses, on a custom basis.
- Performed routine maintenance, decreasing breakdowns by 40%.

**EDUCATION** Associate of Applied Science, Accounting Technology.  
July 2003 to December 2005.  
Montana State University, Billings, MT.

**COMPUTER SKILLS** Microsoft Office, including Excel, Word, and PowerPoint.

**REFERENCES** Available upon request.



## **BEN TAYLOR**

2020 Monroe Street

Bloomington, IN 47404

812.555.3406

### **OBJECTIVE**

An assistant instructor at an early learning center

### **EDUCATION**

*Associate Degree, Child Development*  
Infant/Toddler Concentration

December 2005  
Ivy Tech State College  
Bloomington, IN

### **COURSE HIGHLIGHTS**

Child Development  
Families in Transition  
Family-Teacher Partnership Skills

Parent-Child Interaction  
Family Sociology  
Development and Cultural Awareness

### **CHILDCARE SKILLS**

*Daycare Provider*  
Nursery Rhymes/Self Employed

August 2000-June 2005  
Bloomington, IN

Cared for four children, ages 1 to 5 years old, mornings Monday through Friday  
Communicated with parents about care and problems with children  
Created games and activities that were age appropriate for each child

### **LEADERSHIP SKILLS**

*Playground Supervisor*  
Bloomington Parks and Recreation

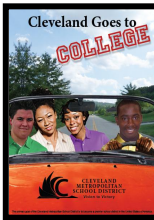
Summers 2005 and 2006  
Bloomington, IN

Planned and coordinated activities schedule  
Led activities with groups of youth from 6-16 years

*Tour Guide*  
Marengo Caves

Summers 1998-2000  
Marengo, IN

Learned cave history and interesting highlights of geological features  
Engaged groups of adults and children in the story behind the cave  
Earned safety award 3 summers in a row for no accidents during tours



## ROBERT T. GILBREATH

5021 West Burnside Road ~ Denver, Colorado 80205  
 Phone: 303.555.3232 ~ E-mail: robgilbreath@fmail.com

### **OBJECTIVE**

Entry-level position in a photographic processing shop.

### **SUMMARY OF QUALIFICATIONS**

- Experienced in film processing for both black and white and color film
- Knowledgeable about digital and traditional film photography
- Excellent customer service and front desk skills

### **EDUCATION**

Denver High School, Denver, Colorado.  
 Diploma.

Hallmark Institute of Photography, Denver, Colorado.  
 Six-week workshop in basic camera repair.

### **RELATED COURSES**

Photography, Yearbook, Journalism.

### **EXPERIENCE**

*Photographer.* August 2003-June 2006.  
 Denver High School Newspaper and Yearbook.

Processed film weekly for 3 photographers.  
 Shot color, black and white, indoor, and outdoor exposure.  
 Talked with editor and staff about what pictures were needed.

*Sales Clerk.* June 2004-September 2006.  
 Sears, Denver, Colorado.

Set up floor and counter displays.  
 Demonstrated and sold household appliances.  
 Maintained receipts.

### **AWARDS & MEMBERSHIPS**

Awarded first place, Colorado Arts Council photography competition, June 2005.

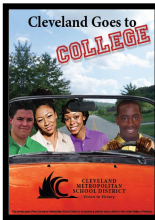
Member, Photography Club. August 2003-June 2006.

### **INTERESTS**

Portrait photography, making frames, repairing old cameras.

### **REFERENCES**

Dan Tucker, Manager Sears 303.555.5436	Sue Stiles Photography Club Advisor Hallmark Institute of Photography 303.555.5678
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**ALBERTO SALVADOR**

**409 Fourth Street West  
Burns, OR 97999  
541.555.7492**

**Objective** Entry-level job in a photographic processing shop. My long-term goal is to work as a medical photographer.

**Favorite Subject Areas** Photography (3.95/4.0 GPA), Artistic Design, English

**Leisure Activities** Photography, Repairing cameras, Swimming, and Bicycling

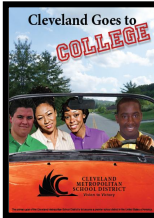
**Work Rewards** Creativity, Recognition

**Work Setting** Indoor and outdoor work, Noisy or quiet, Long hours

<b>Formal or Informal Evaluations</b>	Commitment to Quality	Excellent
	Punctuality	Excellent
	Teamwork	Excellent
	Adherence to Rules	Good
	Attendance	Good
	Respect for Others	Good

**Suggested Career Paths** Arts and Communications  
Industrial and Engineering Systems

<b>Favorite Skills</b>	
<i>Artistic</i>	Taking pictures of people and animals First place awards for age group in school photography contest, June 2005 and 2006
<i>Mechanical</i>	Taking apart, repairing, and putting together cameras
<i>Physical</i>	Winning six trophies in swimming Playing all types of sports
<i>Communication</i>	Excellent composition and conversational Spanish. Receiving high grades in reading and English throughout school.



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## Lynn Bavin

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### OBJECTIVE

To secure a position as Marketing Manager for a leading Fortune 500 company.

### SUMMARY

Analyze marketing programs and sales techniques to secure profits, research and recommend changes to existing services and products to improve performance, and maintain positive client relations.

### EXPERIENCE & ACCOMPLISHMENTS

#### **Marketing Analyst. Open Gate, Inc., 2004 to Present.**

- Goal: Reverse a product line's \$500,000 loss.
- Result: Developed a merchandising plan that resulted in turning the loss into a \$345,000 profit in one year.
- Goal: Improve company's declining customer service ratings.
- Result: Created training scripts for customer service staff that helped to improve customer satisfaction by 15%.

#### **Sales Manager. Janel Company, 2002 to 2004.**

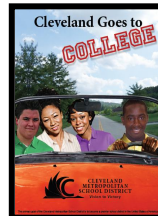
- Goal: Research and develop new product lines. Review existing product lines.
- Result: Created 20% growth in sales by identifying an existing product that could be modified to meet new customers' needs. Developed a unique product line that produced a profit in eight months. Recommended new pricing structure and packaging idea for a product that boosted market share and outsold competitors' product.

#### **Sales Representative. Marshall Industries, 2000 to 2002.**

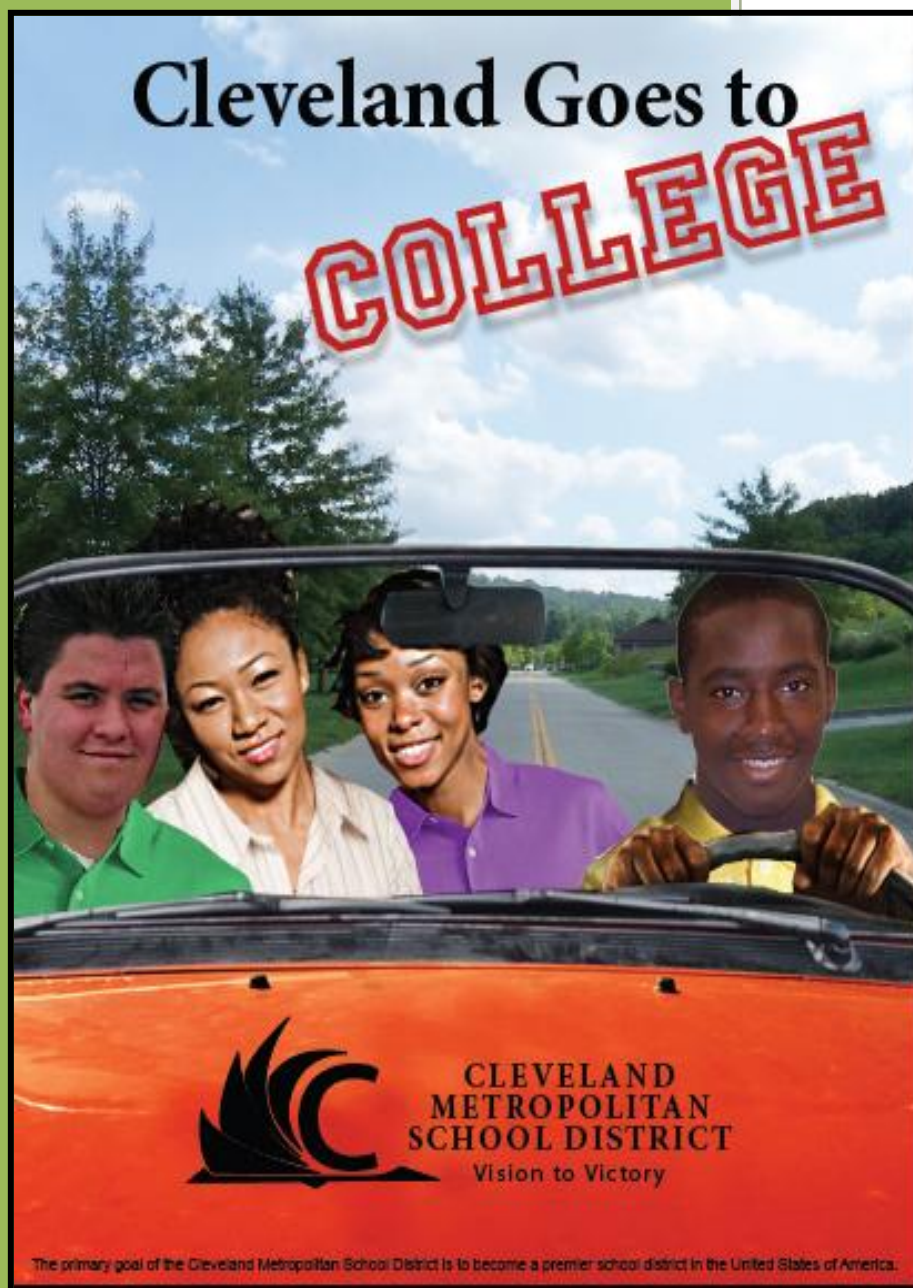
- Goal: Secure and retain sales accounts.
- Result: Within one year after hire, secured the company's largest sales account, netting \$2,000,000 in profits over the life of the account. Exceeded every sales benchmark and won "Top Salesperson of the Year" award three times. Negotiated foreign contracts annually as part of a four-person team for garment listings in the Fashion Distribution Quarterly.

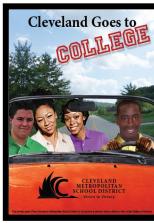
### EDUCATION

*Bachelor of Arts, Marketing, 2000*  
University of Nevada, Reno, NV



# EVENT TWO - "Canvassing Your Campus"





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## PreK-3 GR Band Early/Late 2<sup>nd</sup> Quarter Scope and Sequence Nov. 2011

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**(Suggested Materials needed for group Activity #1: old magazines, poster board, cardboard, construction paper, glue)**

**Activity #1, Step 1:** Equally divide the students into groups. Let each group select a leader who will report out to the other groups. Explain to the students that they will be pretending to create a dorm room, using a poster board or other available materials.

**Benchmark Alignment:** Social Studies – Social Studies Skills and Methods

**Activity #1, Step 2:** Have the students to cut out pictures of things that they think they will need to be comfortable in their college dormitory room. Students should be encouraged to make the room any way that they would want it to be decorated; talk about the various shapes of the items that students select. Make sure everyone participates and offers at least one item. Put the items on the board, but do not glue them yet.

**Benchmark Alignment:** Math - Patterns, Functions, Algebra  
Social Studies - Citizenship Rights and Responsibilities

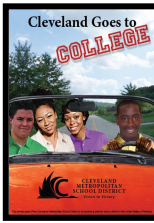
**Activity #1, Step 3:** The space in the dorm room is very limited. Have the group discuss why they believe they would need all of these articles. Let the students make decisions as to which ones they absolutely have to have and state the reason(s) why.

**Benchmark Alignment:** Social Studies - Social Studies Skills and Methods

**Activity # 1, Step 4:** Prioritize the necessary items; the students that disagree may try to influence the other group members. If a student wants to take an article that is exclusive or special to him; example: his python snake; the students must be able to formulate a persuasive argument with respect to each other.

**Benchmark Alignment:** SS– Social Studies Skills and Methods ELA: Communications: Oral & Visual

**Activity #1, Step 5:** After majority agreement, glue the articles on the poster board. Help students to be prepared to report out to the other groups why they decided on certain things



to put in their dorm room and the process the group members used to come to consensus. Have all the participants sign their names on their “dorm” and display.

**Benchmark Alignment: Social Studies-Skills and Methods**

**Activity # 2:** Call your college and ask for a video that highlights their school (most of them have recruitment videos). Have the students view it and report verbally or written about similarities and differences between their K-8 school and the college/university.

**Benchmark Alignment: ELA –Communications: Oral and Visual**

**Activity # 3:** As a class project, build a replica (as large as space permits) of the college. Have the students to paint, decorate or include any unique features of the college; example clock tower, bridges, scenery or other distinct features.

**Benchmark Alignment: Science - Science and Technology**

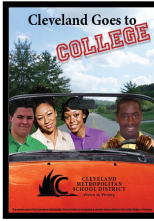
**Activity #4:** Canvass your college campus by looking at a map of your college campus, pinpoint various buildings (e.g. classroom buildings, residence halls/dormitories, administrative buildings such as Financial Aid Office, Academic Advising Office, etc.)

- Have students to discuss the various shapes of the buildings on the college campus
- Have students to guess the walking distance from point A to point B; compare this with the walking distance that students may have to walk to get to their K8 school; how does this distance compare with that of the college average walking distance for a college student to get from one building to the next
- Use this as an opportunity to discuss the various school choices in CMSD; discuss the distance of the various schools from your K8 school; discuss options for students being able to get to the various schools that may be of interest for them to attend in the near future

**Benchmark Alignment: Math – Geometry and Spatial Sense, Measurement  
Social Studies - Geography**

**Activity #5:** Canvass your campus by providing students with the names of various streets and buildings (dining halls, dormitories, student center, classroom buildings, etc.) on your college campus. Have students to collectively work on and agree to designate areas in your school to re-name and mirror the specific street and building names on your campus.

**Benchmark Alignment: Social Studies- Skills and Methods ELA – Acquisition of Vocabulary**



**Activity #6:** Identify the variety of student clubs/organizations at your college. Have students to talk about the one(s) that spark their interest the most.

- Have each student to tell a story about the organization/club they would be involved in and talk about the rules they would make for allowing others to join their club or organization.
- Allow other classmates to respond as to whether the rules are fair and give equal opportunity for membership in their club/organization
- Discuss the names of particular individuals who were in clubs/organizations on your college campus and how they “left their mark” at the college; encourage students to think about and discuss how they also can leave their mark at a college – discuss ways that this can happen

**Benchmark Alignment:** ELA – Communications: Oral and Visual    SS – Government, History

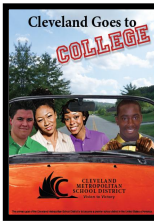
**Activity #7:** Discuss the meaning of a college major.

- Help students to identify at least 10-15 majors offered at your college.
- Have the students to discuss which one(s) are appealing and why?
- Have students to identify the specific careers that can be pursued based on the college major of interest
- Display the names of the college majors in the classroom or hallway walls and the specific career titles associated with the college majors
- Discuss the significant impact that the various careers have in the community/city/state, etc.

**Benchmark Alignment:** ELA – Acquisition of Vocabulary    SS – Social Studies Skills and Methods, People in Societies

**Activity #8:** Discuss the meaning of a college major with the students. Create a scavenger hunt, hiding the names of college majors at your college, around the classroom; have students to search for the majors and have a discussion pointing out how math, science, ELA, and Social Studies are critical academic areas to have a solid background in.

- Discuss what a college programs of study is with students and the fact that there are a sequence of courses that must be taken to obtain a college degree and to be successful in any profession



- Post college majors and associated career titles on a careers bulletin board, indicating the academic subjects that are critical to success in this career field

Benchmark Alignment: ELA – Research      SS – Social Studies Skills and Methods

**Activity #9:** Based on the results of Activity #7, have students to discuss the particular attire/uniforms worn by persons in the various careers; have students to cut pictures out of magazines representing the various career areas

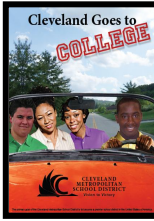
- Create a careers collage with pictures of various professionals; assist students with writing the names of the professions, next to the appropriate picture on the career collage
- Have students to share why they believe persons dress a particular way, based on their career
- Have students to draw a picture of themselves, dressed as they would be in their adult career; as possible, display the students pictures next to the adult professionals that were identified, or
- Create a student “Future Professionals Wall of Fame” posting the students’ career self-portrait, list the respective student’s name, the career represented, and the college degree that they have

Benchmark Alignment: ELA – Acquisition of Vocabulary SS – Social Studies Skills and Methods, People in Societies

**Activity #10:** Using information from OCIS, engage students in a discussion about the various states, territories, countries that are represented by the college’s student population.

- Have students to write down the names of the particular geographical areas that the college students come from that are enrolled at your college
- Engage students in a discussion on the way of life of the different geographical areas
- Have students to guess whether there are more males than females on your campus or vice versa; discuss how this compares to the number of male and female students in your classroom/school

Benchmark Alignment: Social Studies – People in Societies    Math – Number, Number Sense and Operations



**Activity # 11:** Discuss the impact that may be experienced by family members who have a student attending college for the first time. Discuss the pros and cons.

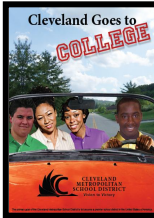
- Have students to discuss what college information could be shared with family members to help them to become more familiar with the college experience, based on all of their findings from “canvassing your college campus”

**Benchmark Alignment:** SS – Social Studies Skills and Methods

**Activity # 12:** Discuss the meaning of college tuition with students; explain that there are a variety of ways to help a student to pay for their college education, emphasis that scholarships are available to students who maintain good grades

- Write out the tuition cost of your college; use this amount and compare with other number values; help students to understand the value of a college education by comparing the wages of individuals with a college degree vs. individuals without a college degree; assist students with making a visual display to reflect this information

**Benchmark Alignment:** ELA – Acquisition of Vocabulary Operations      Math – Number, Number Sense and Operations      SS – Social Studies Skills and Methods



## 4-6 GR Band Early/Late 2<sup>nd</sup> Quarter Scope and Sequence

Nov. 2011

**Activity #1:** Looking at a map of your college campus, pinpoint the location of various buildings (e.g. classroom buildings, residence halls/dormitories, administrative buildings such as Financial Aid Office, Academic Advising Office, etc.) Calculate the distance and determine how much time it would take to walk from point A to point B

- How does this compare with the distance students in your school may have to walk to school
- Use this as an opportunity to discuss the various school choices in CMSD; discuss the distance of the various schools from your K8 school; discuss options for students being able to get to the various schools that may be of interest for them to attend in the near future

**Benchmark Alignment:** Social Studies- Geography    Math - Measurement

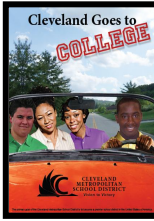
**Activity #2:** Provide students with the names of various streets and buildings (dining halls, dormitories, student center, classroom buildings, etc.) on your college campus. Have students to collectively work on and agree to designate areas in your school to re-name and mirror the street and building names on your campus.

**Benchmark Alignment:** Social Studies- Skills and Methods    ELA – Acquisition of Vocabulary

**Activity #3:** Identify the variety of student clubs/organizations at your college. Think about the one(s) that spark your interest the most.

- Write a paper about why you would like to become involved and what you would have to contribute to make the club/organization even better to leave a legacy at the college.
- Have each students to discuss examples of guidelines they believe should be followed to consider allowing persons to join a particular club or organization; organize the discussion as a classroom debate
- Use this as an opportunity to discuss the various types of clubs and activities that students are able to participate in at the high school level; search the
- District internet for the various high school sites and have students to determine which clubs or activities are available at the various CMSD high schools

**Benchmark Alignment:** ELA – Writing Process    SS – History, Social Studies Skills and Methods



**Activity #4:** Have students to construct an inquiry based project to determine the ways an individual's life, attitude, style of clothing, hairstyle, etc. may change as a result of the college experience. How does the students' hypothesis compare to actual inquiry results?

**Benchmark Alignment: Science – Scientific Inquiry, Scientific Ways of Knowing**

**Activity #5:** Many college campuses have Sororities and Fraternities. They are sometimes identified by letters in the Greek alphabet. What Sororities and Fraternities are represented at your college?

- Do a study of the history of Greek organizations and evaluate the pros and cons of membership in one of these organizations
- Have students to present position to class

**Benchmark Alignment: ELA – Research, Communications: Oral and Visual  
SS – History, Social Studies Skills and Methods**

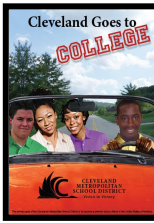
**Activity #6:** Have students to identify at least 15 majors offered at your college.

- Have the students to discuss which one(s) are appealing and why?
- Have students to identify the specific careers that can be pursued based on the college major of interest
- Have students to develop salary comparison charts/graphs. Compare salaries in different parts of the U.S.
- Utilize OCIS, Occupational Outlook Handbook or other employment reference source and have students to compare the employment forecast for various careers for the next ten (10) years

**Benchmark Alignment: SS – Social Studies Skills and Methods, Economics**

**Activity #7:** Using information from OCIS, engage students in a discussion about the various states, territories, countries that are represented by the college student population. Create a graph to depict this data in percentages.

- Have students to write a reflective paper as to why they believe persons from varied backgrounds/cultures may have chosen to attend this college
- Discuss the way of life from the various geographical locations representative on your college campus; have the students to share what particular ideas, clothing style, family values, etc. they would bring to their college campus, how these



may differ or be similar to other students and how these can be perceived as a positive or as a negative by their college peers

**Benchmark Alignment:** SS – Geography      ELA – Research, Writing Process  
Math – Numbers, Number Sense, and Operations

**Activity #8:** Have students to identify the majors at their college, pointing how math, science, ELA, and Social Studies are critical academic areas to have a solid background in.

- Discuss what a college program of study is with students and the fact that there are a sequence of courses that must be taken to obtain a college degree and to be successful in any profession
- Have students to review examples of college programs of study
- Post career titles on a careers bulletin board, indicating the academic subjects that are critical to success in this career field
- Note how many years of post-high school education is necessary to enter this career field
- Have students to explore CMSD high schools/programs that would be beneficial to enroll in based on individual career interest(s)

**Benchmark Alignment:** ELA – Research      SS – Social Studies Skills and Methods

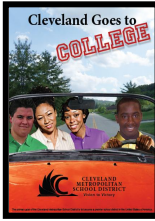
**Activity #9:** Identify the various academic colleges (e.g. College of Arts & Sciences, College of Business Administration, College of Education and Human Development, etc.) on your college campus. Have students to present persuasive arguments as to why their preferred college of study is the best college on the campus.

- Have students to explore examples of class sizes in the various colleges; what is the ratio of student: professor
- Based on the total student population, what is the percentage of students in each of the academic colleges?

**Benchmark Alignment:** ELA – Research, Reading Applications: Informational, Technical and Persuasive Text      SS – Social Studies Skills and Methods  
Math – Data Analysis and Probability, Mathematical Processes

**Activity # 10:** Have students to do an internet search to determine the average wages of individuals with a college degree vs. those without a college degree. Have students to compare and contrast the connections between earning a college degree and the opportunities or lack of opportunity for career advancement.

**Benchmark Alignment:** SS – Social Studies Skills and Methods



**Activity # 11:** Discuss the impact that may be experienced by family members who have a student attending college for the first time. Discuss the pros and cons.

- Have students to discuss what college information could be shared with family members to help them to become more familiar with the college experience, based on all of their findings from “canvassing your college campus”

**Benchmark Alignment:** SS – Social Studies Skills and Methods

**Activity # 12:** Have students to determine what opportunities are available on your college campus for students to participate in, in order to acquire extended experience(s) related to their college major/intended career area? (e.g. internships, study abroad, independent study, research projects, etc.)

- Have students to review, discuss and write about their thoughts on the requirements for and benefits of participation in these experiences

**Benchmark Alignment:** ELA – Research, Writing Applications

**Activity # 13:** Have students to determine the annual tuition cost at your college

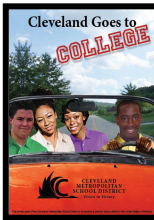
- Write out the tuition cost of your college; use this amount and compare with the cost over a designated period of time that students/families spend on what would be considered “non-essential” items; help students to understand the value of a college education by comparing the wages of individuals with a college degree vs. individuals without a college degree; have students with making a visual display to reflect this information
- Based on the total undergraduate student enrollment of your college, how much income does the total tuition collected from students generate for the college?
- Have students to determine what type of expenses have to be paid out by the college to help guarantee that students are receiving a quality education

**Benchmark Alignment:** ELA – Research

**Math – Mathematical Process**

**Activity # 14:** What types of financial aid does your college offer? (grants, scholarships, loans) Stress the importance of students maintaining good grades to increase their eligibility of various scholarships

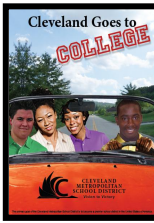
- What is the average amount of financial aid awarded per student/per year?
- What percentages of students at your college campus receive financial aid?



**Activity # 15:** Based on your college’s application deadline, develop a timeline to reflect critical steps that a student would need to take to meet the application deadline (e.g. visiting the college, taking college entrance exam(s), completing the FAFSA, searching and applying for financial aid, etc.)

- When visiting the CMSD 2008 Victory & Beyond Career, College and High School Fair, students should be encouraged to take note of application criteria and deadline(s) for enrollment consideration to the various CMSD schools of choice for students in grades 5 - 12

**Benchmark Alignment:** SS – History, Social Studies Skills and Methods



## Pre7-8 GR Band Early/Late 2<sup>nd</sup> Quarter Scope and Sequence Nov. 2011

**Activity #1:** What is one of your dreams for your future? How important is it for people to hold onto their dreams? What might be some obstacles to achieving your dream(s)? Does college play a role in your dream(s)?

- Have students work in small groups to discuss their future dreams.
- Small groups should create a collaborative road map of their dreams and what they are going to do to accomplish those dreams.
- Have small groups report out

**Benchmark Alignment:** ELA- Writing Process & Communications: Oral and Visual SS- Skills and Methods

**Activity #2:** Today we will begin to plot the course of your 4 year high school journey. You will be traveling what may seem like uncharted territory; but if you are willing to put forth the effort, high school will be some of the best experiences of your life.

- Introduce the 16 Career Fields, and provide explanation of each field. (see attachments)
- Distribute a post-it note to each student and ask each student write down a job title/position. With the group's consensus have each student come up and place the post-it sheet under one of the 16 career pathways previously displayed on chart paper.
- Does your designated college offer programs of study in each Career Field? If no, which ones are offered?

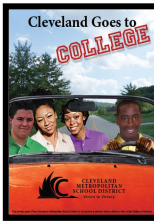
**Benchmark Alignment:** ELA- Research & Communications SS- Skills and Methods

**Activity #3:** The theme for this Cleveland Goes To College event is called "Canvassing Your Campus." It is important to know what resources are available in your community whether you are living on a college campus or in Cleveland. Assign students a two task mission:

- What resources are available in the surrounding community- explore the City of Cleveland website, community development corporations, etc.
- What resources are available at your designated campus?
- Have students' breakout into small groups, possibly assigning them to research different resources, i.e. families, elderly, youth, etc. [www.211cleveland.org](http://www.211cleveland.org)
- Discussion: are the resources equitable? Easy to access?
- Distribute a list of resources available to students at your school for academic support or enhancement of academic opportunities (include tutoring programs, Upward Bound, and NCLB mandated district options).

**Benchmark Alignment:** ELA- Research

SS- Skills and Methods



**Activity#4:** Many colleges have bonfires the night before a big game (a rally & then bonfire). How can you re-create the spirit w/out a fire?

- Have students work in small groups
- Encourage students to brainstorm ideas
- They may want to create a spirit chant, poem, or skit. Their choice.
- Each group should demonstrate (present) their spirit.

**Benchmark Alignment:** ELA- Communications: Oral and Visual      SS- Skills and Methods

**Activity#5:** College Bingo- students should survey school staff. First five students to complete win a prize. (See attachment)

**Benchmark Alignment:** SCI- Scientific Ways of Knowing

**Activity#6:** Compare and contrast going to college right after high school vs. perusing a career after high school. What are the advantages and disadvantages to both routes?

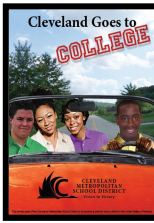
- Map out your findings on a grid. Possibly showing pay differences for varying levels of education.
- Present findings.

**Benchmark Alignment:** ELA- Communications: Oral and Visual      Math- Data Analysis and Probability

**Activity#7:** In groups have students discuss what they think a college campus looks like vs. what it should look like.

- Survey at least 4 different school staff regarding their college campus. What was missing from campus? What was great about their college campus?
- Take a virtual tour of your designated college campus (most websites know offer that option).
- Have students design the most ideal college campus.
- Two options: 1) have students orally present on their concept or, 2) set up a gallery walk of students' concept designs.

**Benchmark Alignment:** ELA- Communications: Oral and Visual  
Math- Measurement, Geometry and Spatial Sense  
SCI- Science and Technology



**Activity#8:** What are the average wage earnings of an individual that obtained a GED? High School diploma? 2-year college degree? 4-year college degree? Advanced degree?

- Research online (helpful tip- US Dept. of Labor website)
- Map out your findings on a grid
- Present and discuss findings

**Benchmark Alignment: ELA- Communications: Oral and Visual Math- Measurement, Geometry and Spatial Sense**

**Activity#9:** Very similar to the college admission process, many of the CMSD high schools require students to write an essay. (writing clinic)

- Review the essay samples
- Break them down- possibly asking students to brainstorm strengths & weaknesses
- Have students respond to one of the essays
- Students should share their essay with 1-2 students; partners should provide feedback to students

**Benchmark Alignment: ELA- Writing Process**

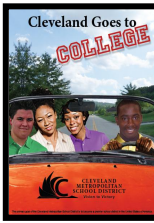
**Activity#10:** Distribute Multiple Intelligences Bingo (Source: Bringing History Alive). (see attached). Instruct students to follow directions found on the handout.

- Read About Multiple Intelligences (Source: Differentiating Instruction in the Regular Classroom) to the class. (see attached) Question students to make sure they understand the concept of multiple intelligences
- Distribute handout: Identify Your Multiple Intelligences: Survey (Source: Bringing History Alive) to students. (see attached) Instruct students to complete the survey
- Distribute handout: How We Think and Learn (Source: Differentiation Instruction in the Regular Classroom). Instruct students to read the handout silently.
- Instruct students to score their surveys to determine their intelligences.
- Discussion: As you move forward in your educational process it is important to understand the ways you learn. Tell students what to expect in high school (most lecture- verbal/linguistic) vs. college (small group work- bodily/kinesthetic and/or visual/spatial)

**Benchmark Alignment: SS- Skills and Methods**

**Activity#11:** Recruitment and Marketing are very important to colleges; majority of students are recruited through the website and/or marketing efforts.

- Explain the concepts of recruitment and marketing
- Review the website of your designated college



- Brainstorm ideas for recruiting students to that campus
- Create marketing/recruitment pieces- could be a brochure, poster and/or a PowerPoint (depending on accessibility to technology)
- Have students present

### Benchmark Alignment: ELA- Research and Communications: Oral and Visual

**Activity#12:** Review the retention and attrition rates of college students. Does this differ from high school retention and attrition rates?

- Explain the concepts
- Review high school and college data
- Create graph demonstrating the differences
- What are possible solutions for both levels?

**Benchmark Alignment: Math- Patterns, Functions and Algebra and Data Analysis and Probability.**

## 9<sup>th</sup> Grade Early/Late 2<sup>nd</sup> Quarter Scope and Sequence

Nov. 2011

**Activity # 1:** Interest activity - what are my interests that I could use to prepare for college.

As part of discussion and essay writing assignment, ask students about their interest or curiosity for something they have done or would like to do in the next year. Ask students how their interests would help them to decide on a career choice, and college.

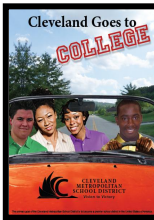
- Have a class discussion on different types of interests and what they are curious about
- Provide rules for the essay writing to the students

**Benchmark Alignment: ELA – Writing Process**

**Activity #2:** Organize a panel of students selected by classmates to answer questions on high school preparation to meet college academic challenges.

- Engage students in a discussion on high school course requirements for graduation and how this compares with college entrance requirements.
- A designated group of students should submit questions and panel members are given questions to research to provide information in response to the student questions.

**Benchmark Alignment: Reading Applications: Informational, Technical and Persuasive Text – Research**



**Activity #3:** “Car Ride in a Jaguar”, The College Naming Venture – Students will take turns naming colleges alphabetically beginning with the letter A and ending with the letter Z on their car ride venture to a specific location on the map. Each student should select a state and utilize information learned from the geography assignment, as their destination in naming the college by the alpha letter when it is their turn. (Example: On my way to Arizona the arid, dry hot state that attracts a lot of people with allergies and respiratory problems, I am going to call my friend attending (“A” alpha letter) Alabama State University). (Helpful website: [www.u101.com](http://www.u101.com))

**Benchmark Alignment:** Social Studies – Geography

**Activity #4:** Individual story telling – Advise each student select a noun or noun phrase that best describes them and then use that noun or noun phrase to tell their story, about their academic skills, hobbies, team activities and or community involvement that will make them a good future college candidate.

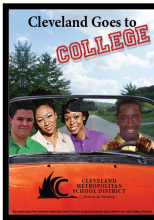
**Benchmark Alignment:** Social Studies - Skills and Methods ELA – Communications: Oral and Visual

**Activity #5:** Identify benefits of attending college – a college degree can provide students with many opportunities in life. Organize students into four groups to present panel presentations on benefits in attending college.

- Greater Knowledge – discussion on how a college education will increase students’ ability to understand developments in science and in society, to think abstractly and critically, to express thoughts clearly in speech and writing, and to make wise decisions. Demonstrate how these skills are useful both on and off the job.
- More Money – discussion on career choices in attending college and earning power utilizing data on careers in demand and salaries.
- Greater Potential – discuss how a college education can increase a students’ understanding of the community, the nation and the world ... as he or she explores interests, discovers new areas of knowledge, considers lifelong goals and becomes a responsible citizen.
- More Job Opportunities – discussion on how the nation is rapidly changing. Many jobs rely on new technology and already require more brain power than muscle power.

**Benchmark Alignment:** ELA - Writing Process, Research - Math - Mathematical Process  
Science – Science and Technology

**Activity #6:** Engage students in a discussion on parents/guardians experiencing college life - many colleges have activities on campus at different times of the year to encourage parent participation in their child’s life on campus. Research what type of activities colleges make



available for “Parent and Sibs” family weekends. Have students to report out and determine a method as to how this information can be shared with significant family members; consider having students to use the computer to design a flyer or brochure

**Benchmark Alignment: ELA – Communications: Oral and Visual, Writing Process, Writing Conventions**  
**Science – Science and Technology**

**Activity #7:** Create a play with students defining parents/guardians, students, teachers and guidance counselor’s role in assisting students to apply and enroll in college. Include time-frames for when activities should begin and person responsible. Students should bring-in the props for the play and write the play.

**Benchmark Alignment: ELA – Writing Process, Writing Applications,**

**Activity #8:** Canvassing Ohio Colleges for the college of your dream – Identify all the many different colleges’ environments and picture which would be the best fit for you, the college of your dream.

- List all Ohio Colleges and Universities using the computer.
- Review college evaluations, ranking, guide books, college students’ comments, and faculty opinions to obtain a fair assessment of college programs and campus personality.
- Examine, evaluate, discuss and document your findings. (Helpful website: [www.u101.com](http://www.u101.com))

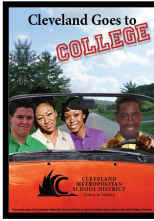
**Benchmark Alignment: Social Studies – Social Studies Skills and Methods**

**Activity #9:** Practice these three steps to a great college essay – the college application essay is a chance to explain you, to open your personality, charm, talents, vision and spirit to the admissions committee. It is a students chance to show you can think about things and that you can write clearly about your thoughts. To write a college entrance essay, use the exact same three-step process you would use to write an essay for class: first pre-write, then draft, and finally, edit. This process will help you to identify a focus for your essay, and gather the details you will need to support your topic.

Sit up straight and believe in yourself.

**Benchmark Alignment: Writing Application**

**Activity #10:** Telephone Skit – as a prospective student call three different colleges to ask questions of interests on entrance requirements and financial assistance.



- Students review different colleges of interests and select three colleges that you will call.
- Discussion sessions on different questions of interests.
- Students will work in teams to decide on the three colleges to be called, questions to be asked and who will be the caller. Conduct mock telephone inquiries

**Benchmark Alignment: ELA – Research, Communications: Oral and Visual**

**Activity #11:** Create a play with students defining parents/guardians, students, teachers and guidance counselor’s role in assisting students to apply and enroll in college. Include time-frames for when activities should begin and person responsible. Students should bring-in the props for the play and write the play.

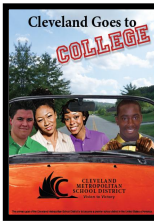
**Benchmark Alignment: ELA – Writing Process, Writing Applications**

**Activity #12:** Based on the college your school is linked with, have students to explore on the internet, and document all the different majors and college degrees that the college offers for students attending undergraduate school and master degreed programs. Request that students organize their data in the format of a chart presentation with headings representing the different degrees. Allow students to be creative.

- Encourage students to use this exercise as a means of organizing their exploration of colleges/college information at the 2008 Victory & Beyond Career, College and High School Choices Fair, scheduled for November 1<sup>st</sup>

**Benchmark Alignment: Science – Science and Technology**

**ELA - Research**



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## 10<sup>th</sup> Grade Early/Late 2<sup>nd</sup> Quarter Scope and Sequence

Nov. 2011

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**Activity #1:** Canvassing Ohio Colleges for the college of your dream – Identify all the many different colleges’ environments and picture which would be the best fit for you, the college of your dream.

- List all Ohio Colleges and Universities using the computer.
- Review college evaluations, ranking, guide books, college students’ comments, and faculty opinions to obtain a fair assessment of college programs and campus personality.
- Examine, evaluate, discuss and document your findings. (Helpful website: [www.u101.com](http://www.u101.com))

**Benchmark Alignment:** Social Studies – Social Studies Skills and Methods

**Activity #2:** Practice these three steps to a great college essay – the college application essay is a chance to explain you, to open your personality, charm, talents, vision and spirit to the admissions committee. It is a students chance to show you can think about things and that you can write clearly about your thoughts. To write a college entrance essay, use the exact same three-step process you would use to write an essay for class: first pre-write, then draft, and finally, edit. This process will help you to identify a focus for your essay, and gather the details you will need to support your topic.

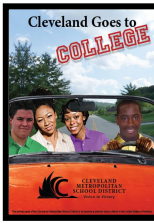
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**Benchmark Alignment:** Writing Application

**Activity #3:** Telephone Skit – as a prospective student call three different colleges to ask questions of interests on entrance requirements and financial assistance.

- Students review different colleges of interests and select three colleges that you will call.
- Discussion sessions on different questions of interests.
- Students will work in teams to decide on the three colleges to be called, questions to be asked and who will be the caller. Conduct mock telephone inquiries and have students to constructively critique one another

**Benchmark Alignment:** ELA – Research, Communications: Oral and Visual



**Activity #4:** Financial preparation for college life on campus – Develop a four year budget spreadsheet and plan that includes expenses and financial plan of resources you will need to support college life. Included in your budget is the cost of tuition, travel to and from home, dormitory, food, books, school supplies, personal supplies, laundry, clothing, furniture, computer, social activities; and any other cost you define as important to your success in completing your college education.

- Students should develop at least two drafts before the final version is presented in class.
- Guidance Counselors should be included in this assignment to provide students with resources as a group and individually when needed.
- Students should identify what role their parents/guardian played in developing their spreadsheet budget and financial resource plan.
- Students should talk about what they initially thought and what they realized after completing the assignment. What was most surprising, and what they would recommend to other students in doing this assignment?

**Benchmark Alignment:** Math – Mathematical Process, Science – Scientific Inquiry

**Activity #5:** Engage students in a discussion on parents/guardians experiencing college life - many colleges have activities on campus at different times of the year to encourage parent participation in their child’s life on campus. Research what type of activities colleges make available for “Parent and Sibs” family weekends. Have students to report out and determine a method as to how this information can be shared with significant family members; consider having students to use the computer to design a flyer or brochure

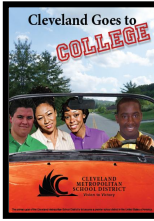
**Benchmark Alignment:** ELA – Communications: Oral and Visual, Writing Process, Writing Conventions  
Science – Science and Technology

**Activity #6:** Navigate the internet for college information specific to your school’s college affiliation – students should document what knowledge they acquire through their search; have students to get in pairs to share and compare what they initially may have thought about the college vs. their actual findings with other students.

**Benchmark Alignment:** Science – Science and Technology SS – SS Skills and Methods

**Activity #7:** Individual story telling– Have each student to select a noun or noun phrase that best describes them and then use that noun or noun phrase to tell their story, about their academic skills, hobbies, team activities and or community involvement that will make them a good future college candidate.

**Benchmark Alignment:** Social Studies - Skills and Methods



**Activity #8:** Interest activity - what are my interests that I could use to prepare for college. As part of discussion and essay writing assignment, ask students about their interest or curiosity for something they have done or would like to do in the next year. Ask students how their interests would help them to decide on a career choice, and college.

- Have a class discussion on different types of interests and what are they curious about with students.
- Provide rules for the essay writing to the students.

#### Benchmark Alignment: ELA – Writing Process

**Activity #9:** “Car Ride in a Jaguar”, The College Naming Venture – Students will take turns naming colleges alphabetically beginning with the letter A and ending with the letter Z on their car ride venture to a specific location on the map. Each student should select a state and utilize information learned from the geography assignment, as their destination in naming the college by the alpha letter when it is their turn. (Example: On my way to Arizona the arid, dry hot state that attracts a lot of people with allergies and respiratory problems, I am going to call my friend attending (“A” alpha letter) Alabama State University). (Helpful website: [www.u101.com](http://www.u101.com))

#### Benchmark Alignment: Social Studies – Geography

**Activity #10:** Create a play with students defining parents/guardians, students, teachers and guidance counselor’s role in assisting students to apply and enroll in college. Include time-frames for when activities should begin and person responsible. Students should bring-in the props for the play and write the play.

#### Benchmark Alignment: ELA – Writing Process, Writing Applications

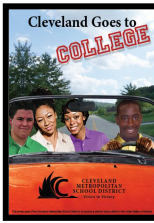
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#### Benchmark Alignment: Science – Science and Technology

**Activity #12:** Organize two discussion groups to dialogue about College Campus Life – Separate students into two different groups to discuss what their perception is of a College Campus Life and the second group will provide the realities of what actually occurs on College Campuses.

- The second group should have the opportunity to research college life/rules on campus to rebut the first group with facts.

#### Benchmark Alignment: ELA – Research, Communications Science –Science and Technology



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## 11<sup>th</sup> Grade Early/Late 2<sup>nd</sup> Quarter Scope and Sequence Nov. 2011

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### Activity # 1: Distance Traveled

Have your students to create a college Class Schedule for one semester; using a map of your school's college, have the students identify the buildings where these classes are most likely to occur. Using this information, encourage students to attend the 2011 Victory & Beyond Career, College, and High School Choices Fair and discuss building identifications with reps to compare the accuracy of their thoughts about college academic buildings.

- Have the students measure the distance traveled by foot(walking) between buildings
- Ask the students to compute the total distance traveled daily, weekly etc.
- Create a formula to allow students to calculate the average number of steps taken each day/week.

### Benchmark Alignment: Math – Measurement

**Activity #2:** Have your students to create a college Class Schedule for one semester; using a map of your school's college, have the students to identify the buildings where these classes are most likely to occur

- Have the students plot their buildings on a chart; use geometric shapes and figures to represent the buildings
- Ask students to define the shapes and figures and provide reasoning as to why they selected that particular shape.

### Benchmark Alignment: Math – Geometric and Spatial Sense

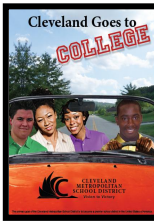
### Activity #3: Dorm Life

Students should research and select a dorm on the campus of your school's college. Make sure students are giving special attention to the noted characteristics of the school's population and history. After identifying whether or not the dorm is co-ed, students should engage in the following activity:

- Create a chart to demonstrate the percentage of females versus males or the percentages of other demographics such as ethnicity, religion, majors etc.

### Benchmark Alignment: Math – Mathematical Processes

### Social Studies – Geography

**Activity #4: Homecoming Speech**

It's Homecoming and each student has just been crowned College/University King or Queen.

- Have your students write and recite an Acceptance Speech explaining how they plan to impact the culture of your college campus.

**Benchmark Alignment: ELA – Writing Process, Applications and Communications: Oral**

**Activity #5: The President of the College/University is looking for an Intern.**

- Have your students write and recite a persuasive essay, incorporating the college's history to explain how this experience will positively impact their future

**Benchmark Alignment: ELA - Writing Process, Research –  
Social Studies - History, Geography, Social Studies Skills and Methods**

**Activity #6:** The geographic region where your school is located has just experienced a natural disaster. Have the students create a project which describes the kind of natural disaster, demonstrate how it occurred and explain why it occurred in that region of the world and what, if any, technological mechanisms can be created to prevent it from occurring again.

**Benchmark Alignment: SCI – Scientific Inquiry, Science and Technology, Scientific Ways of Knowing**

**Activity #7:** Based upon the weather conditions (avg. temps, etc.) in the region of your school, describe the best mode of transportation to move around the campus (i.e. car, bike, walk/run, bus) and explain why.

**Benchmark Alignment: Science– Scientific Ways of Knowing**

**Activity #8: Safety is one of the most important concerns on a college/university campus.**

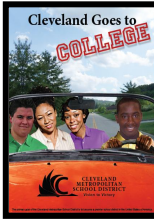
- Have the students to utilize the internet to research and analyze the Safety Policies currently enforced at your institution. Make sure the students clearly identify any historical trends which helped to develop the policies and procedures.

**Benchmark Alignment: Science – Science and Technology SS – History, People in Societies**

**Activity #9: Canvassing Your Campus: Campus Functions**

- Have your students define the functions of various offices on campus (i.e. Bursar, Registrar, Financial Aid, Cashier etc.) then ask them to create a timeline demonstrating what offices they need to go to first, second etc. and explain why
- Suggestion: Could also be an excellent activity for roll playing etc.

**Benchmark Alignment: Social Studies – History, People in Societies, Rights and Responsibilities**



### Activity #10: Canvassing Your Campus: Tour Guide

A group of freshmen and their families are visiting your school and your students are the Tour Guides.

- Divide the students into teams of 3 and have each group to create a map and agenda for the day. Groups should highlight buildings, facilities, services and historical attributes they deem most important to point out to the freshman families.
- Students should be encouraged to be creative and include activities such as scavenger hunts, catchy phrases or songs etc.

Benchmark Alignment: SS-Geography      ELA – Writing      Math – Geometric and Spatial Sense

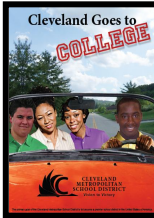
Activity #11: Your Cleveland Goes To College school has just received a 1 Million Dollar Grant to make **ONE** major improvement/attribute to the campus. The decision must be made by the student body and will be decided by vote.

- Divide the students into teams. Each team should research and select one improvement/attribute and create a commercial in an effort to gain support from their peers
- Students could also hold a Debate to allow Teams to argue key points as to why they want to make this improvement
- Conduct a Vote, using ballots, voting booths etc. to determine which improvement/attribute is the winner

Benchmark Alignment: ELA – Research, Communications: Oral and Visual  
SS- Citizenship Rights and Responsibilities

Activity #12: Compare and Contrast the Physical, Cultural, Economic, and Political Characteristic of your college/University from the time that it was founded vs. now. Explain how it has changed and what has remained the same; cite reasons why.

Benchmark Alignment: Social Studies – History, Geography

**12<sup>th</sup> Grade Early/Late 2<sup>nd</sup> Quarter Scope and Sequence****Nov. 2011****Special Note:**

Per instruction of the Chief Academic Officer, all 12<sup>th</sup> grade students are to complete the hard-copy version of the Common Application, which enables a student to apply to more than 40 colleges/universities through the use of this one application. Copies of the “common application” were included in the materials for the high school Senior Night and additional copies are being included with the materials for this current Cleveland Goes To College event day of “Canvassing Your Campus” In addition to having students to complete the common application, one or more of the attached suggested activities may also be completed.

**Activity # 1:** Distance Traveled

Have your students to create a college Class Schedule for one semester; using a map of your school’s college, have the students identify the buildings where these classes are most likely to occur. Using this information, encourage students to attend the 2011 Victory & Beyond Career, College, and High School Choices Fair and discuss building identifications with reps to compare the accuracy of their thoughts about college academic buildings.

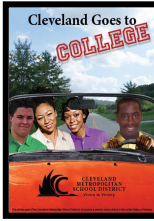
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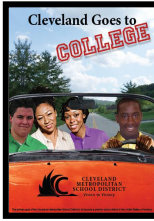
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Benchmark Alignment: ELA - Writing Process, Research –

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Activity #6: The geographic region where your school is located has just experienced a natural disaster. Have the students create a project which describes the kind of natural disaster, demonstrate how it occurred and explain why it occurred in that region of the world and what, if any, technological mechanisms can be created to prevent it from occurring again.

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**Activity #7:** Based upon the weather conditions (avg. temps, etc.) in the region of your school, describe the best mode of transportation to move around the campus (i.e. car, bike, walk/run, bus) and explain why.

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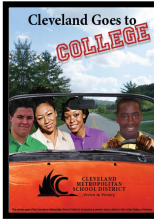
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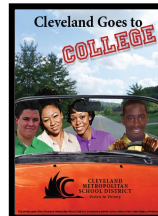


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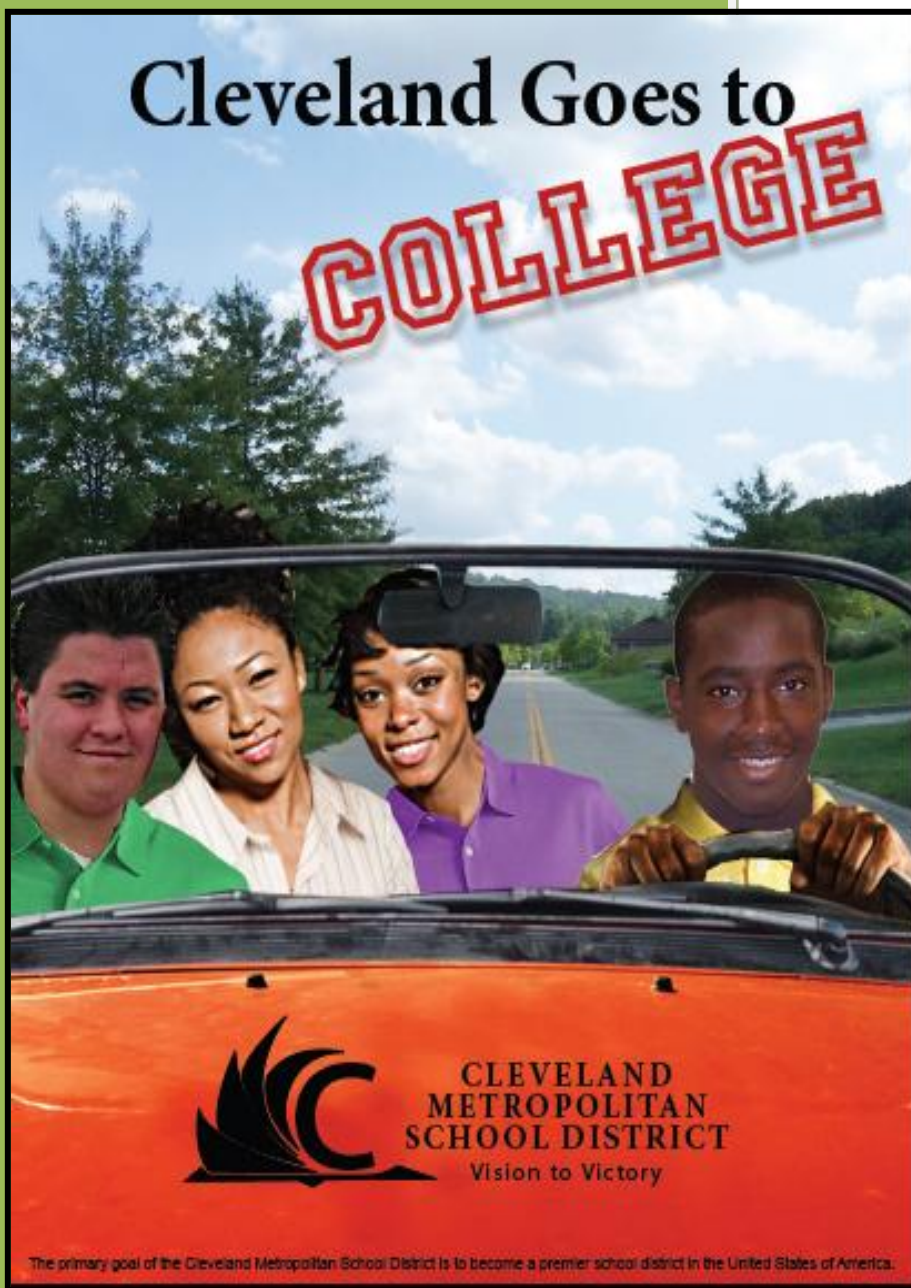
**Benchmark Alignment: ELA – Research, Communications: Oral and Visual  
SS- Citizenship Rights and Responsibilities**

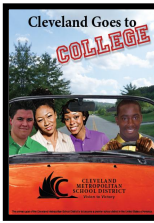
**Activity #12:** Compare and Contrast the Physical, Cultural, Economic, and Political Characteristic of your college/University from the time that it was founded vs. now. Explain how it has changed and what has remained the same; cite reasons why.

**Benchmark Alignment: Social Studies – History, Geography**



# EVENT THREE - "Declare Your Major!"





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## PreK-3 GR Band Early/Late 3<sup>rd</sup> Quarter Scope and Sequence Feb. 2012

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**Activity #1:** To explore the students' knowledge about careers and occupations: Have students work in groups. Have them cut or draw pictures of different people engaged in their occupations. Have them write down what skills are required for these professions. Have students report out on their findings.

Suggested Resource: [www.ibelieveinme.org](http://www.ibelieveinme.org)

**Benchmark Alignment: Social Studies - Citizenship Rights and Responsibilities**  
**ELA - Communication: Visual and Oral**

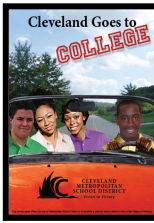
**Activity #2:** Career Clusters is a way of organizing information. Each cluster of occupations shares a common function, such as health care. Explain Career Clusters to the students (the State of Ohio recognizes the following 16 Career Clusters)

- Agriculture and Environmental Systems
- Arts and Communication
- Business and Administrative Services
- Construction Technologies
- Education and Training
- Engineering and Science Technologies
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing Technologies
- Marketing
- Transportation Systems

Suggested Resource: [www.ocis.org](http://www.ocis.org) Username: clevemun Password: ohicis03  
**(Click on the Occupations link; click on the Clusters Index tab)**

Give the students job titles and have them to tell you what career cluster this job belongs in. Is the work mostly with people, things, machinery, or data? What are the working conditions? Can either a woman or man do this job?

**Benchmark Alignment: Social Studies - Skills and Methods ELA - Communication: Oral and Visual**



**Activity #3:** Discuss the meaning of “work” with the class. Have the students develop their definition of “work”. Ask the class what kind of work their parents or other relatives do. Have the class prepare a mural or collage of workers, labeling each occupation represented.

**Benchmark Alignment: Social Studies - Skills and Methods**

**Activity #4:** Ask each student to name six occupations. From the occupations given, have students brainstorm a list of things that are used in each particular occupation (a carpenter uses hammers, a mechanic uses wrenches). Have the students find a picture of a tool used by a worker engaged in the occupation. Describe skills needed in a variety of occupations.

**Benchmark Alignment: ELA – Communications: Oral and Visual  
ELA - Reading Applications: Informational**

**Activity #5:** Have the students to develop a timeline of milestones in their education that they believe are needed to fulfill their career goals. Let them mark the major milestones with stickers or have them draw a picture symbolizing the event.

Example: A small building for elementary school; a hat for graduation; sports memorabilia, picture representing the college they plan to attend, computer for business career, etc. Ask students to share with the class what the different symbols represent.

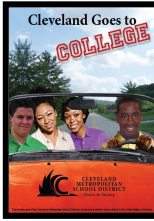
**Benchmark Alignment: SS - Social Studies Skills and Methods      ELA: Communications-Oral and Visual**

**Activity #6:** Have students to interview school representatives, family members or family friends to learn about career and employment opportunities. Tell students to ask them to share the level of education that is needed to perform their job/enter their profession. Explore whether or not their assigned college would have the courses needed to fulfill the criteria of the profession.

**Benchmark Alignment: ELA – Communications: Oral and Visual      SS - Social Studies Skills and Methods**

**Activity #7:** Explore different occupations that are typically dominated by one gender. Discuss the trend in shifts of gender dominated occupations. (If possible, display pictures or information depicting the profession.) Have the students to tell you why there may be some professions that are considered to be “female” occupations and some considered to be “male” occupations.

**Benchmark Alignment: SS – SS Skills and Methods      ELA – Communications: Oral and Visual**



**Activity #8:** Explain and discuss job-related skills with the students and ways to learn these skills (e.g. on-the-job training, technical school, 2 yr. or 4 yr. institution). Some jobs require higher level skills than others. Make a chart that shows the progression of education/skills required within a career pathway (e.g. daycare worker, teacher's assistant, classroom teacher, assistant principal, principal, Superintendent)

**Benchmark Alignment:** ELA - Research

**SS - Social Studies: Skills and Method**

**Activity #9:** Have the students to select three occupations that are interesting to them. Have them to reflect on the courses available at your school's assigned college. Determine whether this educational institution would be a good choice for acquiring the needed skills.

**Benchmark Alignment:** ELA - Research

**Activity #10:** Classroom Career Clips

- Divide classroom into groups with equal number of group members
- Each group is to be given a choice of three (3) careers and must decide as a group which career they want to create a skit about and act out

**Benchmark Alignment:** ELA – Research, Acquisition of Vocabulary SS Skills and Methods, People in Societies

**Activity #11:** “What Does It Take to Make A.....?”

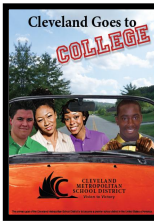
- Have students to select an item (e.g. Clothing, Textbook, School Building, Basketball, Nintendo, Cell phone, PSP, IPod/MP3 Player, CD/DVD, etc.)
- Discuss with the students what jobs/careers are involved in the process of making this item
- What is the educational/training requirements of the various careers
- Have students to write at least one paragraph about which career was the most interesting to them

**Benchmark Alignment:** ELA – Research, Writing Process, Communications: Oral and Visual

**Activity #12:** Career Alphabet

- Based on the majors that are offered at the college/university that your school is partnered with, have students to try to identify as many careers as possible from A-Z that are associated with the various majors

**Benchmark Alignment:** ELA – Acquisition of Vocabulary



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## 4-6 GR Band Early/Late 3<sup>rd</sup> Quarter Scope and Sequence

Feb. 2012

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### Activity #1: “What Does It Take to Make A.....?”

- Have students to select an item (e.g. Clothing, Textbook, School Building, Basketball, Nintendo, Cell phone, PSP, IPod/MP3 Player, CD/DVD, etc.)
- Research what jobs/careers are involved in the process of making this item
- What is the educational/training requirements of the various careers
- Have students to write at least a one page paper and present their findings

Benchmark Alignment: ELA – Research, Writing Process, Communications: Oral and Visual

### Activity #2: Classroom Career Clips

- Divide classroom into groups with equal number of group members
- Each group is to be given a choice of three (3) careers and must decide as a group which career they want to write a skit about and act out
- In the skit, students must capture as many careers as possible that interface with this career

Benchmark Alignment: ELA – Research, Acquisition of Vocabulary SS – Social Studies Skills and Methods, People in Societies

### Activity #3: Career Alphabet

- Based on the majors that are offered at the college/university that your school is partnered with, have students to try to identify as many careers as possible from A-Z that are associated with the various majors

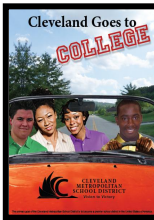
Benchmark Alignment: ELA – Acquisition of Vocabulary

### Activity #4: “What Does It Take To Become A.....?”

- Have students to share a career that is of interest to them and have them to research all of the preparation necessary to pursue this career
- Is this major available at your school’s college affiliation?
- Have students to give an oral presentation of their research results
- Consider having the students to dress in attire to reflect their career choice

Benchmark Alignment: ELA – Research

SS – People in Societies



**Activity #5:** Present students with a variety of careers, some requiring a high school diploma, some requiring short-term job training, some requiring a two-year, a four-year degree and beyond

- Have students to share what their educational/employment plans are after graduation from high school, based on some of the career examples given
- Students should also talk about what type of lifestyle they plan to have
- Based on the above, have students to compare the earning potential of each career
- Ask if any students may need to re-think their post-high school plans, in order to achieve their “lifestyle” goals
- A written report should be prepared; students work should be grammatically correct with correct spelling

**Benchmark Alignment:** ELA – Research, Writing Process, Writing Conventions  
SS – People in Societies, Economics

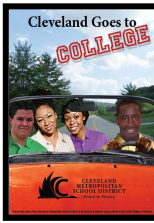
**Activity #6:** Battle of the Careers

- Divide classroom into two (2) teams and randomly assign each team a familiar career
- Assign a panel of no more than three (3) judges
- Give teams an opportunity to discuss amongst themselves the importance of their career and its impact in the community
- Have each team to select a spokesperson to defend their career’s worth vs. their opponent’s career
- Each team must respond with their defense in one minute
- After both teams have presented their case, judges should declare the winner based on the best defense (Repeat by assigning teams new careers)

**Benchmark Alignment:** SS – Social Studies Skills and Methods, People in Societies

**Activity #7:** What’s My Career?

- Assign each student a career that requires a college degree that is offered at your school’s college affiliation
- Have students to research career, capturing the following details, completing the phrase “For my career, I ...:”
  - ✓ Have to take college courses in ...
  - ✓ Graduate with a degree in ...
  - ✓ Can work in places such as ...
  - ✓ Can earn a salary of ...
  - ✓ Have to wear ....



- As students present “What’s My Career” have other students to guess what the career is.

(Suggestion: Use OCIS to assist students with this activity; log-on to [www.ocis.org](http://www.ocis.org) Username: clevemun Password: ohiocis03)

Benchmark Alignment: ELA – Research

SS – People in Societies

**Activity #8:** Looking at the majors at your school’s college affiliation, create a math problem revolving around the majors offered at your college, where the answer is expressed in the form of a fraction, decimal and percent.

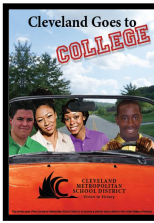
Benchmark Alignment: Math - Mathematical Process

**Activity #9:** Based on the majors offered at your school’s college affiliation, determine which part of the United States that particular occupations are in greater demand.

Benchmark Alignment: Social Studies – People in Society, Economics

**Activity #10:** Career Clusters is a way of organizing information. Each cluster of occupations shares a common function, such as health care. Explain Career Clusters to the students (the State of Ohio recognizes the following 16 Career Clusters)

- Agriculture and Environmental Systems
- Arts and Communication
- Business and Administrative Services
- Construction Technologies
- Education and Training
- Engineering and Science Technologies
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing Technologies
- Marketing
- Transportation Systems



Suggested Resource: [www.ocis.org](http://www.ocis.org) Username: clevemun Password: ohicis03  
(Click on the Occupations link; click on the Clusters Index tab)

Give the students job titles and have them to tell you what career cluster this job belongs in. Is the work mostly with people, things, machinery, or data? What are the working conditions? Can either a woman or man do this job?

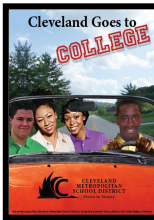
**Benchmark Alignment: SS - Skills and Methods      ELA - Communication: Oral and Visual**

**Activity #11:** Explain and discuss job-related skills with the students and ways to learn these skills (e.g. on-the-job training, technical school, 2 yr. or 4 yr. institution). Some jobs require higher level skills than others. Make a chart that shows the progression of education/skills required within a career pathway (e.g. daycare worker, teacher's assistant, classroom teacher, assistant principal, principal, Superintendent)

**Benchmark Alignment: ELA - Research      SS - Social Studies: Skills and Methods**

**Activity #12:** Have students to interview school representatives, family members or family friends to learn about career and employment opportunities. Tell students to ask them to share the level of education that is needed to perform their job/enter their profession. Explore whether or not their assigned college would have the courses needed to fulfill the criteria of the profession.

**Benchmark Alignment: ELA – Communications: Oral and Visual    SS - Social Studies Skills and Methods**



## 7-8 GR Band Early/Late 3<sup>rd</sup> Quarter Scope and Sequence

Feb. 2012

**Activity #1:** Summer Opportunities- A good summer program can give you a chance to sharpen your academics or try new experiences. It helps you get in to college and do better once you are there.

Have students research summer opportunities (hint- [www.cmsdnet.net](http://www.cmsdnet.net)), some possibilities to explore:

- A program located on a college or university campus (such as [Upward Bound](#))
- A youth-serving program at a community organization
- A program offering an academic boost in reading, writing, math, and study skills
- A program with a special focus (journalism, science, drama, music)
- Outdoor adventure, travel, or self-discovery programs

Have students report out on their findings.

**Benchmark Alignment:** SS- Citizenship Rights and Responsibilities SS- Social Studies Skills and Methods  
ELA- Communications: Oral and Visual

**Activity #2:** Website shuffle- all the information you need for college is at click of a button.

Have students work in groups;

- Assign one (1) – two (2) website(s) per a group
- Debrief/discuss their findings
  - Was the site user-friendly?
  - Was it helpful for you as middle school student?
  - Would you recommend this site to your peers?

Suggested websites:

### College Board

[www.collegeboard.com](http://www.collegeboard.com)

In addition to providing all the information you need about the PSAT and SAT, the College Board website has tools for planning for, finding, and applying to college. It offers an interactive tool called “My Organizer” that is well worth signing up for.

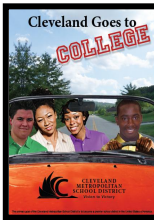
### ACT, Inc.: A Student Site for ACT Test Takers

[www.actstudent.org](http://www.actstudent.org)

Includes information about registering for the ACT, test prep, financial need estimator, and tips on college and career planning.

### CSOColege Center

[www.csocollegecenter.org](http://www.csocollegecenter.org)



A website targeted at first-generation, low income, and minority students. Includes an “ask the experts” section where you can send in questions online.

#### **KnowHow2Go**

[www.knowhow2go.org](http://www.knowhow2go.org)

A new website by the National Ad Council and the American Council on Education with practical tips for making our way to college.

#### **Prep for College Calendar**

[www.nacac.com](http://www.nacac.com)

The National Association for College Admission Counseling explains what you can do in your high school freshman, sophomore, junior, and senior years to prepare for college.

#### **Choosing the Right College**

[www.collegeispossible.org](http://www.collegeispossible.org)

A list of recommended websites, books and brochures from College Is Possible.

#### **Black Excel**

[www.blackexcel.org](http://www.blackexcel.org)

Especially dedicated to African-American families, the website includes information about preparing for college, scholarships, historically black colleges (including virtual tours), and summer enrichment programs. There’s also a free newsletter

**Benchmark Alignment: SS- Social Studies Skills and Methods  
ELA- Communications: Oral and Visual**

**Activity #3:** It’s time to get started! Your journey to college starts early in high school, and so for each year it helps to have a journey of your progress.

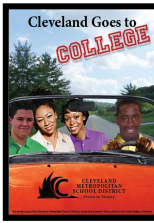
This planning calendar makes it easy, with a checklist for every year of high school. (See attachment)

- Assign students to groups- identify a high school “major”
- Have students review the high school course catalog
- Each group should plan for one year of high school (what courses do you need to take to fulfill the requirements of the major?)
- Discuss/debrief- students should start keeping track of courses their first day of high school.

Suggestion: at the end of each academic year, students should save their completed checklist in a special folder marked “College.”

**Benchmark Alignment: ELA- Research and Communications: Oral and Visual  
SS- Social Studies Skills and Methods  
Math- Mathematical Processes**

**Activity #4:** Take a virtual college tour. Students should visit: <http://www.knowhow2go.org>



- Have students click on the middle school tab
- Have students complete the following steps:

**Step 1**

Make a list of your skills and interests. Think hard about what you enjoy and what you are good at.

**Step 2**

Find out more about the kinds of the jobs that interest you, along with their educational requirements, salary, working conditions, future outlook and anything else that can help you decide what's best.

**Step 3**

Make a second list of possible jobs that you would like to have and compare it with your skills and interests. The job that matches your skills and interests the closest may be the career for you.

**Step 4**

Choose your career goal. Once you've decided what occupation matches up best, and then you can begin developing a plan to reach your career goal.

**Step 5**

Develop a career plan. Think about what you want to do and find out more about the kind of training, education and skills you will need to achieve your career goal.

**Step 6**

Start looking at schools that offer a college degree or training program that best meets your career goal and financial needs.

**Step 7**

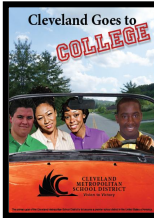
Go to your school guidance center or a local library for additional information and help on career planning.

**Benchmark Alignment: ELA- Research      Math- Patterns, Functions and Algebra  
Science- Science and Technology**

**Activity #5:** Figure out what you want to do! It is important to start thinking about your postsecondary options now. Students should work individually to brainstorm the items below, and then have students work in groups to discuss their findings:

Students can visit: [www.ocis.org](http://www.ocis.org) username: clevemun and password: ohioicis03

- Start thinking about your future and career possibilities – what are your interests?
- Explore different occupations that match your interests
- Keep your options open- don't limit yourself. Look at 2-3 different career options
- Use time outside of school wisely – what activities will help you get prepared?
- Get help when it's needed- where will you go for college help?



Benchmark Alignment: ELA- Research, SS- Social Studies Skills and Methods,  
SCI- Scientific Ways of Knowing

**Activity #6:** Explore the Ohio Career Information System (OCIS):

Introduce OCIS: (visit [www.ocis.org](http://www.ocis.org) for more information)

The OCIS is a career and college planning tool. You can use it to:

- Learn about the different options for postsecondary education;
- Research the most up-to-date career information available;
- Find out what careers are in demand nationally and in Ohio;
- Research colleges, universities and scholarship opportunities;
- Read real-world interviews from someone in your career of interest;
- Find out how to prepare for a chosen career

Have students complete the IDEAS assessment and OCIS worksheet (attached)

Benchmark Alignment: ELA- Research  
Technology- Tech & Information Literacy

**Activity #7:** Goal-setting (Taken from Discovering Life Skills, pgs 106-107)

When you set goals, be sure they are realistic. If you set hard to reach goals, you may become discouraged. Choosing a major does require some short-term (have students define) and long-term (again, have students define) goals.

Have students work individually- in either a journal or on a separate piece of paper write down some goals. When setting goals keep a few things in mind:

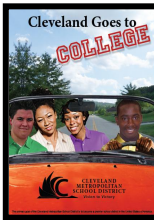
- Be specific- you will have something to work toward
- Be challenging- you will stay interested
- Be organized- you know which goal to work on first, second, etc.
- Be realistic- you can reach your goals
- Be evolving- you can change you plans if you need to.

Benchmark Alignment: ELA- Writing Applications

**Activity #8:** Develop a Plan (Taken from Discovering Life Skills, pg. 109)\*

Choosing a major in college is a huge deal, and a decision that should not be taken lightly. In high school, you may have the opportunity to start taking classes that will help you get prepared for college. More specifically help you get geared up for choosing a major.

- Divide a sheet of paper into two columns



- Answer the following questions on the left column of the sheet:
  - What are your goals for this year?
  - What are your goals for the next five years?
  - What are your goals for the next ten years?
- In the right column across from each goal, list what you hope to receive when you accomplish the goal. For example, you may receive praise, self-esteem, a good grade, or a sense of accomplishment.

#### Implement the Plan

- On a separate sheet of paper, list what step you need to take to accomplish your goals for this year.
- Make a list of the activities you will do during the next month that relate to your goals for this year.
- How will you feel when you accomplish each of the steps relating to your goals? List the rewards.

#### Evaluate the Results

- What did you learn from this exercise?
- Will you change any of your goals? Explain your answer.
- How can you continue this process to help you reach your future goals?

\* This activity works in tandem with Activity #7\*

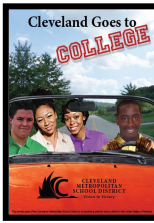
#### Benchmark Alignment: ELA- Writing Applications/Writing Process

**Activity #9:** A closer look- researching a college major is very similar to researching a job. Have students examine two to three majors at your designated college/university.\* Students should review the following areas:

- Educational requirements- what courses do you need to fulfill your degree? What types of jobs/career will accept your college major/degree?
- Salary potential- what type of wages should you expect after attaining your degree?
- Future of career field (major) - will there be a need for more workers in the field you are pursuing? Ex. Being a Mathematician is no longer a viable career field; rather a student would major in economics or statistics.
- Debrief/discuss in small groups

\*Suggested website: visit [www.ocis.org](http://www.ocis.org) username: clevemun and password: ohioicis03

Benchmark Alignment: ELA – Research      SCI- Scientific Ways of Knowing  
SS- Social Studies Skills and Methods



**Activity # 10:** Direct your career! (Applying Life Skills, pg. 68) Some youth know their exact career path before they enter high school. For most teens, however, career plans are much less clear-cut. College is intended to help you with that career path, below is one strategy to help direct your career:

- Gain a variety of experiences: you may be surprised at the different learning experiences that are open to young people. From attending a science camp to volunteering in a soup kitchen- the more you learn about the world, the more you learn about yourself.
- Take action- have students' research volunteer opportunities in their community.
- What opportunities will help them explore different career options?
- Have students work in teams- plan a service day that will help expose students to different careers options, i.e. going to a nursing home to read to elder residents. Students would be exposed to the field of Geriatrics and/or nursing.

**Benchmark Alignment:** ELA- Research      SS- Social Studies Skills and Methods  
Math- Data Analysis and Probability

**Activity # 11** Your designated college/university has just called your principal with a very important request. Your help is needed! The college/university wants to promote (market) all the different majors offered on campus. Your responsibility is to research the different majors and create posters and/or flyers that will help gain awareness of the different offerings:

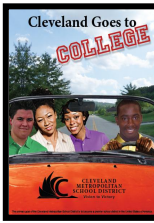
- Students can work in pairs or groups
- Visit the college/university website
- Research which majors are offered
- Create visuals – posters or flyers
- Oral presentation- each group should report out on their findings

**Benchmark Alignment:** ELA- Research & Communications: Oral and Visual  
SS- Social Skills and Methods

**Activity # 12:** Career Cluster search. There are sixteen (16) career clusters recognized in the State of Ohio.

Part One:

- Review the career clusters: (please [www.ode.state.oh.us](http://www.ode.state.oh.us) – career-tech)
  - Agriculture and Environmental Systems
  - Arts and Communication
  - Business and Administrative Services
  - Construction Technologies

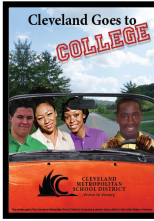


- Education and Training
  - Engineering and Science Technologies
  - Finance
  - Government and Public Administration
  - Health Science
  - Hospitality and Tourism
  - Human Services
  - Information Technology
  - Law and Public Safety
  - Manufacturing Technologies
  - Marketing
  - Transportation Systems
- Review majors offered at your designated college/university
    - Have students match majors to career fields
    - Discuss findings- highlight the importance of choosing the right major

#### Part Two:

- Review the CMSD High School course catalog ([www.cmsdnet.net](http://www.cmsdnet.net)- found under the tab labeled Students)
  - Have students match courses to the recognized career fields
  - Discuss/debrief findings- which courses look interesting?
  - Optional: have students create a tentative plan of which courses they may take based off their interest areas

Benchmark Alignment: ELA- Research, SCI- Scientific Ways of Knowing, SS- Social Skills and Methods



## 9<sup>th</sup> Grade Early/Late 3<sup>rd</sup> Quarter Scope and Sequence

Feb. 2012

**Activity #1:** Writing and discussion on what is a college major – Have students write an essay to compare their high school course interests to college courses and how you begin thinking about how to declare a major.

- A major is a group of classes in an academic field that you wish to explore thoroughly and concentrate on the most as a college student.
- You can choose or “declare” a major around academic subjects like English, mathematics, engineering, manufacturing, sociology, philosophy or computer aided drafting.
- You can even choose an interdisciplinary major like “American Studies” that draws from several subjects such as literature, sociology, history, economics and political science courses that focus on different aspects of our life.

### Benchmark Alignment: ELA – Writing Application, Acquisition of Vocabulary

**Activity #2:** Debate – Two different panels of four students are selected to debate the pros and cons of why your college major matters.

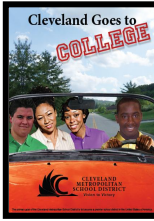
There is considerable debate as to how important this decision really is. Some say it doesn't matter because the skills you build are universally valued. Others say it does matter because the major you choose can dictate the scope of your opportunities. Which point of view is right depends on your time frame in college.

- Have the debate teams research their position and provide the students with a debate format to document and present their information.
- Select a moderator and recorder and provide them with information on their roles and responsibilities.
- Have the balance of the students in the class prepare a set number of questions for the pro and con side of the debate issue.

### Benchmark Alignment: ELA - Communications: Oral and Visual, Acquisition of Vocabulary

**Activity #3:** Listing areas of interests and why – Explain to students that they are going to be spending a lot of time working on their major, so choose something you can get excited about. What is your passion? Look beyond the subjects you do well in. Get inspiration from your hobbies; get creative.

- Do you enjoy rapping your latest creation with friends or at parties? Check out the creative writing or music programs that colleges offer.



- Do you enjoy managing your high school football or the track teams? Want to manage the Cleveland Browns or the Olympics one day?

Many schools offer majors in sports management, preparing students for careers in a variety of settings such as professional, intercollegiate, and interscholastic sports programs, health and sports clubs, sport arenas and community recreational sports.

- Have students assess their strengths and know their limitations. If you are not very good with foreign language, even if you would like to speak Spanish, majoring in Spanish may not be the best use of your education.

### Benchmark Alignment: ELA – Writing Applications, Communications: Oral and Visual

**Activity #4:** Identify five colleges and write their requirements for when students need to declare their major in college.

- Faculty facilitates assignment presentation and discussion on how colleges have different requirements and expectations of when to declare a major.
- Discussion on schools offering special programs, usually in the technical fields or sciences often requires students to declare their major when they apply. This is because these programs require students to take courses in all two or four years of college.

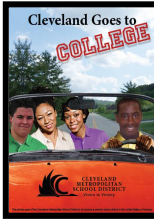
### Benchmark Alignment: ELA – Reading Applications: Informational, Technical and Persuasive Text

**Activity #5:** Chart displaying the number of years needed to complete your college education and alignment of the required courses to declare a double major, a major and a minor degree.

- Have student's lists and discuss different types of double majors and majors and minor degrees in class prior to completing their chart.
- Discuss options ...perhaps you've decided to turn your minor into a second major by taking more classes. Or perhaps you declared a double major from the start of your college career. Or perhaps you just had a major and decided to add a minor in your third year of college.

### Benchmark Alignment: Math (Algebra) – Data Analysis and Probability

**Activity #6:** Ask students to list the different types of an Associate of Arts (AA) or Associate of Science (AS) which is typically a two-year program offered by community colleges.



- Provide students with the understanding that obtaining an associates degree requires the same mathematical level of proficiency as a four year bachelor degree.
- Discuss the mathematical level of skill and knowledge that is required at the high school level based on the associate degree requirements.

### Benchmark Alignment: ELA – Communications: Oral and Visual

**Activity #7:** Ask students to chart all the careers available with a bachelor degree that requires the mastery of mathematics.

- Design a tree with levels of mastery from the top down that will account for all the different levels of mathematics understanding a student should have to pursue a career choice.
- Where would a four year degree in Nutrition, Computer Aided Drafting, Laboratory Phlebotomy, or food services fit on the mathematical mastery tree?

### Benchmark Alignment: Math (Algebra) – Data Analysis and Probability; Mathematical Processes

**Activity #8:** Debate - Should high school students be required to declare a major? Supporters that foster an early emphasis on college and careers say that it will increase student retention and performance, and better prepare students for life after high school.

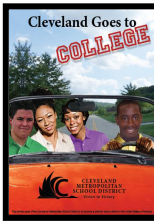
However, critics argue that such a decision is too much, too soon for a thirteen-year-old. We're interested in your opinion.

- Have half of the students in the class to develop a plan that contends an early emphasis on college career will increase student retention and better prepare students for life after high school. The other half of the class will take the opposing side.
- Have students decide which side of the debate they will develop their plan around, based on critic's arguments on age, understanding options, or determining if it will really provide for higher graduation rates and better academic performance.

### Benchmark Alignment: Social Studies – Social Studies Skills and Methods

**Activity #9:** Special Event – “Declare your Major Day 2009”

- The event should be designed to primarily help CMSD students determine if they are on track for their high school diploma, as well as to help CMSD students determine what requirements they will need to complete by the end of the 12th grade.



- The 9<sup>th</sup> grade class should organize each year's Declare Your Major Day for all the grades at the school with the assistance of 9<sup>th</sup> grade faculty and guidance counselor, to plan a three hour **Focus Fair**.
- The fair will provide the opportunity for:
  - Program Schedule**
  - Program Advising: 9:00am – 10:30am
  - Career Focus: 10:35am – 11:45am
  - Business & Industry Panel Discussion: 11:50 am – 1:00 pm

### Benchmark Alignment: Social Studies – Citizenship Rights and Responsibilities

**Activity #10:** Ask student to list the different types of an Associate of Arts (AA) or Associate of Science (AS) is typically a two-year program offered by community colleges that a command of science and technology is required.

- Provide students with the understanding that obtaining an associate degree requires the same science level of proficiency as a four year bachelor degree.
- Discuss the science level of skill and knowledge required based on the associate degree requirements.

### Benchmark Alignment: Science – Science and Technology

**Activity #11:** Ask students to chart all the careers available with an associate degree that requires the mastery of science.

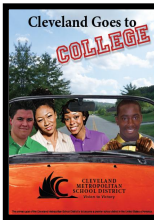
- Design a tree with levels of mastery from the top down that will account for all the different levels of scientific understanding a student should have to pursue a career choice.
- Where would an associate degree in Radiation Therapist, Dental Hygienist, Engineering, Registered Nurse, Nuclear Medicine Technologists, Diagnostic Medical monographers, manufacturing, Welding and Laboratory Technician fit on the science mastery tree?

### Benchmark Alignment: Science – Science and Technology

**Activity #12:** This investigative activity will be designed to introduce students to the skills of gathering, recording and communicating their observations, based on what they think.

- Ask students to visit 2 colleges on line, one north and south or east and west to record what the colleges require in declaring a major and minor.
- Students should select a partner(s) to work with on the investigation and each team reports their findings to the class.

### Benchmark Alignment: Scientific Inquiry



## 10<sup>th</sup> Grade Early/Late 3<sup>rd</sup> Quarter Scope and Sequence

Feb. 2012

**Activity #1:** Writing and discussion on what is a college major – Have students write an essay to compare their high school course interests to college courses and how you begin thinking about how to declare a major.

- A major is a group of classes in an academic field that you wish to explore thoroughly and concentrate on the most as a college student.
- You can choose or “declare” a major around academic subjects like English, mathematics, engineering, manufacturing, sociology, philosophy or computer aided drafting.
- You can even choose an interdisciplinary major like “American Studies” that draws from several subjects such as literature, sociology, history, economics and political science courses that focus on different aspects of our life.

**Benchmark Alignment: ELA – Writing Application, Acquisition of Vocabulary**

**Activity #2:** Debate Panels – Is choosing a major a life-changing decision?

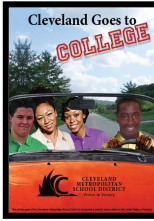
Have students on three different panels developed their position on this issue and the balance of the class should develop a minimum of 3 questions for each panel to respond as part of class discussion.

- One of the myths behind choosing a major is that it locks you into a specific career path. Your college major is merely one of many factors that can shape your career path.
- Many employers look for college graduates who have demonstrated that they are able to solve problems, critical thinkers, punctual and effective communicators.
- Engineer majors have gone on to be pharmacists; liberal arts majors are running major industries; and business majors have gone into varied careers in the sports industry and politics.

**Benchmark Alignment: ELA – Acquisition of Vocabulary, Writing Process, Research  
SS – Social Studies Skills and Methods**

**Activity #3:** Provide your Guidance Counselor and your school’s college Career Counselor with a pass to visit the classroom for help in choosing a major. Students will prepare a minimum of 4 questions to ask as part of the class discussion in choosing a major.

- Get to know your designated college career center to have them visit your classroom with your guidance counselor to discuss “Choosing a College Major.”



- Career counselors can suggest books and self-assessment tools to help you with choosing a college major. They will suggest college faculty members or student leaders who can answer your questions about a particular department.

#### Benchmark Alignment: ELA – Acquisition of Vocabulary, Research

**Activity #4:** Get connected with your school’s college alumni mentoring program. Have students write a letter to your school’s college career center, asking for their letter to be provided to an alumnus to visit their class on a specific date to talk about their major and their career opportunities.

- Have students research their major area of interests to document the entire prerequisite and the department for their major.
- Have students’ list their high school courses of interests and courses that they are receiving a grade above a “C.” This exercise will assist students with beginning to think about college requirements and changing their educational values.

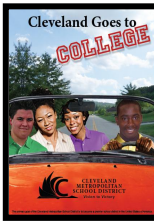
#### Benchmark Alignment: ELA – Research, Writing Process, Acquisition of Vocabulary

**Activity #5:** Take your time and do the research on the cost of pursuing different types of majors. Choosing a major is not a decision that high school students should make in a couple of hours, in two days, or even two weeks. Research all your options and the associated costs, keeping an open mind. Once you have narrowed your list of majors down to 2 or 3 career options that you have an interest in, and then visit your school’s college and other colleges on the internet.

- Have students visit your school’s college on the internet to determine the economic cost differences with each major they have on their list.
- Have students visit two other colleges of their choice on the internet to determine the economic cost difference with each major on their list.

#### Benchmark Alignment: Social Studies – Social Skills and Methods, Economics

**Activity #6:** Debate - Should high school students be required to declare a major? Supporters that foster an early emphasis on college and career say that it will increase student retention and performance, and better prepare students for life after high school. However, critics argue that such a decision is too much, too soon for a fourteen-year-old. We're interested in your opinion.



- Have half of the students develop a plan that contends an early emphasis on college career will increase student retention and better prepares students for life after high school. The other half of the class will take the opposing side.
- Have students decide which side of the debate they will develop their plan around, based on critics' arguments on age, understanding options, or determining if it really provides for higher graduation rates and better academic performance.

### Benchmark Alignment: Social Studies – Social Studies Skills and Methods

**Activity #7:** Determine how many students are the first in their family to consider going to college and then have them invite their parents, siblings, aunts, uncles and or grandparents to help make the decision on a major.

- Have students develop a graph with two different majors at three different colleges showing the prerequisite requirements in high school, college course requirements, cost to attend the college, grants available, financial assistance, scholarship and number of years to complete a bachelor degree.
- Have students share this information at parent conferences with parents/guardians with an assignment to involve family in the decision making during the research timeline that is provided to students in completing the graph.

### Benchmark Alignment: Math – Patterns, Functions, and Algebra

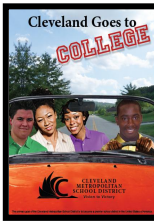
**Activity #8:** Ask student to list the different types of an Associate of Arts (AA) or Associate of Science (AS) is typically a two-year program offered by community colleges that a command of science and technology is required.

- Provide students with the understanding that obtaining an associates degree requires the same science level of proficiency as a four year bachelor degree.
- Discuss the science level of skill and knowledge is required based on the associate degree requirements.

### Benchmark Alignment: Science – Science and Technology

**Activity #9:** This investigative activity will be designed to introduce students to the skills of gathering, recording and communicating their observations, based on what they think.

- Ask students to visit 2 colleges on line, one north and south or east and west to record what the colleges required in declaring a major and minor.
- Students should select a partner(s) to work with on the investigation and each team reports their findings to the class.



### Benchmark Alignment: Scientific Inquiry

#### Activity #10: Debate – How do you declare a college major?

- It is common for high school and college students to question choices and change their minds as they consider and explore college major options. Yet there is a difference between indecision and indecisiveness. Have eight students determine which side of the debate they will address to develop two panels of four students to address indecision and indecisiveness in declaring a college major. The appropriate guidelines for research and format should be provided to all students.
- Have the balance of the class prepare three questions for each panel to address the issue of changing your mind versus being unable to make a decision or being indecisive.

### Benchmark Alignment: Science – Scientific Enquiry, Scientific Ways of Knowing

#### Activity #11: Did you know? Robotics technicians can work in any field that uses robots, including water treatment, mail sorting, security, and food processing.

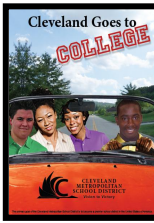
- Ask students to list all career opportunities in the classroom that they are aware of if they were to have a college major in Automation Robotics and then follow-up with a research assignment using the internet to obtain a list of at least 25 different career options.
- Ask students to list all the challenging concepts a college student with a major in Automation robotic will learn, such as: study challenging concepts in such areas as physics, electronics, and math. Learn to read and understand technical manuals. Learn how to install, operate, modify, and repair robotic equipment. Take lab classes. Use computers and know the utility of “C” programming.

### Benchmark Alignment: Science – Science and Technology, Scientific Inquiry

#### Activity #12: A major in Robotics Technology prepares students to use basic engineering principles and skills to help engineers create and test robots. Courses include the principles of robotics, the design and testing of robots, and robot repair.

- Have students identify five colleges in addition to your school’s college that have a Robotics Technology major in the department. Students should also map-out the course requirements and pre-requisites for a major in Robotics Technology.
- Students should identify ten industries in the local area that would employ with title/position a college graduate with a Robotics Technology degree and entry salary.

### Benchmark Alignment: Science – Science and Technology, Scientific Inquiry,



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## 11-12th Grade Early/Late 3<sup>rd</sup> Quarter Scope and Sequence Feb. 2012

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### Activity #1: Summer Work Experience: Internship or Summer Job

An Internship is identified as a 6-9 week work experience, which provides hands-on learning in a *particular career field of interest*. Summer jobs generally provide work experience not necessarily in a career field of interest at a local business or community organization. Both opportunities provide employment experience and the ability to identify pros and cons of a particular job.

Have students research and apply for summer work experiences. Suggested areas for research:

- Internet: [www.cmsdnet.net](http://www.cmsdnet.net), google.com/search, yahoo.com/search or aol.com search
- A youth-serving program at a community organization (i.e. Youth Opportunities Unlimited, Urban League of Greater Cleveland)
- Cleveland Plain Dealer or a local news paper
- Your school's business or community partner
- Employment Connection (attached: refer to flier and youth services directory in Supplemental Resources section)

Have students report out on their findings.

**Benchmark Alignment: SS- Citizenship Rights and Responsibilities**

**SS- People in Societies**

**ELA- Communications: Oral and Visual**

### Activity #2: Creating a Resume

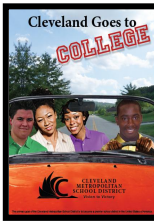
- Each student should create a resume
- Students should place a particular emphasis on "Objective"
- Assist students with gathering information about themselves including education, hobbies and volunteerism

**Benchmark Alignment: ELA- Communications: Oral and Visual      ELA- Writing Process**

**SS – Skills and Methods**

### Activity #3: "Imitation of Life" – Student Role Playing Activity

- Have each student research a career field of interest. Be certain that they include pertinent details such as educational requirements, salary, uniform or workplace dress code etc.



- Have the students come to class dressed as a successful employee within that career field and present as if it were “Career Day”. Students should be permitted to bring props such as business cards, portfolios etc.

#### Benchmark Alignment: ELA- Research and Communications: Oral and Visual

**Activity #4:** “School-Wide Career Day” The reverse of bring your child to work. Instead of students traveling to work with their parents or relatives, the parents and relatives should come to school with the student.

- Have the students write letters to parents, relatives and friends asking for participation in your school’s career day.
- Develop a “Career-Day” committee to organize the career day activities. Determine if the guests will visit each class individually or if the activities will take place in one area of the building.

#### Benchmark Alignment: ELA- Research and Communications: Oral and Visual ELA- Writing Applications

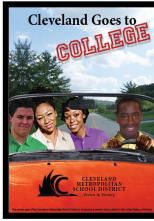
**Activity #5:** “Self-Assessment Analysis”

- First have students write or voice their hobbies and interest
- Next, have the students complete a career interest analysis
- Compare the outcomes of the analysis to the student’s hobbies and interest and discuss the outcomes.
- Identify 3-5 careers that align with the outcomes

#### Benchmark Alignment: ELA- Research ELA- Communications: Oral and Visual MATH- Data Analysis and Probability

**Activity #6:** “College Major Research Day”

- Have students examine two to three majors at “your school’s designated college/university”. Students should review the following areas: Educational requirements, Salary potential, Economic Outlook
- Conduct a group discussion about their findings



Benchmark Alignment: ELA- Writing Applications and Research  
MATH- Data Analysis and Probability  
SS – Skills and Methods, Economics

**Activity #7: “Career Shadowing Day”**

One way to have student’s research college majors is by allowing the students to do the job. One easy way is to rotate them through careers right in your school building. Some examples are: *Principal, Security Officer, Custodian, Secretary and yes even a Teacher.*

- Assign interested students to various roles and responsibilities within your school building and function as you do. This project could be an on-going weekly or monthly activity for the remainder for the year.

Benchmark Alignment: SS: People in Societies  
SCI: Scientific Inquiry

**Activity #8: “The Great Debate”**

President Barack Obama has just contacted your school to write the next U.S. Employment Analysis that will determine the value of various careers to our society.

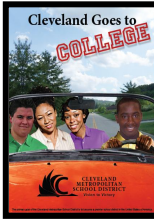
- In groups, have your student’s research the college majors offered at “your school’s college”. Make sure the students highlight the various careers that can be obtained and factors such as Educational requirements, Salary potential, Economic Outlook
- Host a debate to allow teams of students to explain the value of their particular major to our society in terms of global economics, education, infrastructure, technology, biological and ecological systems etc.

Benchmark Alignment: ELA- Writing Applications/Writing Process  
SCI – Earth and Space Science  
SS- People in Societies, Geography, Economics

**Activity #9:** Have students to navigate OCIS to identify scholarship opportunities based on career area(s) of interest. Encourage students to apply for applicable scholarships, paying close attention to deadlines.

- Resource: Students can visit [www.ocis.org](http://www.ocis.org) username: clevemun and password: ohioicis03
- Refer to attached OCIS Financial Aid information in Supplemental Resources section)

Benchmark Alignment: ELA – Research



**Activity #10:** Have students to explore the various colleges within your school's college affiliation. Discuss the career opportunities that can be accessed based on the particular majors that can be pursued.

**Benchmark Alignment:** ELA – Research, Communications: Oral and Visual

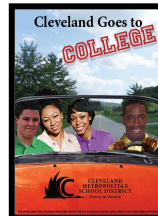
**Activity #11:** Have students to prepare a 3-5 minute speech regarding the lifestyle they intend to have within 5-10 years following graduation. As a basis for preparation of a realistic speech, have students to check out the "Reality check" link in OCIS, which will demonstrate for the students the type of career and level of earnings they will need to achieve, in order to have the type of lifestyle that they plan.

**Benchmark Alignment:** ELA – Research, Writing Applications, Communications: Oral and Visual

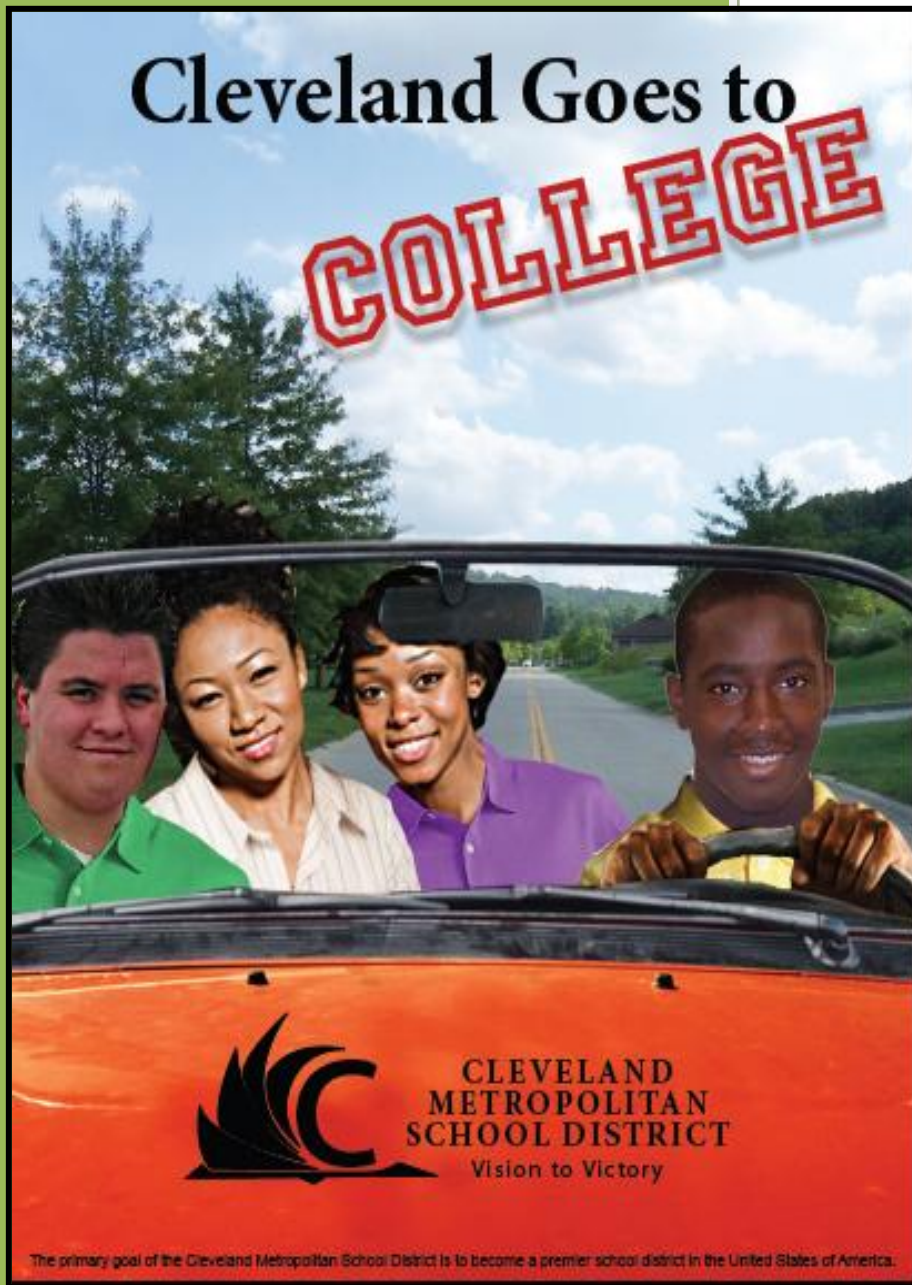
**Activity # 12:** Career Cluster search. There are sixteen (16) career clusters recognized in the State of Ohio.

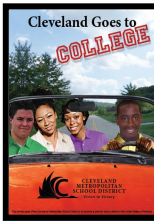
- Review the career clusters: (Refer to: [www.ode.state.oh.us](http://www.ode.state.oh.us) – career-tech)
  - Agriculture and Environmental Systems
  - Arts and Communication
  - Business and Administrative Services
  - Construction Technologies
  - Education and Training
  - Engineering and Science Technologies
  - Finance
  - Government and Public Administration
  - Health Science
  - Hospitality and Tourism
  - Human Services
  - Information Technology
  - Law and Public Safety
  - Manufacturing Technologies
  - Marketing
  - Transportation Systems
  
- Review majors offered at your designated college/university
  - Have students match majors to career fields
  - Discuss findings- highlight the importance of choosing the right major

**Benchmark Alignment:** ELA- Research  
SCI- Scientific Ways of Knowing  
SS- Social Skills and Method



# EVENT FOUR - "Final Exams/Commencement!"





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## PreK-3 Grade Early/Late 4<sup>th</sup> Quarter Scope and Sequence May. 2012

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**Activity #1** Quiz; “What did you learn about your college?”

- What is the name of your college?
  - Where is your college located?
  - How old is your college?
  - What is your college’s color/s?
  - What is your college’s mascot?
  - What did you like best about your college?
  - What didn’t you like about your college?
- (other pertinent information about the college)

**Benchmark Alignment: ELA – Communications: Oral and Visual Standard**

**Activity #2:** Have the students work in groups to develop a scrapbook about their college. It should include some of the responses to the Quiz. Encourage them to be creative and if possible, give them construction paper for their covers, in the college’s colors. They can draw picture or cut out pictures that is relevant to their college information. The finished product should include all their names as authors.

**Benchmark Alignment: ELA – Communications: Oral and Visual Standard**

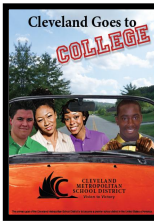
**Activity #3:** Put on a play that depicts final college activities leading up to graduation. The students can perform different roles. For example, one of them can be the student, Dean of their college, roommate etc.

**Benchmark Alignment: Social Studies - Skills and Methods**  
**ELA – Communications: Oral and Visual Standard**

**Activity #4:** Explain the steps for completing college. Review the different programs, and courses needed to fulfill degree requirements. Students can write an essay submitting their request for approval for graduation from their preferred program.

**Benchmark Alignment: ELA - Writing Process**

**Activity #5:** Get ready for graduation! Out of construction paper or cardboard, make diplomas, announcements and graduation hats. (if possible, use the college’s colors). Conduct a “mini” graduation ceremony. It would be great if some parents attended. This may also be a good time to give out any other awards and certificates earned by the students.



**Benchmark Alignment: ELA-Writing Applications SS-skills and methods; communication**

**Activity #6:** Develop a password game with words pertaining to the college. Assign students into groups. Give them clues and let them select letters to complete the puzzle. They should be able to guess the phrase or “college word”. Use different game show strategies to review their knowledge about their college.

**Benchmark Alignment: ELA – Acquisition of Vocabulary, Phonemic Awareness, Word Recognition and Fluency**

**Activity #7:** Identify objects you found interesting about your college. Cut out pictures from old magazines that are representative of the object. Create a board or collage. The student should be able to retell the significance of the object as it relates to the college and why he/she chose it. Glue the picture to the board and label.

**Benchmark Alignment: Social Studies – Skills and Methods**

**Activity #8:** Now the student is about to graduate from college, he/she can calculate the total expenses for their degree. Have them research the information of yearly cost for college and related costs for graduating. Research occupations, in your field, that will enable you to earn a decent salary to live comfortably and pay back any loans that may have to be paid back.

**Benchmark Alignment: ELA –Research, Writing Process Math- Numbers, Number Sense**

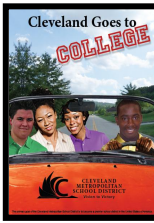
**Activity #9:** Discuss the various levels of education needed for your preferred occupation. Now that you’re ready for graduation, you need to know to be certain of the preparation that your college has provided for you to achieve your career goal(s). Have students to review career options that would be available to them based on their college degree. Have students to compare: academic preparation requirements, wages, and employment outlook. What are the pros and cons about each occupation? What are the major similarities and differences?

**Benchmark Alignment: ELA – Research SS – Economics, Social Studies Skills and Methods**

**Activity #10:** As the final event in this year’s Cleveland Goes To College experience, the theme is “Final Exams, Commencement.” Have students to engage in a discussion about what their plans might be following college graduation. After hearing the various thoughts and ideas, ask students to take a position and write a one paragraph essay on why their decision is the best option for them, pointing out both the pros and cons.

**Benchmark Alignment: ELA – Writing Process**

**Activity #11:** Have students to write a one – two paragraph paper on their personal reflections of who would be the most proud person(s) to see them graduate from college and why. Allow



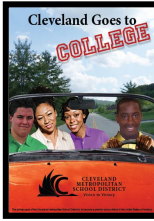
as many students as possible to share their story, bringing in pictures or relevant items pertaining to their important person(s), if available.

**Benchmark Alignment: ELA – Communications: Oral and Visual**

**Activity # 12:** GRADUATION DAY is finally approaching. Take a trip down memory lane. Review any unique feature or fact about your college. Have the students decide which one they want to use as advertisement or recruitment for their college. Individually or as a group have them design a brochure. Sell your school!

**Benchmark Alignment: Social Studies-Skills and Methods**

**ELA-Writing Applications**



## 4-6 Grades Early/Late 4<sup>th</sup> Quarter Scope and Sequence May 2012

**Activity #1:** “Show What You Know” - Review of college facts. Pair class into four (4) groups. Determine specific categories pertaining to college/college life (e.g. names of college buildings, college majors, college organizations, etc.) that have been discussed in your classrooms/school over the course of this school year. Have the groups to compete to see how many items within a specific category they can recall. Engage groups for at least four (4) rounds. Record responses. Ask for student volunteers to serve as a timekeeper, recorder, score-keeper. Limit each round to 3-5 minutes.

**Benchmark Alignment:** ELA – Acquisition of Vocabulary, Communications: Oral and Visual

**Activity #2:** As the final event in this year’s Cleveland Goes To College experience, the theme is “Final Exams, Commencement.” Have students to engage in a discussion about what their plans might be following college graduation. After hearing the various thoughts and ideas, ask students to take a position and write a one page essay on why their decision is the best option for them, pointing out both the pros and cons.

**Benchmark Alignment:** ELA – Writing Process

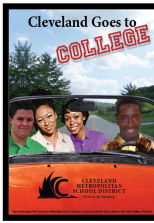
**Activity #3:** Based on the students’ responses to Activity #2, have students to delve deeper/record their findings by further investigating the details of the option they chose. For example, if the students’ position is to enter the workforce upon graduation, have students to use OCIS ([www.ocis.org](http://www.ocis.org); Username: clevemun Password: ohio03) to determine:

- What type of position they might obtain, based on their college degree
- What their approximate earnings might be
- What cities/states might offer a higher salary
- If they would consider re-locating, what would be involved to make this transition

If the students’ decision is to pursue additional education/training, have students to determine:

- What advanced studies they might pursue
- What degree would be awarded
- How much would it cost to obtain an advanced degree (including living expenses, tuition, incidentals, etc.)

**Benchmark Alignment:** ELA – Research, Writing Process, Writing Conventions



**Activity #4:** Based on above two activities, have students to visit [www.ocis.org](http://www.ocis.org); Username: clevemun Password: ohiocis03; click on link “Reality Check” to get a realistic picture of the cost of living. Have students to compare three or four cities.

**Benchmark Alignment:** ELA – Research

**Activity #5:** Have students to write a one page paper on their personal reflections of who would be the most proud person(s) to see them graduate from college and why. Allow as many students as possible to share their story, bringing in pictures or relevant items pertaining to their important person(s), if available.

**Benchmark Alignment:** ELA – Communications: Oral and Visual

**Activity #6:** Looking at data for your school’s college affiliation, determine which academic college has the largest number of graduates. Create a graph to show the comparisons. Have students to discuss why they believe the results weigh in as they do.

**Benchmark Alignment:** ELA – Research      SS – Social Studies Skills and Methods

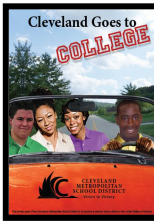
**Activity #7:** Based on Activity #6, have students to get in small groups to discuss ways in which their various career fields might intersect. Have students, as a group, to construct a story demonstrating how they, as professionals, might collaborate on a project, activity or event.

**Benchmark Alignment:** ELA – Research      SS – Social Studies Skills and Methods

**Activity #8:** Have students to develop a timeline reflecting “My Journey From High School to College Graduation to Professional....” Once the timeline has been developed, have students to tell their story about how they became a professional in their chosen career field, beginning with their high school career.

**Benchmark Alignment:** SS – Social Studies Skills and Methods ELA – Communications: Oral & Visual

**Activity #9:** Having the students to look ahead to their graduation from college, have them to reflect upon all the persons that helped them to achieve this great success. Although the list may be fairly extensive, have the students to narrow their choice to no more than three (3) persons to whom they will write a letter of appreciation for helping to influence them to be the person they’ve become. What specific influence have other persons had on the students, what challenges/difficult times did the person help get them through?



**Benchmark Alignment:** ELA – Writing Process, Writing Conventions

**Activity #10:** In order to help your students to eliminate reasons/excuses about not pursuing postsecondary education/training, have students to list all the reasons they can think of as to why someone might not choose this route. Now that your students have “completed their college studies” at your college affiliation, based on their knowledge of the college process and experience, have them to create a wall of “No More Excuses” to counter these reasons/excuses.

**Benchmark Alignment:** ELA – Acquisition of Vocabulary, Research SS – Social Studies Skills and Methods

**Activity #11:** Have students to nominate themselves for at least one category in which they believe they should receive special recognition at their college graduation. What specific contribution or legacy will they leave upon their college graduation? Have students to share their story either as partners or as a class. Post stories.

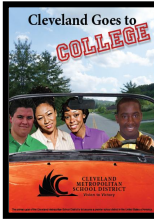
**Benchmark Alignment:** SS – People in Societies ELA – Communications: Oral and Visual

**Activity #12:** Have students to envision and talk about their ideal college graduation day. Now, explain to students that college graduations occur during different seasons of the year. Assign students a winter, spring or summer graduation date. Based on the calendar date, have students to research what weather trends have been like, in the city where your college is located, for the past five to ten years. Ask students to predict what the weather will be like on their college graduation day. Students will have to determine:

- Will the graduation ceremony have to be indoors or outdoors?
- The facility where the event will be held
- Famous person who would address the graduates
- Who would attend to support them
- What challenges they will be most proud of overcoming to successfully complete their college education

Have students to present their college graduation story in a creative format of their own choosing.

**Benchmark Alignment:** Science – Earth and Space Science ELA - Communications: Oral and Visual



## 7-8<sup>th</sup> Grade Early/Late 4<sup>th</sup> Quarter Scope and Sequence May 2012

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**Activity #1:** You did it! You have been nominated by your peers to be Commencement speaker for your graduation ceremony.

- Each student should write their commencement speech, highlighting their great success in college.
- Have students work in small groups; each member should present their speech and get feedback.
- Ask 2-3 students to present in front of the class.

**Benchmark Alignment:** ELA- Communications: Oral and Visual SS- Skills and Methods

**Activity #2:** Now that you have graduated from college, it is time to find a job. Visit [www.ohiomeansjob.com](http://www.ohiomeansjob.com), and start your search. Students should research the following areas:

- What is the application process for the job?
- What are the requirements for the position?
- What is the salary base?
- Will travel be involved with this position?
- What are the daily hours for the position?
- How much do I really know about the company/agency? If minimal knowledge, then go to their website.

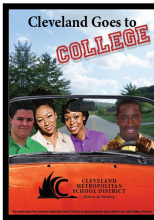
**Benchmark Alignment:** SCI- Scientific Ways of Knowing SS- Social Studies Skills and Methods  
ELA- Research

**Activity #3:** Have students do a free write on their strengths and weaknesses, interests and skills. Students should then work with a partner and take turns interviewing (see attached interview sheet) each other on these areas.

- Discuss the interview process, explaining that some employers will require multiple interviews.
- Discuss the economy- how will this impact students graduating from college in 2009? 2010?

**Benchmark Alignment:** ELA- Communications: Oral and Visual

**Activity #4:** Budget time- you are a college graduate, recently employed and living on your own. How much does it cost?



- Have students visit [www.ocis.org](http://www.ocis.org), username: [clevemun](#) and password: [ohiocis03](#).
- On the left hand side of the screen they will find a link called Reality Check, have them click on the link and get started.
- Discuss cost of living- how does Cleveland compare to other cities in Ohio? Compared to Chicago? NYC? And LA?
- Have students discuss items they would be willing to “cut out,” or reduce to help minimize their budget.

**Benchmark Alignment: ELA- Research and Communications: Oral and Visual  
Math- Measurement**

**Activity #5:** Many schools have a career services center, visit your designated college/university’s website, what type of services do they offer to recent graduates?

- What is the career/job placement rate for your designated college/university?
- Where do their graduates go after college? Cities? Stay in the area?
- Do they have any famous graduates? i.e. Tim Russert graduated from John Carroll University.
- Discuss as a class.

**Benchmark Alignment: ELA- Research**

**Activity #6:** Define alumna, alumnus, and alumni. Does your designated college/university have an alumni association? If yes, what type of activities do they participate in and/or offer?

- Have students research your designated school’s website.
- Have students do a free write- what are the benefits to being involved after graduation.

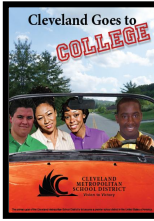
**Benchmark Alignment: ELA- Research, and Writing Applications**

**Activity #7:** Many colleges and universities host a Senior Week; this provides students with the opportunity to celebrate their success in a safe and familiar setting.

- Have students work in small groups.
- Each group should come up with a plan for a week-long celebration; including details on the event, such as time, cost, etc.
- Have students design a flyer highlighting the event.
- Ask a few students to present their ideas.

**Benchmark Alignment: ELA- Communications: Oral and Visual Math- Measurement  
SS- Skills and Methods**





## 9<sup>th</sup> Grade Early/Late 4<sup>th</sup> Quarter Scope and Sequence May 2012

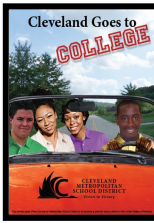
**Activity # 1:** Regular study tips for high school and college exams – Discussion and experimentation by students trying different methodology of studying styles to determine their comfort level and best results.

- **Plan Your Study Time:** The amount of time you need may vary, but you should set aside time each week for reviewing study materials. At the beginning of week, consider the material you need to cover and estimate how long you will need to complete your assignments, readings, and reviews.
- **The Two Hour Rule:** The general rule is that for every hour of time you spend in class, you should spend two hours of your own time studying the material.
- **Schedule Study Time:** Ideally, you should schedule a specific block of time to devote to each subject. Even when you are busy, set aside short periods of time each day to concentrate on your class work.
- **Think Critically About the Material:** Effective studying involves more than just reading the assigned text and skimming through your notes. You need to analyze and understand the material.
- **Take Notes:** Read through your materials slowly and write down key points. Write down any questions you have about the materials that you can later discuss with your classmates or course instructor.
- **Test Your Understanding:** Quiz yourself on the material you have just read. If you struggle with certain questions, make note of these areas for additional study.
- **Summarize the Main Points:** Once you have studied the material, see if you can answer these questions: Can you identify the main concepts covered by the material? Can you think of your own examples of each theory, problem or concept?

**Benchmark Alignment:** ELA - Reading Process: concepts of Print, Comprehension Strategies and Self-Monitoring – Writing Process

**Activity #2:** Congratulations! Final Exam Preparation - You never thought it would be here, but the end of your first semester is fast approaching! You've made it through midterms, so now it is time to turn your attention to final exams. How do you know if you're ready for finals? Using the same strategies and resources that were suggested at midterm can help you prepare for finals, too. You still need to: understand the material that has been covered in your classes, set aside ample study time and use that time effectively, manage any stress so that it doesn't interfere with your performance and be able to focus on your exams without being distracted by personal life issues.

Set-up a “True Confession Panel” of 5 to 6 students with the balance of the class determines their readiness. If a student is totally prepared, then that student should be tested with two questions



by the audience of students. If the student is somewhat or not prepared, then the audience of students should explore with students their study habits and make suggestions.

In comparison to your preparation for midterm exams, at this point, how prepared are you for finals?

- Totally prepared –I am not worried (confident). I know exactly what I have to do and I have the time to do it.
- Somewhat prepared - I am a little worried and I still have work to do. I'm not sure if I'll be able to learn everything I need to in time.
- Not prepared at all - I am very worried and I don't think I'm going to do well.

**Benchmark Alignment: ELA - Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

**Activity #3:** Exam Policy – Cleveland Metropolitan School district Students want to change the district’s policy of taking all written exams to at least two oral exams in preparation for college and different modes of exam taking. Have students discuss the pros and cons of taking oral exams and how they would proceed to recommend change in policy.

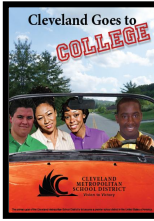
- What are the beliefs of the student council, student body, teachers and parents on the issue of oral exams and grading?
- Should only students with a 96% class and school attendance be allowed to have oral exams?
- Should students with a “B” average or above be the only ones to have the privilege of taking an oral exam?
- How are oral exams preparing you for college exams?

**Benchmark Alignment: Social Studies - Social Studies Skills and Methods - Citizenship Rights and Responsibilities**

**Activity #4:** Commencement marks the culmination of several years of study at either a two year or four year college. Have students separate into two discussion groups to discuss what the steps to commencement are, then select two representatives from each group to be on a panel to respond to questions from the group. The questions should be prepared in advanced and copy provided to the teacher.

- Qualification Requirements for Participation in Commencement

**Benchmark Alignment: ELA – Acquisition of vocabulary, Reading Applications: Informal, Technical and Persuasive Text**



**Activity #5:** Milestone Journey – Welcome to the beginning of your pathway to graduation from (school assigned college). Our Student Service Center and web site will help you find everything you need to begin your path to commencement by developing your desired four year pathway. Have students’ research course requirements by major from freshman year to senior year. The information should be placed on a chart and include commencement requirements with time frames aligned in their junior and senior year.

- Consider what course requirements are for specific degrees
- Completion of the declaration of intent to graduate form

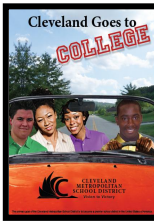
**Benchmark Alignment: Geometry - Mathematical Process**

**Activity #6:** Study tips for midterms and finals – Ask students to identify two modes that they will use for the next test to obtain an “A” grade and why they are choosing to use that particular way of studying.

- Time Management – Plan, plan, and plan. Before midterms or finals begin, get out your calendar and schedule as much of your finals week as possible. Then stick to the schedule.
- Schedule in Study Breaks – Don’t plan to study non-stop for the next five days. You’ll be too tired to do well on the exams. When you write your schedule, include short study breaks to help you recharge. You will feel so much better and will be able to concentrate so much more.
- Form Effective Study Groups – Identify at the beginning of the school year students whom have interests in studying in groups with specific strengths to share with members in the group.
- Ask your Professor for Help – If you are confused about the notes or the readings, go to the professor or the resident expert. This works much better if you do not put off studying until the last minute. It is good to read through all your notes before you start to study, so that you can inquire early about things that confuse you.
- Many comprehensive final exams include some of the same questions from the tests and quizzes taken through the term. Therefore, it is important to review the questions and answers from these tests and quizzes.

**Benchmark Alignment: ELA – Reading Process: Concepts of Print, comprehension Strategies and Self-Monitoring Strategies**

**Activity #7:** Get a Degree Audit – Have students pretend they are graduating from college and go through the process of doing a degree audit, so they will know how to do it for high school and college.



Two quarters before you intend to graduate from college, requests a degree audit to make sure you will meet your program requirements in time. This can be done in person at the registrar office or on the college web site. Have students in your class obtain Cleveland Metropolitan School District graduation requirements, list out the courses they have taken with the credits and then determine the balance of courses and credit hours needed to graduate.

- Audit is an examination or verification of records to check for their accuracy based on pre-determined criteria.
- Students need to confer the appropriate school officials to either obtain information or to schedule required courses to insure graduating on time.
- Appointment and interview questions should be developed by the students if they are going to secure audit information from school administrators.

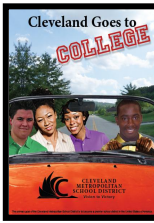
### Benchmark Alignment: ELA – Research

**Activity #8:** Plan your Transfer for Commencement – Students are presently attending a two year community college and will be graduating in six months, and plan to attend a four year college to obtain a bachelor degree. Ask students to list everything this student did in order to graduate from a two year institution and be able to attend commencement at a four year institution in two years.

- Many community colleges have direct transfer agreements with at least one four-year school. These agreements allow you to transfer all your community college credits to a participating four-year school that has accepted your transfer application. Once there, you can apply your community college credits toward finishing your degree.
- With careful planning, the two-year Associate in Arts or Associate in Science degree can enable a student to enter four-year colleges or universities as a junior prepared to complete work toward a bachelor’s degree in a number of different majors.
- Since transfer of credit is always the decision of the receiving institution, students planning to transfer to another college should contact that college for information regarding transferability of courses.
- Contact your college advisor to determine admission and general education requirements related to your transfer.

### Benchmark Alignment: ELA – Research

**Activity #9:** What are the similarities in preparing for High school and college commencement? Divide the students in the class into two groups, with one group doing the research on high school graduation requirements and the other group on college/university requirements for commencement. Research what are the graduation requirements for Cleveland Metropolitan School District student’s and how they align with Ohio Department of Education stated requirements.



- Research two college/university requirements for commencement using your designated school college as one of the schools and how they align to their state requirements.

**Benchmark Alignment: Social Studies - Social Studies Skills and Methods – ELA – Writing Applications**

**Activity #10:** High School Preparation is the Best Predictor of College Graduation – Discussion with students in your class, on how they individually prepared themselves for high school and how they intent to prepare themselves for college in four years. Assignment demonstrating how they did or did not prepare themselves and how they intend to prepare for college/university should be done with students.

Indicators:

- Of all the high school indicators of academic preparation, the one that is the strongest is taking rigorous and intense courses in high school.
- Of all the high school courses, the highest level of mathematics taken is the most important for college success. The odds that a student who enters college will complete a bachelor’s degree more than doubles if that student completed a mathematics course beyond Algebra II (e.g., trigonometry or pre-calculus) while in high school.

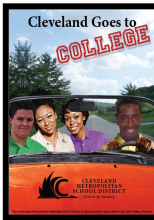
**Benchmark Alignment: Science – Scientific Inquiry**

**Activity #11:** Senior Year in High School Visited by Eighth Grade Student – Imagine what you would do differently if you had the opportunity now to prepare for high school graduation and college commencement. What would I do differently as an eighth grader? What questions would I ask my teachers and counselor? What questions would I ask my parent? What should I read? Which web sites should I visit?

**Benchmark Alignment: Science – Scientific Inquiry**

**Activity #12:** Milestone Journey – Welcome to the beginning of your pathway to graduation from (school assigned college). Our Student Service Center and web site will help you find everything you need to begin your path to commencement by developing your desired four year pathway. Have students’ research course requirements by major from freshman year to senior year. The information should be placed on a chart and include commencement requirements with time frames aligned in their junior and senior year.

- Consider what course requirements are for specific degrees
  - Completion of the declaration of intent to graduate form
- **Benchmark Alignment: Geometry - Mathematical Process**

**10th Grade Early/Late 4<sup>th</sup> Quarter Scope and Sequence****May 2012**

**Activity # 1:** Writing and discussion to identify the similarities between a high school junior and a college junior preparing to graduate. Ask students to develop a chart aligning the similarities in what do they need to investigate or take action as it relates to graduation requirements, graduation ceremony, desired employment opportunity experiences, living arrangements, transportation, re-location, and family involvement.

**Benchmark Alignment:** Social Studies - Social Studies Skills and Methods

**Activity #2:** As a senior college student how do I prepare for final exams to make it to commencement? Discuss how a college or high school student can explain course material to a friend or roommate as a preparation tool for an exam. Have students practice this concept in class with another student on learned material for the next upcoming an exam.

- Friends and roommates can also assist students in preparation for exams. A simple way for a student to review for an exam and check his/her understanding of the material is to practice explaining the concepts to a friend or roommate.
- If a student is able to explain a concept or formula to a friend, then he/she most likely comprehends the materials. However, if a student is unable to explain a concept, or cannot do so clearly, then he/she can identify the information that needs to be studied.

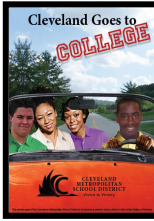
**Benchmark Alignment:** Social Studies - Social Skills and Methods

**Activity #3:** Discussion and assignment in using different ways to prepare for college exams that lead to graduation and most importantly, how these methods help to reduce a student's study time and possibly stress.

- Skimming topic sentences
- Creating study cards
- Forming study groups
- Outlining each chapter
- Summarizing concepts or theories

**Benchmark Alignment:** ELA - Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

**Activity #4:** Commencement marks the culmination of several years of study at either a two year or four year college. Have students separate into two discussion groups to discuss what the steps to commencement are, then select two representatives from each group to be on a panel to



respond to questions from the group. The questions should be prepared in advanced and copy provided to the teacher.

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**Benchmark Alignment: Geometry - Mathematical Process**

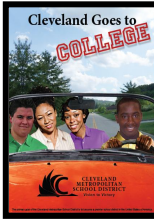
**Activity #6:** What is commencement? All college degrees are formally conferred during the commencement ceremony either on campus or appropriate facility to accommodate graduates and families. The name of every degree candidate has been submitted on the declaration of intent to graduate form. During the ceremony the deans, president and chancellor participate in different aspects of the ceremony.

Have students do a commencement skit that takes into account all aspects of the ceremony as it is done on the campus of your Cleveland goes to College assigned college.

**Benchmark Alignment: ELA – Reading Applications: Informational, Technical and Persuasive Text and Science – Scientific Inquiry**

**Activity #7:** Study tips for midterms and finals – Ask students to identify two modes that they will use for the next test to obtain an “A” grade and why they are choosing to use that particular way of studying.

- Time Management – Plan, plan, and plan. Before midterms or finals begin, get out your calendar and schedule as much of your finals week as possible. Then stick to the schedule.
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**Benchmark Alignment: ELA – Reading Process: Concepts of Print, comprehension Strategies and Self-Monitoring Strategies**

**Activity #8:** Class discussion and student presentation on commencement preparation by providing the answer and the process that they took to uncover the answer. The school assigned college should be used as the college they are attending.

- How do I know if I am eligible to participate in the 2010 College Commencement and departmental graduation?
- What are my options if I plan to complete my degree requirements in the fall quarter of 2010?
- How do I declare my degree candidacy?

After I complete the requirements for my degree, when will my final transcript be available?

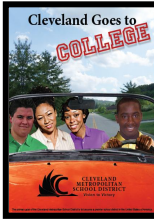
- Can I change my Academic Record after graduation?
- Who is eligible to receive recognition for honors at commencement?
- How will my name appear in the commencement program?

**Benchmark Alignment: ELA – Research**

**Activity #9:** Graduation Employment Forecast –Entry level job seekers are most interested in opportunities that offer job growth and personal fulfillment. Ask student to make a prioritized oral presentation based on their college major of what job opportunities they have begun to explore for employment after commencement.

**Benchmark Alignment: ELA – Communications: Oral and Visual**

**Activity #10:** Get a Degree Audit - Have students pretend they are graduating from college and go through the process of doing a degree audit, so they will know how to do it for high school and college. Two quarters before you intend to graduate, requests a degree audit to make sure you will meet your program requirements in time. This can be done in person at the registrar



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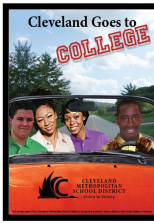
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### Benchmark Alignment: ELA – Research

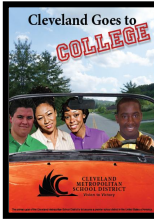
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Benchmark Alignment: Reading Process: concepts of Print, Comprehension Strategies and Self-Monitoring – Writing Process



## 11-12th Grade Early/Late 4<sup>th</sup> Quarter Scope and Sequence May 2012

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### Activity #1: It's Finals Week!

Final Exams on a college campus generally take place during one specific week. Divide your students into groups and have them develop "Best Practices for Studying" Techniques.

Each group should explain the following:

- **Who** is the target audience
- **What** will be the goal of the studying technique; using percentiles (i.e. 90% passing or higher)
- **When** will the group study (example: Tues/Thurs, 4:00PM for 3-weeks)
- **Where** will the group study ( example: school library)
- **How** will this study technique be executed (i.e. note cards, power point, video games, etc.)

Have students report out on their findings.

**Benchmark Alignment: SS- People in Societies**

**ELA- Communications: Oral and Visual**

### Activity #2: Senior Capstone Project

As a requirement of graduation, every senior must complete a capstone project related to their college major. To fulfill the requirements, please have your students complete a 2-3 Page document using a step-by step process to describe the project. Students should include how they chose the project and the outcomes of the project. Students should specifically state the impact the project had on their lives.

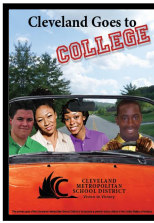
**Benchmark Alignment: ELA- Communications: Oral and Visual**

**ELA- Writing Process**

**SS – Skills and Methods**

### Activity #3: Graduation Day – Student Role Playing Activity

You have been selected to be a host for the Keynote Speaker for your school's commencement. You and the speaker disagree on a controversial issue. Have your students choose roles and act out the scene



**Activity #4:** “Graduation Day” The reverse of bring your child to work. Instead of students traveling to work with their parents or relatives, the parents and relatives should come to school with the student.

- Have the students write letters to parents, relatives and friends asking for participation in your school’s career day.
- Develop a “Career-Day” committee to organize the career day activities. Determine if the guests will visit each class individually or if the activities will take place in one area of the building.

**Benchmark Alignment:** ELA- Research and Communications: Oral and Visual  
ELA- Writing Applications

**Activity #5:** “Self-Assessment Analysis”

- First have students write or voice their hobbies and interest
- Next, have the students complete a career interest analysis
- Compare the outcomes of the analysis to the students’ hobbies and interest and discuss the outcomes.
- Identify 3-5 careers that align with the outcomes

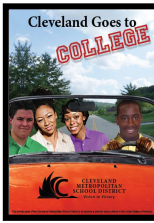
**Benchmark Alignment:** ELA- Research  
ELA- Communications: Oral and Visual  
MATH- Data Analysis and Probability

**Activity #6:** “College Major Research Day”

- Have students examine two to three majors at “your school’s designated college/university”. Students should review the following areas: Educational requirements, Salary potential, Economic Outlook
- Conduct a group discussion about their findings

**Benchmark Alignment:** ELA- Writing Applications and Research  
MATH- Data Analysis and Probability  
SS – Skills and Methods, Economics

**Activity #7:** “Career Shadowing Day”



One way to have students' research college majors is by allowing the students to do the job. One easy way is to rotate them through careers right in your school building. Some examples are: *Principal, Security Officer, Custodian, Secretary and yes even a Teacher.*

- Assign interested students to various roles and responsibilities within your school building and function as you do. This project could be an on-going weekly or monthly activity for the remainder for the year.

**Benchmark Alignment: SS: People in Societies**  
**SCI: Scientific Inquiry**

**Activity #8: "The Great Debate"**

President Barack Obama has just contacted your school to write the next U.S. Employment Analysis that will determine the value of various careers to our society.

- In groups, have your students' research the college majors offered at "your school's college". Make sure the students highlight the various careers that can be obtained and factors such as Educational requirements, Salary potential, Economic Outlook
- Host a debate to allow teams of students to explain the value of their particular major to our society in terms of global economics, education, infrastructure, technology, biological and ecological systems etc.

**Benchmark Alignment: ELA- Writing Applications/Writing Process**  
**SCI – Earth and Space Science**  
**SS- People in Societies, Geography, Economics**

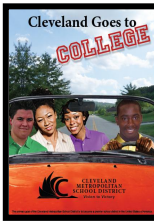
**Activity #9:** Have students to navigate OCIS to identify scholarship opportunities based on career area(s) of interest. Encourage students to apply for applicable scholarships, paying close attention to deadlines.

- Resource: Students can visit [www.ocis.org](http://www.ocis.org) username: clevemun and password: ohioicis03
- Refer to attached OCIS Financial Aid information in Supplemental Resources section)

**Benchmark Alignment: ELA – Research**

**Activity #10:** Have students to explore the various colleges within your school's college affiliation. Discuss the career opportunities that can be accessed based on the particular majors that can be pursued.

**Benchmark Alignment: ELA – Research, Communications: Oral and Visual**



**Activity #11:** Have students to prepare a 3-5 minute speech regarding the lifestyle they intend to have within 5-10 years following graduation. As a basis for preparation of a realistic speech, have students to check out the “Reality check” link in OCIS, which will demonstrate for the students the type of career and level of earnings they will need to achieve, in order to have the type of lifestyle that they plan.

**Benchmark Alignment:** ELA – Research, Writing Applications, Communications: Oral and Visual

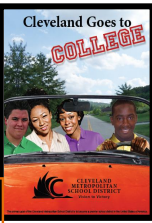
**Activity # 12:** Career Cluster search. There are sixteen (16) career clusters recognized in the State of Ohio.

- Review the career clusters: (Refer to: [www.ode.state.oh.us](http://www.ode.state.oh.us) – career-tech)
  - Agriculture and Environmental Systems
  - Arts and Communication
  - Business and Administrative Services
  - Construction Technologies
  - Education and Training
  - Engineering and Science Technologies
  - Finance
  - Government and Public Administration
  - Health Science
  - Hospitality and Tourism
  - Human Services
  - Information Technology
  - Law and Public Safety
  - Manufacturing Technologies
  - Marketing
  - Transportation Systems
  
- Review majors offered at your designated college/university
  - Have students match majors to career fields
  - Discuss findings- highlight the importance of choosing the right major

**Benchmark Alignment:** ELA- Research

SCI- Scientific Ways of Knowing

SS- Social Skills and Method



# DESTINATION GRADUATION!

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