

Why?

Today, you will find out what we will study this year, discover why the learning is important to you, and decide how you will best organize your mind and your materials for success. There are 3 parts to this activity. In Part 1, you will become familiar with Oregon State Standards and learn how we will use them in our learning. In Part 2, you will analyze actual quotes from workers in several different careers. Their statements emphasize the knowledge and skills they need to be successful. In Part 3, you will read letters of advice written to you by former science students and identify the habits they found critical to success.

Part 1: What? Standards and Learning Targets

Standards are those things the Oregon State Department of Education says you must know and be able to do before you graduate. Each standard describes the knowledge you need and the skills you should have to be as successful as you can possibly be in life, no matter the career you choose. We will break each standard down into small parts called Learning Targets that you will use to measure your progress each day. Stop at each ☺ to discuss with your group. Stop at each √ to check your progress with your teacher.

1. Look at the last statement on the **High School Standards** handout. For what does each letter abbreviation stand?

H -

L -

S -

P -

E -

D -



2. Silently, skim through the standards. Circle the letters of those standards you think we will meet this year. Check with your group and make changes if you want. Now listen as the *Reader reads the circled standards aloud*. If the Reader directs, share the reading.

3. Select one standard you circled from H.1, one from H.2, one from H.3 and one from H.4. Write the numbers and letters that identify the standards here:

H.1. _____

H.2. _____

H.3. _____

H.4. _____

4. Now underline the terms you think are *science terms* in these standards. Sometimes, a term is more than one word.



5. You will see terms that you *know*, can explain clearly in your own words to a friend, terms you *recognize* but can't easily explain, and terms you have never seen before, so *don't know*. Reread the standards you listed above. Write each term in one of the 3 lists (on the back) as best describes *your* understanding of the term. For example, if you saw the term *elephant*, you could probably clearly describe an elephant to a friend. You'd write that term in the **KNOW** column below. Your answers will probably be different from your neighbors' answers. That's okay.

KNOW	RECOGNIZE	DON'T KNOW



6. Which standard do you think you know the most about? Write a complete sentence to explain what you know about that standard.

7. Which standard describes a topic or skill that you will find most interesting this year? Write a sentence to describe why you think it will be interesting.

Again, don't worry if the standards don't make a lot of sense to you at first. We will be breaking each standard down into shorter goals called Learning Targets and then working on a variety of activities until you know and can show that you have mastered each standard. For example, you could rewrite H.1.P.1. as these Learning Targets:



- I can describe each particle and its location in an atom.
- I can explain how the number of protons in an atom of any element identifies the element.
- I can explain how the number and position of electrons in an atom determines the atom's chemical properties.
- I can describe the composition of an atom's nucleus and tell how changes in the nucleus are related to radioactivity.

You will work on each learning target until you master it.

Part 2: Why Is This Learning Important? Career Skills.

8. Listen and follow along as the Reader reads the **Career Skills** statements handout. Read them again to yourself and answer questions 9-13.

9. Underline 3-5 terms appearing over and over in the statements. List the terms here:

10. Which statement surprised you? Mark it with a *. Explain why you were surprised.

11. Which statement might have been made by someone in a career that interests you, or a career you know about? Mark it with a +. What is the career? Why does it interest you? (Or name a career that does interest you, and tell why you find it interesting.)

12. If you were an employer, what characteristics listed would you want in an employee? Why?

13. What characteristics were NOT listed that would be important to someone in the workforce?

Part 3: How? Letters of Advice from Former Students

Follow this procedure for reading the Letters from Former Science Students:

- Document Specialist gives one letter to each group member and places the remaining letters in the center of the group.
- Silently read your letter and list suggestions for success in #14, below
- When finished with one letter, place it in the pile in the center and repeat with another letter.
- Using the new letter, make notes on your handout. If you see a duplicate suggestion, make a tally mark on your list. When you finish, place it in the center and take another.
- Continue until you have read all the letters, or until you are out of time. Share with your group, and revise your list as needed.

14. Important suggestions for success from former students:

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15. What materials will you need to be successful? List them below.

16. What habits will you need to be successful?

17. What resources will you have when you need to ask a question or clarify your understanding?

