

Grand Prairie ISD

5<sup>th</sup> Grade College & Career Readiness (CCR) Project

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**CHOICE**  
GPISD  
COLLEGE ▲ CAREER ▲ BEYOND

# Grand Prairie ISD

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### **Why was a 5<sup>th</sup> Grade College & Career Readiness Project developed?**

College and Career Readiness is a key component in promoting the academic success of students in their college preparation. To help students become career-ready, schools must begin in elementary school and coordinate and collaborate throughout all grades to create opportunities for all students to gain the knowledge and skills needed for their futures. This project was designed to assist teachers with helping students develop the behaviors that lead to success in school and beyond and be provided with the resources necessary to make thoughtful decisions about their academic and professional future.

### **How was 5<sup>th</sup> Grade College & Career Readiness Project developed?**

In order to design a project to be implemented district-wide, the College and Career Readiness Department enlisted a group of elementary teachers, advanced academic specialists, and district directors, as the writers. This team convened over the course of a semester to develop the framework and activities during 2013-2014 academic year. Writers gathered activities and resources they had used successfully in the past and also created new material for this project. The project was first implemented during the 2013-2014 academic year and refined at the end of the school year.

### **How is the 5<sup>th</sup> Grade College & Career Readiness Project organized?**

The 4-week project was designed to be a supplemental class activity. Each component of the project has been aligned with an appropriate TEK, Texas College and Career Readiness Standard, Bloom's Taxonomy level, and GPISD College and Career Readiness Framework criteria to help the teacher plan for the most appropriate time to implement during the instructional day. Each Activity consists of a Goal, Standards Alignment, Student Products, Suggested Resources/Materials, and Activity Procedures.

### **The project is aligned with four objectives in mind:**

- 1) Students will learn the basic procedures and requirements for researching colleges and careers.
- 2) Students will choose and plan for a potential career through a voyage of personal discovery.
- 3) Students will be exposed to resources and information necessary to make thoughtful decisions about the future
- 4) Students will develop effective communication and presentation skills.

**TEKS:**

ELA 5.13A,B; 5.15A-E; 5.18A-C; 5.20A-C; 5.23A,B; 5.24A-E; 5.25A,B; 5.26A-D;  
SS 5.24A-C; 5.26A,B

**Bloom's Taxonomy:**

This resource is divided into the different levels of Bloom's Taxonomy to assist teachers in the implementation of the performance tasks, crafting critical thinking questions, conferring with students, and providing feedback on student work. The six levels are: *Level I-Knowledge, Level II-Comprehension, Level III-Appliation, Level IV-Analysis, Level V-Synthesis, Level VI-Evaluation*

**Texas College and Career Readiness Standards (CCRS):**

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. According to research, over 80 percent of 21st century jobs require some postsecondary education. By implementing these standards, secondary school and postsecondary faculty in all academic disciplines will advance the mission of Texas: college and career ready students. The following Cross-Disciplinary Standards were addressed through the 5th Grade CCR project: *C5,C6,C7,C8,E1,E2,E3,E4.*

**C. Research across the curriculum**

5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

**E. Technology**

1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology to communicate and display findings in a clear and coherent manner.
4. Use technology appropriately.

**GPISD College and Career Readiness Framework (CCRF):**

Through extensive research and years of work in the field, David T. Conley, PhD, and EPIC have identified factors important to college and career readiness that make up the Four Keys to College and Career Readiness. EPIC's Four Keys conceptual framework has been adopted by national organizations such as the College Board, International Baccalaureate®, and by numerous states and school districts.

The GPISD College & Career Readiness Framework, based on the work of Dr. David Conley [1], was implemented to help align the district's efforts in promoting a college going culture by developing the skills, knowledge, aspiration, and actions of our students to be successful in a post secondary endeavor. The activities in this resource were aligned to the appropriate categories of the GPISD CCRF –**Think, Know, Act, Go, Recognize**.

- 1) **Think** - Our CCR efforts should develop students' problem solving strategies, researching skills, ability to interpret results.
- 2) **Know** - Our CCR efforts should develop students' structure of knowledge in core subjects, the value of career related knowledge and willingness to expend effort to get it.
- 3) **Act** - Our CCR efforts should develop students' sense of ownership of learning, and learning techniques such as time management, note taking, memorizing, strategic reading, and collaborative learning.
- 4) **Go** - Our CCR efforts should develop students' post secondary aspirations and norms, awareness of postsecondary costs and aid opportunities, knowledge of eligibility and admissions criteria, career awareness, role and identity, and self-advocacy.
- 5) **Recognize** - Our CCR efforts should develop students' understanding of how they learn and encourage growth mindsets. It should also develop aspiration through recognition of achievement & effort.

[1] Conley, D. T. (2007). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center

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# 5<sup>th</sup> Grade CCR Project: It's Your Future

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*"Education is the key to unlock the golden door of freedom."*

*George Washington Carver*

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**Goal:** By the end of this activity, students will have:

- shared thoughts about their future with peers who have similar interests

**Student Products:** Completed College Readiness Bingo Card

**Suggested Materials/Resources:** College Readiness Bingo Card, Pencil

**Activity Procedures:**

1. Print and copy a College Readiness Bingo Card for each player.
2. Players circulate to find group members who match descriptions in the bingo squares.
3. When a match is found, the player writes the name of the individual in the square. Different names must be used in each square
4. When a player has filled a row with names, he or she yells "Bingo!"
5. With the group, check the squares and identify the individuals described.
6. Continue the game for a second round, with the new goal of filling the entire card. (Suggested 5 minute time-limit before awarding the person who came closest.)
7. When a player has filled the entire card, he or she yells "Bingo!"
8. Check the entire card, identifying group members matching each description.
9. Read through the cards and have all participants stand when a category applies to them.

# 5<sup>th</sup> Grade CCR Project: What Interests You?

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*"A career interest inventory is a questionnaire designed to help you identify a career that best suits your personality. When taking the inventory, it is important that you answer every question, even if you are not entirely sure of your answer. When you finish, read and print out your results. Use the results as a guide in choosing a potential career. You are not required to choose a career suggested by the inventory. It is merely a guide."*

Melanie L. Bondy

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**Goal:** By the end of this activity, students will have:

- learned how current interests can help them reach personal goals
- found more information about possible careers
- identified their possible career choice

**Student Products:** Journal Entry

**Suggested Materials/Resources:**

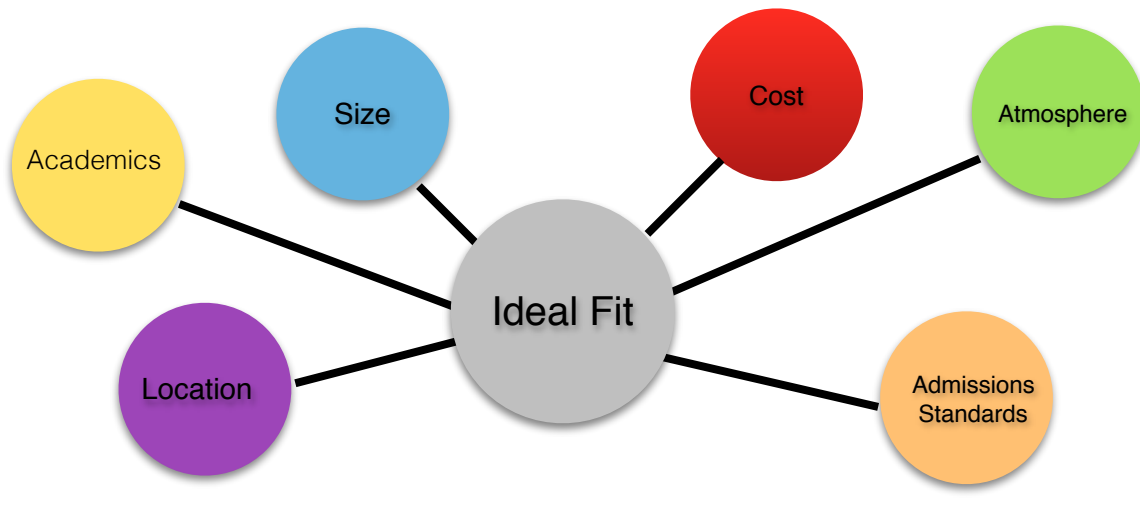
- Computer with internet access
- Lined paper for journal entry
- Recommended Career Interest Inventory - My Next Move - <http://www.mynextmove.org/explore/ip>

**Activity Procedures:**

1. Secure time for each student to explore career interest with the suggested career inventory.
2. After completing the suggested career inventory, students will be prompted to review the explanations given for the five levels of experience, education, and training necessary for different job zones. Each student should then select the job zone that interest them the most to discover the careers within the zone.
3. Once the students have researched careers that match their areas of interest, have them select at their top three careers. Have the student record in their journals background information about their select careers such as: what they do, what knowledge and skills are needed, what is the average annual salary. At least one of the careers selected will be used later in the project to identify the post secondary education programs to best prepare them. (Level I-Knowledge) (Level V-Synthesis) (CCRF - Go)
4. Student should address the following journal entry prompts: What did I discover about my career interest? What were the most important factors guiding my career choice? How will this new knowledge impact what I do through school?

# 5<sup>th</sup> Grade CCR Project: What's Your Best Match?

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**Goal:** By the end of this activity, students will have:

- matched the appropriate post secondary program with their desired career choice
- perused college/university search websites and identified various admission criteria for postsecondary programs that match their career interest

**Student Products:** Journal Entry

**Suggested Materials/Resources:**

- Computer with internet access
- Lined paper for journal entry
- Recommended College Search and Comparison Sites:
  - I. CompareTX: <http://comparecollegetx.com>
  - II. BigFuture: <https://bigfuture.collegeboard.org>

**Activity Procedures:**

1. Students will now begin to peruse college/university search websites to identify at least 4 different institutions that match their interest and that offers a degree plan degree plan in their desire career field. It is important that the teacher model how to research college/university websites with the students to introduce them to the different components for searching for the necessary information. (Bloom's: Level I-Knowledge) (CCRF - Think)
2. Students should collect in their journals the following admissions information for each college/university selected: Average Acceptance Rate, Average SAT/ACT Scores, Average Tuition and Fees per Year, Graduation Rates, Transfer Rates, Average Time to complete a degree, Top 5 Majors: (Degrees Awarded)



3. Students must identify a degree plan that is necessary for their field of study. This information is found directly on the college/ university website. *Key Questions: Are other degrees needed for your career? If so, explain why other degree are necessary.* For example, students interested in pre-med will find that other degrees are required. Information from this search will be included in the final college readiness/career pathway project (Bloom's: Level II-Comprehension) (CCRF - Go)
  
4. Student should address the following journal entry prompt: What is the best path for me to be successful in my career choice?

# 5<sup>th</sup> Grade CCR Project: Paying for College

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**Goal:** By the end of this activity, students will have:

- become aware of the different funding options for paying for a post secondary education

**Student Products:** Journal Entry

**Suggested Materials/Resources:**

- Computer with internet access
- Lined paper for journal entry
- Recommended College Financing Websites:



- I. TG Adventures in Education: <http://www.aie.org/pay-for-college/grants-and-scholarships/index.cfm>
- II. BigFuture: <https://bigfuture.collegeboard.org/pay-for-college>

**Activity Procedures:**

1. Students need to learn about the different college funding options. Lead the students in a discussion on paying of college. *Key Question: Do you believe you and/or your family will have to pay for your college education? If so, do you think you will be able to afford to go?* Stress to the students that there is always a way to pursue their dreams. (Level II-Comprehension) (CCRF -Go)
2. Each student should review college financing websites to understanding the different kinds of college funding options and to answer the following questions which should be included in their final report: (1) What kinds of college funding options are available? (2) Who is eligible for these options? (3) Where can I find information about scholarships?
3. Student should address the following journal entry prompt: Compare and contrast college work study, grants, scholarships, and loans.

# 5<sup>th</sup> Grade CCR Project: Pick Your Path

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*"A person often meets his destiny on the road he took to avoid it."*

Jean de La Fontaine

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**Goal:** By the end of this activity, students will have:

- identified the best middle school and high school options to prepare them for their career choice

**Student Products:** Journal Entry

**Suggested Materials/Resources:**

- Computer with internet access
- Lined paper for journal entry
- GPISD College and Career Readiness Website: <http://www.gpisd.org/CollegeReady>
- GPISD Career and Technical Education Website: <http://www.gpisd.org/domain/95>

**Activity Procedures:**

1. Lead the students in a discussion on the importance of taking on academic challenges in secondary school. Talk to them about what activities, courses, and experiences helped you prepare for college. (Level I-Knowledge) (*CCRF - Think*)
2. Each student should explore the GPISD College and Career Readiness Website to explore Pre-AP, AP, and dual credit courses and record in their journals the how those course could help preparing them for their chosen college. (Level I-Knowledge) (*CCRF - Know*)
3. E student should also review and the GPISD Career and Technical Education Website to explore the different CTE programs offered in the district record in their journals the how those course could help preparing them for their chosen college. (Level I-Knowledge) (*CCRF - Know*)

# 5<sup>th</sup> Grade CCR Project: Presentation & Evaluation

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*"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."*

Theodore Roosevelt

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**Goal:** By the end of this activity, students will have:

- written a final report of their research on a career, post secondary program of study, and secondary school plan that aligns with their interest
- created a Power Point, Photo/Video Story, Prezi, Haiku Deck, or other technology media choice featuring their college readiness information and career choice

**Student Products:** Journal Entry, Final Report , Multimedia Presentation

**Suggested Materials/Resources:**

- Computer with internet access
- Video Projector
- Multimedia presentation tool (Haiku Deck, Prezi, PowerPoint, video production, etc.)
- Evaluation rubric
- Lined paper for journal entry
- 1 page final report

**Activity Procedures:**

1. Review the Evaluation Rubric with each student and and share examples of student work.  
- see below (Level VI-Evaluation) (*CCRF - Recognize*)
2. Assist students with summarizing their research findings and journal entries into a one page final report. From this report, each student will be required to develop a multimedia presentation.
3. Student should address the following journal entry prompt: How has completing this project impacted my future?
4. November 18, 2014 will be the day for campuses to start student presentations.

# 5<sup>th</sup> Grade CCR Project: Evaluation Rubric

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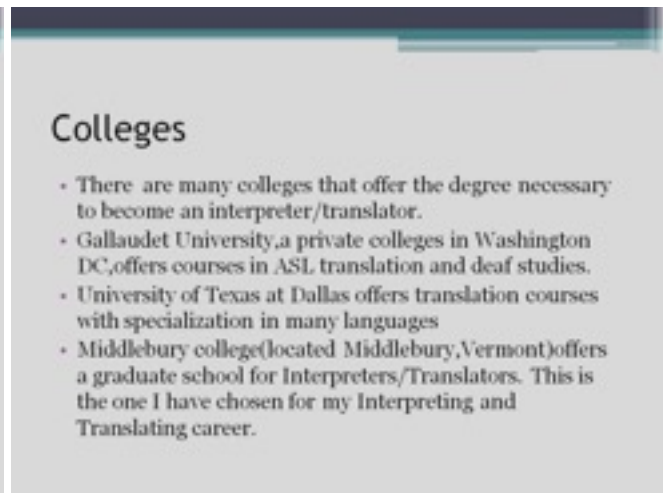
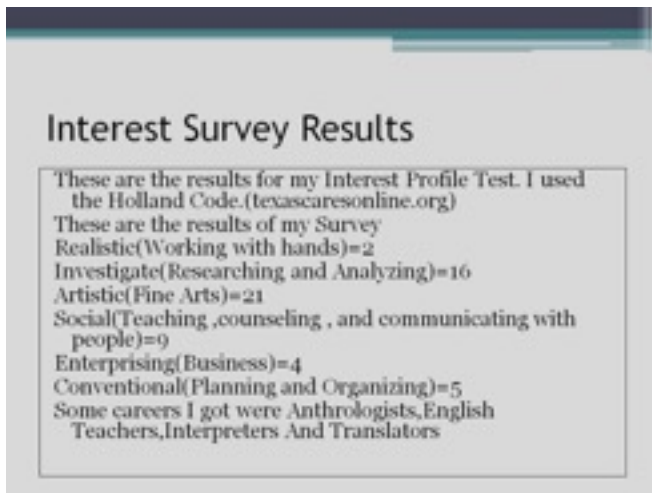
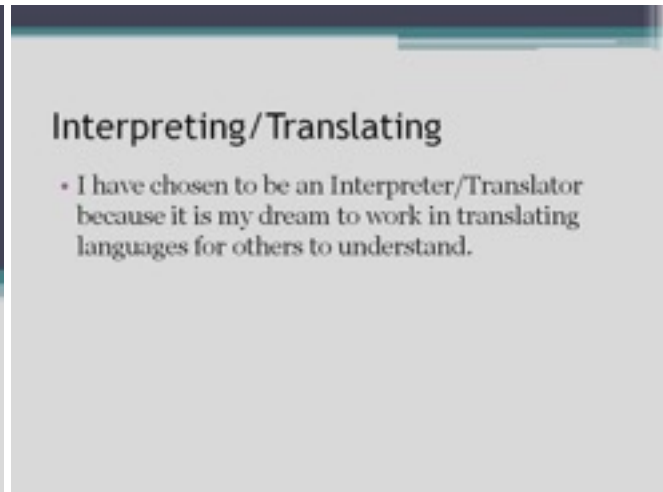
<p><b>Appearance</b></p> <p>Points _____</p>	<p>Inadequate: not neat; little care evident</p> <p>_____</p>	<p>Adequate; needs more careful work and attention to detail</p> <p>_____</p>	<p>Attractive and visually appealing; neatly completed</p> <p>_____</p>	<p>Eye catching; aesthetically pleasing; beyond expectations</p> <p>_____</p>
<p><b>Comprehension</b></p> <p>Points _____</p>	<p>No comprehension is demonstrated</p> <p>_____</p>	<p>Response reflects a beginning level of understanding</p> <p>_____</p>	<p>Appropriate use of details and vocabulary; adequate understanding</p> <p>_____</p>	<p>Precise vocabulary; supportive ideas; thorough understanding</p> <p>_____</p>
<p><b>Carried Out Plan</b></p> <p>Points _____</p>	<p>Did not complete plan or lacked plan</p> <p>_____</p>	<p>Completed with frequent assistance and prompting</p> <p>_____</p>	<p>Completed plan; limited prompting needed</p> <p>_____</p>	<p>Followed through well; autonomous; exceeded expectations</p> <p>_____</p>
<p><b>Application</b></p> <p>Points _____</p>	<p>Attempts task with limited skill</p> <p>_____</p>	<p>Hesitant to proceed independently; errors are present</p> <p>_____</p>	<p>Correct response or solution with minimal prompting or errors</p> <p>_____</p>	<p>Skillful application higher-level responses than expected</p> <p>_____</p>
<p><b>Complexity</b></p> <p>Points _____</p>	<p>Insufficient or irrelevant information</p> <p>_____</p>	<p>Simple and basic information; limited critical thinking is evident</p> <p>_____</p>	<p>Critical thinking evident; compares and contrasts; integrates topics, time, or disciplines</p> <p>_____</p>	<p>Beyond expected level; analyzes multiple perspectives and issues; abstract thinking</p> <p>_____</p>

# 5<sup>th</sup> Grade CCR Project: Appendix

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## Sample Student Work

- Example of a final Career Pathway project using Prezi - [http://prezi.com/i\\_g5nhdcy3m8/photography-as-a-career/](http://prezi.com/i_g5nhdcy3m8/photography-as-a-career/)
- Example of a final Career Pathway project using PowerPoint - <https://www.slideshare.com/Landing.aspx?pi=zHazxdJ8kzDsW6z0&intk=586729785>



## High school courses

- The high school courses necessary for admission to Middlebury College are:
- 4 years of English
- 4 years of foreign language
- 4 years of mathematics or computer science
- 3 or more years of laboratory science
- 3 or more years of history
- Some study of fine arts

## Helpful high school courses for my career

- AP English
- Theater arts
- Foreign language
- AP Psychology
- Speech

## What Middlebury looks for

- Middlebury College is a hard college to get into. Only 17% of applicants are accepted.
- Middlebury looks for:
- A high gpa (3.90 or above)
- High SAT scores
- Interesting extracurricular activities
- A good essay
- Strong character and morals

## Degree Plan

- At Middlebury College, I plan to major in International and Global Studies while specializing in African Studies, and also minor in Linguistics.
- I will also take language electives.

## Are Other Degrees Needed for My Career?

- Interpreters and Translators often get a graduate degree because it helps them gain experience.
- After completing undergraduate education, I plan to attend Monterey Institute of International Studies (a graduate school of Middlebury) to major in Interpreting & Translating, while specializing in French.

## Job Description

- There are thousands of languages that are spoken in this world. Interpreters and translators are the professionals that translate these many languages.

## A Day In The Life of an Interpreter : Preparation (Page 1)

A common day in the life on an interpreter/translator starts with preparation. You might work on translating legal and medical documents before giving them to your clients the next day. You need to make sure you have everything for the meeting(document, map, contract , etc)

## Before Interpreting: Page 2

Many interpreters/translators read current news topics on their way to work to help them while interpreting and translating languages. Once you reach the place you will be working for today, you greet your co- workers and become familiar with the equipment you will be using to interpret.

## Types of Interpreting: Page 3

- You might do Simultaneous Interpretation, where you immediately interpret the speaker's language into another one.This requires concentration.
- You might also work on Consecutive Interpretation,where the speaker pauses after a sentence for the interpreter to interpet.This requires memorization.
- Another type of interpreting is Liaison interpretation, where the interpreter interprets a few sentences while the speaker pauses.

## Challenges : Page 4

- One challenge interpreters/translators may face is incorporating the figurative speech from one language into another so that people understand what you are trying to say.
- Most types of interpretation take strong concentration and perfection.
- Interpreters/Translators need to be able to concentrate without being distracted.

## Skills and Abilities : Page 5

- Active Listening
- Speaking Clearly
- Reading Comprehension
- Writing
- Concentration
- Memorization
- Oral Expression
- Written Expression
- Oral Comprehension
- Written Comprehension

## Salary and Expectations

- The average salary for an interpreter/translator is 43,000.Although,in some states , you can make nearly 70k!
- Most states require you to be certified to work as an interpreter and translator.
- You may need to join a union.
- You need to protect the confidentiality of medical and legal documents, or you risk losing clients and your license.
- Working hours are flexible.
- You may need to travel.
- All interpreters must have strong language experience.



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- <http://job-descriptions.careerplanner.com>
- [www.mjis.edu](http://www.mjis.edu)
- [www.middlebury.edu](http://www.middlebury.edu)
- <http://www.prospects.ac.uk/>

## College Readiness Bingo

B	I	N	G	O
Does volunteer work	Would like to go out of state for college	Likes to write	Speaks more than 1 language	Has a brother or sister who attends college
Is the eldest child in their family	Is active in a church, temple, or mosque	Has a brother or sister in high school	Has a favorite subject of math	Participates in at least one extra-curricular activity at school
Wants to be a teacher	Was born in a country other than the U.S.	Free	Would like to go to a big college	Has lived in a state other than Texas
Has moved in the last two years	Plays on a sport team	Has a favorite subject of science	Has visited a college	Plays a musical instrument
Has a family member in the military	Studies (does homework) at least an hour a night	Has parents who did not attend college	Has a younger sister or brother	Wants to be a doctor or scientist