

UNCOVERING PASSION. EXPLORING POTENTIAL.



ADOPT
A CLASS

2021 - 2022 CURRICULUM GUIDE

PREK - 8TH GRADE

COLLEGE & CAREER PATHWAYS,
ESSENTIAL EMPLOYABILITY SKILLS, AND
STE(A)M LESSONS

PreK - 2nd Grade
3rd - 6th Grade

7th - 8th Grade
Hyperlinks



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A FRIENDLY REMINDER TO
**LOG YOUR
MENTORING VISITS!**

WWW.AACMENTORS.ORG





Activity: Guess that Dream Job!

Focus: College & Career Pathways

Materials: None ; Links to Assist: [Jobs I Can Have When I Grow Up](#)

Grade Range: PreK - 2nd

Time: 20 Minutes

Synopsis: Students will watch a video where they have to guess what each dream job is. The video will provide a few facts about each job without telling you the name of it. Mentors will pause the video and then allow students to take a guess what the job is. After a few guesses, mentors will continue the video and the job will be revealed.

Instructions:

1. Share with students that the topic today jobs. Explain how there are many jobs out there and everyone has or has had a dream job. The definition of what a "Dream Job" is provided in the synopsis. Mentors share some of your dream jobs and if you followed through with it or found a different job along the way.
2. Then explain that today's activity is "Guess that Dream Job." Tell the students that they will watch a video titled "Jobs I Can Have" and that it will reveal a few facts about a specific job. Explain that the students will have to guess what job is being described based on the information provided in the video.
 - a. ***NOTE: You can use the first job, an Astronaut, revealed in the video as an example, if need be. This will allow the students to better understand the game going forward.***
 - b. ***NOTE: You can use a dry erase board to keep track of how many jobs the students guess correctly versus how many they guess wrong.***
3. After the video is over, ask students to share their thoughts and if the video contained their specific dream job. Have a few student volunteers say what their dream job is aloud.
4. After sharing what everyone's dream jobs were, ask students a few questions:
 - a. "What job did you find to be the most interesting and why?"
 - b. "What job did you find least interesting and why?"
 - c. "Do you have any family members, friends, or peers that do one of the jobs listed in the video?"
5. End the lesson explaining that their dream job might change along the way and that okay. Tell students to explore their passions and that it's fine if they don't have a dream job in mind just yet.



Activity: Leaf Investigation

Focus: Literacy

Materials: Pencil, Leaf Investigation Sheet

Grade Range: PreK - 2nd

Time: 25 Minutes

Synopsis: Students will go outside as a group and be told to pick out one leaf. After, students will be given a blank “Leaf Investigation” sheet. For this activity, they will draw a picture of their leaf, determine whether it is big/little/or small, write what color it is, and explain something they like about their chosen leaf. Then, students will be asked to share. Mentors participate too!

Instructions:

1) Mentors will begin by telling students that they are quickly going outside together as a group. Tell students they have 5 minutes to each find one leaf—whether it be from a tree on the ground, etc.

2) Give students a few minutes to find a leaf and then make your way back to the classroom.

3) Now, explain to students that they will be filling out the “Leaf Investigation” sheet. Use the template provided for students to do so. Explain to students that they will be drawing their leaf, choosing whether it’s big or small, stating what color it is, and writing what they like most about their chosen leaf. Use the example provided if needed.

4) Give students approximately 15 minutes to complete their “Leaf Investigation” sheet. Encourage them to write more than just a few words. Tell students to at least come up with one thing they like about their leaf. As always, mentors, you complete a page regarding your leaf too!

5) Once the activity is finished, ask a few students to volunteer to share a few things about their leaf. Ask questions such as:

- Why did you choose this leaf in particular?
- What part of the leaf do you like most?
- Where did you find your leaf? From a big tree or on the ground in the dirt?

6) After you get a few student volunteers to share, mentors can share their profiles too.

Blank Template provided below.

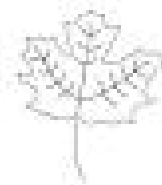
Name _____

Date _____



Printables

Leaf Investigation



Here is a picture of my leaf.

The color of my leaf is _____.

- red
- orange
- yellow
- green
- brown
- purple

The size of my leaf is _____.

- large**
- medium
- small

I like my leaf because _____.



Activity: Rays and shine!- A Sun Activity

Focus: STE(A)M

Materials: None ; Links to Assist: [The Sun for Kids](#)

Grade Range: PreK-2nd

Time: 20 Minutes

Synopsis: Students will watch a 6 minute long video about the Sun and it's important role in keeping all kinds of life alive. Students will then be asked a variety of questions based on what they learned in the video. Sun: "The sun is the star at the center of the solar system that's made out of gas. Life on Earth depends on the light and heat made from it."

Instructions:

- 1) Share with students that the topic today is the Sun. Why is the Sun important? What does the Sun do? Allow students some time to answer.
- 2) Then define what Sun is. *** Definition provided in the synopsis. ***
- 3) Explain to students that they will be watching a video about the Sun. They will see what it does for our planet and what would happen if we didn't have the sun.
- 4) After the video is over, ask students their thoughts and what they learned.
- 5) Share the following facts with the students:
 - The Sun's light reaches Earth in approximately 8 minutes.
 - There would be no seasons, currents in the ocean, and even weather without the Sun.
 - Some spots on the Sun are a lot cooler than others.
 - The Sun is over 4.5 billion years old.
 - The Sun is 109.2 times larger than the Earth.
 - The Sun is the closest star to the Earth, which is why we see the Sun so big and bright.
 - There are spacecraft observing the Sun as we speak. NASA's STEREO spacecraft.
- 6) After sharing these facts, ask students what they found to be most interesting about the Sun. Mentors, be sure to share, too!



Activity: Career & Job Corners

Focus: College and Career Pathways

Materials: None ; Links to assist: [Career vs. Job: What's the Difference?](#)

Grade Range: 3rd-6th

Time: 20 Minutes

Synopsis: Mentors will share with students the differences between a what a job is versus what a career is. ** CAREER- "A long-term professional journey you may determine based on your passions. It is the path you embark upon to fulfill your professional goals and ambitions. You may require a certain level of education or training to achieve these goals." JOB- "Work you perform to earn money to support your basic needs. It can be full-time or part-time and may be short-term. You might earn an hourly wage or a set paycheck rather than a salary with benefits." *** Students will watch a video on the differences, have a discussion on their thoughts, and then get up to play "Corners"—a game where students determine if the occupation is a career or job.

Instructions:

1. Mentors will begin the lesson by asking students if they know what a career is followed by a job. After students have shared what they know, go ahead and give them the official definition noted in the synopsis above.

1. After the differences have been defined, share with students that you will be viewing a video that will share a bit more.

2. After the video is complete, reiterate the differences between a job and career.

4. Now tell the students to stand up to play a game called "Corners."

5. From the list below, call out one job or career title. Ask students whether they believe this to be a career or just a job. If students feel that the position that was called out is a career, they must walk to the left side of the room. If they think that it's a job, they should go to the right. Mentors, don't be afraid to point kids in the correct direction if they look lost.

-Doctor- Career

-Engineer- Career

-Actor/Actress- Career

-Babysitter- Job

-Flight Attendant- Job

-Cashier- Job

-Taxi Driver- Job



- Hairstylist- Career
- Dentist- Career
- Pilot - Career
- Waiter/Waitress- Job
- Electrician- Job

6. Once the students have decided what side of the room to go to, choose one student to answer why they believe that it is a career or job. Once they respond, reveal the answer. You can do 5-7 different careers or jobs.

7. After you do this, have students sit back down in their seats. Reiterate to them that "many jobs make up a career" and that "You will likely hold many jobs throughout your career, even if you don't have a set career path in mind when you first join the workforce." End the lesson by leading a quick discussion by asking students what their dream career or job may be.



Activity: Create your own comic

Focus: Literacy

Materials: Sheet provided, pencil ; Links to assist: [Story Elements](#)

Grade Range: 3rd - 6th

Time: 25 Minutes

Synopsis: Mentors will share with students that they will be writing and drawing their own comic. Students then will watch a video based on what story elements are, so that they can break down each part of the story in their comic. Three different comic story prompts will be provided for students to choose from. ** Story Elements- "A story has five basic but important elements. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow." ***

Instructions:

1. Mentors will begin by sharing with the students that they will be writing and drawing their very own comic today. If students are unsure of what a comic is, use the example provided to show them.
2. After students have become comfortable with what a comic is, ask if they know what story elements are and how these are crucial to every story. Definition provided in the synopsis if needed.
3. Students will then watch a 2 minute long video about story elements. When the video is finished, reiterate that these elements play into every story. A story always has a conflict and resolution, so make sure to distinguish the importance of these, as these elements will be crucial in the students own comic story.
4. On a white board or out loud, share with the students that there are three prompts they must base their comic story off of:
 - Write a story where a boring, everyday experience gets turned into a big adventure.
 - Write a story about a snow day.
 - Write a story about a superhero saving the day.
5. Now tell the students that they have 15 minutes to create their comic. Mentors be sure to make a comic too!
6. Once the students are wrapping up their comics, choose a few students and mentors to volunteer to stand up and share theirs. Ask questions to make sure they can identify what their conflict and resolution is, as well the different story elements (setting, characters, major event, problem solving, etc.)
 - Where does your story take place?
 - Who is the main character of your story?
 - Why did you choose your characters to face this certain problem?
 - Why did you choose for this to be the ending of your comic?

EXAMPLE COMIC:



CREATE YOUR OWN COMIC:

MAKE YOUR OWN COMIC STRIP
ready to create your own comic strip? choose a character and send it on an adventure!

introduce character	introduce problem	attempt to solve
attempt to solve	solution	happy ending



Activity: Index Towers

Focus: STE(A)M

Materials: Index Cards, Tape, Blank Paper, Pencil

Grade Range: 3rd-6th

Time: 25 minutes

Synopsis: Students must work collaboratively to tape together index cards to create their own towers. They will start by drawing up their own blueprints of what they plan to build and then will proceed to create the tower. Mentors be sure to join and ask students questions about their towers each step of the way! Once the towers are built, mentors will ask students a variety of questions regarding the activity and then relate this back to STE(A)M.

Instructions:

1)Mentors will begin by sectioning off the classroom into groups of 3-4 students.

2)Each group a blank piece of paper. This serves as their “blueprint.” You will tell them that they have 5 minutes to come up with a plan as to how they are going to use the index cards to create a tower. Encourage them to work collaboratively with their classmates and allow mentors to go to groups to see their blueprints.

3)Once the blueprints are done, it’s time to start building. Hand out roughly 30 index cards per group, a roll of tape, and let the students start. Give them roughly 15 minutes to do so.

4)After the time is up, tell students to go back to their seats. Ask them a series of questions such as:

-“When building your tower, what methods/ tricks/ideas worked best for you?”

-“What challenges did you face?”

-“Did drawing out a blueprint for your tower help? Why or why not?”

-“Think about the towers and buildings you have seen. Do you have a favorite one? Why do you like that one?”

5)After you have had a discussion, explain to the students what architecture and engineering is.

Tie this back into the lesson by stating how people in these fields use math and science to design, create, and build the towers we see every day. Relate back to STE(A)M.

·Note: A great example to further students understanding would be The White House. Explain how James Hoban, the architect of The White House, started with a blueprint himself. Show a side by side picture of the blueprint versus the actual White House. Then you can state that African American slaves and European immigrants worked on the construction of The White House. This took 8 years to complete and was made entirely of sandstone.



Activity: Teamwork Makes the Dream Work

Focus: College & Career Pathways

Materials: None

Grade Range: 7th & 8th

Time: 15-20 Minutes

Synopsis: Mentors and students must work together as a team to line up according to the predetermined characteristics (tallest to shortest, straightest to curliest hair, youngest to oldest, and first letter of name alphabetically). Students will then arrange themselves-- twice while being allowed to speak, twice not. Mentors be sure to join too! Once completed, students are then asked a variety of questions based on what they learned from the activity.

Instructions:

- 1) Mentors will begin the lesson by counting off your students into two different groups.
- 2) Once your students are in their designated groups, give them the first objective. Students must line up from youngest to oldest. They are able to talk while doing so, however don't mention this to them. Let them use their communications skills to do so. They have 1 min-1 min 30secs to do so.
- 3) Next, students should line up alphabetically based on the first letter of their name. Again, they are able to speak while doing so.
- 4) Now, tell your students the next objective: tallest to shortest. However, now you mention that this must be done silently. Allow students to use their non-verbal communication skills (gestures, body posture/movement, facial expressions, etc.) to figure this out.
- 5) Then mentors will tell their students to finally get in a line from straightest to curliest hair (again, this is done silently).
- 6) After students do so, have them sit back down and ask a series of questions:
 - "How did you feel not being able to speak? Was this difficult? Why?"
 - "It takes much longer to line up when you can't speak, rather than when you can. What does this say about the way we communicate?"
- 7) Explain to students that this lesson was a demonstration of what teamwork looks like and how important collaboration and effective communication is at work, home, during sporting games, and even in the classroom. Mentors can relate this back to experiences and examples of teamwork that has taken place at their company/organization and then ask students to share their experiences regarding teamwork.



Activity: Character Facebooks

Focus: Literacy

Materials: Pencil, Facebook Profile

Grade Range: 7th & 8th

Time: 25 Minutes

Synopsis: Students will be given a blank Facebook profile template and complete it based on their favorite book character. They will draw a portrait of their character, create posts regarding things they remember the character thinking/saying/ doing in the book, and write down facts based on what they already know about their chosen character.

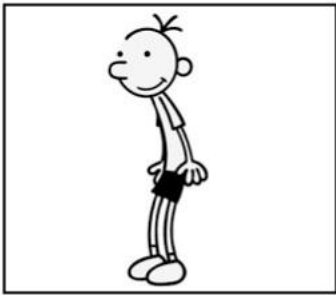
Instructions:

- 1) Mentors will begin by telling students to think of their favorite book character. It can be a non-fiction or fictional character.
- 2) Then define what Facebook is. ****NOTE:** Students will probably already know what Facebook is and maybe even have their own profile already. If this is the case, you don't have to spend as much time defining it.**
- 3) Now, explain to students that they will be making their own Facebook page but of their favorite book character. Use the template provided for students to do so. Explain to students that they will be drawing their character, answering a few questions based on what they know about their chosen character, and even writing a few posts of things they believe the character would be thinking/doing/saying/etc. Use the example provided if needed.
- 4) Give students approximately 15 minutes to complete their character page. Encourage them to write more about their character than just a few words. Tell students to "be creative and use adjectives when explaining their character." Mentors, you complete a page for your favorite book character too.
- 5) Once the activity is finished, ask a few students to volunteer to share a few things about their character's profiles. Ask questions such as:
 - Why did you choose this character in particular?
 - What part of the Facebook page did you enjoy most?
 - Did you like drawing out the picture of your character, writing in your facts, or creating the posts? Why?
 - What was your favorite part of the book and why?
- 6) After you get a few student volunteers to share, mentors can share their profiles too. \

Example and Blank Template provided below.



Name: Greg Heffley- Diary of a Wimpy Kid



3 Important Facts about Me:

- 1) My best friend is Rowley Jefferson and we love to play videos games together. Especially the game *Wicked Twister*.
- 2) I have two brothers-- older brother is Rodrick and my younger brother is Manny. Both tend to get on my nerves often.
- 3) My nickname is "Bubby" but I absolutely hate it. Manny gave it to me and I refuse to be called it.

About Me:

I am: in middle school and 11 years old

I am: lazy, mischievous, a troublemaker
trying to be my schools

I am: cartoonist for the newspaper

I am: a pro at creating Haunted Houses

I like: making people laugh


I like: writing in the journal my mom gave me

Other:

- Middle School is difficult, but I really enjoy trying to make my way to the top on the popularity list.
- I was a member of the safety patrol, but got kicked off after leaving kids behind while walking them home.


Post Date: December 8th, 2004

I got a D in handwriting today because I was crossing my fingers. You gotta be safe out there guys, I DO NOT want to get the cheese touch!

 Like Rowley Jefferson Likes your post

Post Date: November 28th, 2004

I'm running for Class Treasurer today! Please vote Greg Heffley! I won't let you guys down! Also keep an eye out for my posters hung up around school!


 Like Fregley Likes your post

 **My Friends**

1. Rowley Jefferson
2. Fregley
3. Holly Hills
4. Patty Ferrell
5. Chirag Gupta

Post Date:

Today was my first day of middle school. It's so much different than I thought it would be. Rowley and I had to eat lunch next to the trashcans because there was no where to sit at lunch. Ugh!!

 Like Patty Ferrell Likes your post



Name: _____

3 Important Facts about Me:

1) _____

2) _____

3) _____

About Me:

I am: _____

I am: _____

I am: _____


I am: _____

I like: _____


I like: _____

Other: _____


Post Date: _____

 Like _____ Likes your post

Post Date: _____

 Like _____ Likes your post

Post Date: _____

 Like _____ Likes your post



My Friends

<p>1. _____</p> <p>3. _____</p> <p>5. _____</p>	<p>2. _____</p> <p>4. _____</p>
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Activity: Food does what?!

Focus: STE(A)M

Materials: None ; Link to assist: [How the food you eat affects your brain](#)

Grade Range: 7th & 8th

Time: 15-20 Minutes

Synopsis: Mentors and students will talk about food and its importance in keeping our brain healthy. Students will watch a video about how specific types of food are beneficial to brain function and that the choice in what you eat everyday has long lasting effects. If time permits, talk about some ways that you can better what you're eating to fuel your brain

Instructions:

1. Share with students that the topic today is food and how it affects your brain. Why is it important for us to eat? How does food impact us both positively and negatively? Allow students some time to answer.
2. When students and mentors have shared, have a mentor (or teacher) share the screen and the video "How the food you eat effects your brain"
3. After the video is over, ask students their thoughts. What types of foods make you tired? What gives you energy? What would happen if you only ate junk food for the rest of your life?
4. Share the following facts with the students:
 - Eating an apple is more effective than coffee at waking you up in the morning.
 - A handful of almonds, walnuts, or pistachios before bed will enhance your quality of sleep.
 - Dark chocolate isn't all that bad for you— in fact, dark chocolate improves your brain - function by increasing blood flow and aids in relieving stress and anxiety.
 - The average person spends 32,098 hours eating and drinking beverages in their lifetime.
 - Some of the food that we eat for breakfast make us more alert and focused by increasing our brain's sugar level. Food like whole grain cereal, coffee, milk, eggs, toast, etc. are all known to increase your brain's power to focus. Therefore, a healthy breakfast can actually make you smarter.
 - The brain uses more than 20% of our caloric needs.
5. After sharing these facts, ask students what they can change in their diets to support better brain function. Remind students that it's okay to treat yourself to junk food occasionally and that it's all about having a balance. Mentors, be sure to share what you can change too!



HYPERLINKS

PREK - 2ND

https://www.youtube.com/watch?v=-pVyrW_vwaw

<https://www.youtube.com/watch?v=vQSECrMlygg>

3RD - 6TH

<https://study.com/academy/lesson/career-vs-job-whats-the-difference.html>

https://www.youtube.com/watch?v=b--Ndkp9_40

7TH - 8TH

<https://www.youtube.com/watch?v=xyQY8a-ng6g>