

Florida Trends's

2019-20

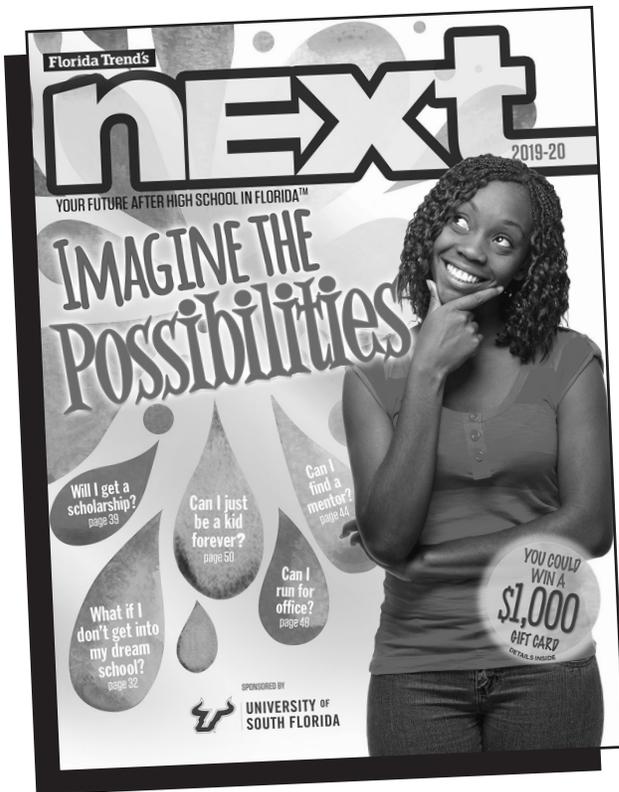
# next

## CLASSROOM ACTIVITY GUIDE

www.FloridaNEXT.com

### Ideas for Teachers and Guidance Counselors

INCLUDES RELATED FLORIDA STATE STANDARDS



***This is Joann Cassio's third year creating activities for the Classroom Activity Guide.***

Teaching was Joann's profession for many years; it was also her passion. She has taught everything from accounting to U.S government and economics to English 4. Joann's bachelor's degree is in Business Education and she has a master's degree in Curriculum, Instruction and Technology. She loves to read and stay current with educational trends. She retired after 40 years in the classroom!

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To follow reading and discussion of "Does High School Start Too Early?" on page 20.

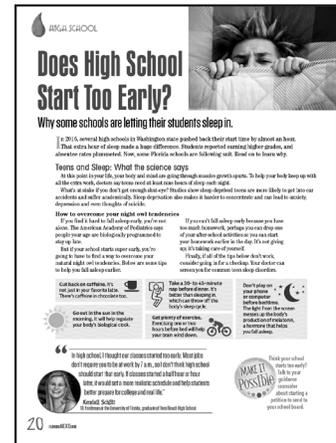


**HIGH SCHOOL: ACTIVITY 1**

# Does High School Start Too Early?

TEACHER TRANSCRIPT:

1. TEACHER: "Read the article in NEXT magazine titled, "Does High School Start Too Early?". "
2. TEACHER: (Class Discussion) "What are your thoughts about this article but specifically the point of the article concerning the start time of high schools?" **Give students about a five-minute discussion time.**
3. TEACHER: "Click on and read the following online article published by the CDC (Center for Disease Control) about school start times. Take a few notes along the way of the important points that are being made throughout the article."
4. TEACHER: "You are the chairperson of a parents' group looking to have the school board in your county consider changing the starting time for the local high schools. Prepare a speech that will convince the school board members to make this change. If you need to use additional appropriate documentation, do so, but be certain to include the reference within the speech itself. "
5. TEACHER: "The speech will have to be submitted to the school board secretary before you are given a meeting time to present the speech. For that reason, make certain you follow these parameters."
  - a. Times New Roman
  - b. 12 point font size
  - c. Black only
  - d. Appropriate and correct use of grammar and punctuation
  - e. Spelling counts
  - f. References included



**Teacher Needs**

- NEXT magazine
- Desktop or laptop with MS Word
- Internet access
- Printer
- Paper

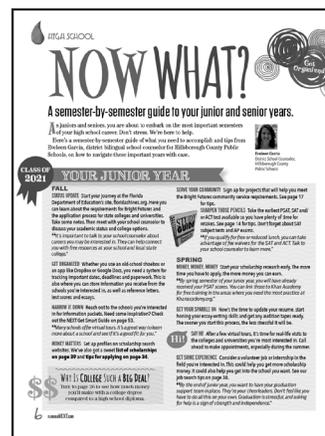
**Student Needs**

- NEXT magazine
- Laptop/Desktop Computer with MS Word
- Internet access
- Printer

**Language Arts  
 Florida Standards**

- LAFS.1112.RI.3.7  
 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- LAFS.1112.W.1.1  
 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LAFS.1112.W.2.4  
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

To follow reading and discussion of "Now What?" on page 6.



**HIGH SCHOOL: ACTIVITY 2**

# Now What? What Comes After Graduation?

TEACHER TRANSCRIPT:

1. TEACHER: Prior to this class, check with the school administration if these suggested small meetings can be held in your classroom after school hours.
2. TEACHER: "Read the NEXT article "Now What?" As you are reading take notes of the important items that will help throughout your junior and senior year to plan for your first steps after graduation."
3. TEACHER: Divide the class into three groups. Each group will work on a presentation of the NEXT article, "Now What?" to present to their parents at an evening meeting. Students should decide in their group the task for each member. A PPT should be prepared as well as pamphlets to hand out to each parent in attendance. Remind students they will be presenting only to their parent/s. You can also invite other students to attend.
4. The PPT should include:
  - a. Introduction – the importance of the information being presented
  - b. PSAT
    - i. Define and describe PSAT
    - ii. Date of PSAT administration
    - iii. How to prepare for PSAT
    - iv. The advantage of PSAT
  - c. SAT and ACT
    - i. Define and describe each of the tests

- ii. Illustrate the registration process (include cost and waiver information)
  - iii. How to prepare for SAT and ACT
  - iv. Scoring of both tests
  - d. FAFSA
    - i. Define and describe FAFSA
    - ii. Why is it required?
    - iii. Importance of completion
  - e. Scholarship
    - i. Local
    - ii. State
    - iii. National
    - iv. Websites
  - f. General college admission information
5. TEACHER: Students can use the NEXT article for the presentation as well as appropriate websites such as collegboard.com, ACT.org, studentaid.edu.gov, and Fastweb.com

(Note: If students recognize the importance of these items during their last two years of high school, they will find it just as important to have their parent/s understand the importance. Having students present this information will hand to them ownership of the process.)

Teacher Needs

- Laptop/desktop with MS PowerPoint
- Data projector
- Internet access
- NEXT magazine
- Printer/printer paper

Student Needs

- Laptop/desktop with MS PowerPoint
- Internet access
- NEXT magazine
- Printer/Paper

Florida State Standards

- LAFS.1112.W.2.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.W.2.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS. 1112.W.3.7  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.

To follow reading and discussion of "What If You Didn't Have to Take the SAT or ACT?" on page 14.



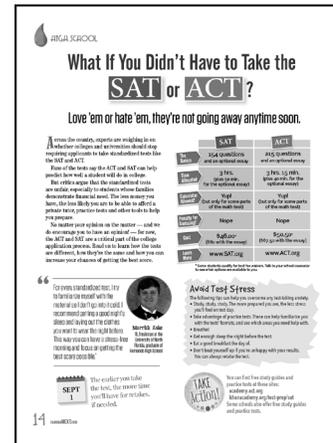
**HIGH SCHOOL: ACTIVITY 3**

# What If You Didn't Have to Take the SAT or ACT?

**TEACHER TRANSCRIPT:**

1. TEACHER: "Read the NEXT magazine article, "What If You Didn't Have to Take the SAT or ACT?"
2. TEACHER: After reading the article, guide a general class discussion for no more than five minutes about what the students have read and their personal opinions.
3. TEACHER: "Many of you have taken a position about taking the SAT or ACT. The activity today will allow you to express that opinion and position it in a magazine article."
4. TEACHER: "Write an op-ed (opinion editorial) article for NEXT magazine addressing the issue of college admissions requiring high school students to take either the SAT or ACT and, in some cases, both tests. You will use a structure called an inverted pyramid. This is where the most important information is in the beginning of the article and the lesser important information is near or at the end of the article. This method of writing has been used by journalists for many years. It gives the reader the main points of the story quickly and also can reduce reading time."
5. TEACHER: Illustration displayed using a PPT slide.
6. TEACHER: "Your article will be limited to no more than 500 words and will be completed using MS Word. When you have proofread your article, print it and submit it."
7. TEACHER: Display the articles on a bulletin board. Use the NEXT article title for the heading on the display board. Have students staple their final copy onto a piece of colored construction paper and post it on the bulletin board.

**Reference:** <https://www.easymedia.in/why-the-inverted-pyramid-format-is-the-best-way-to-write-for-web/>



**Teacher Needs**

- Laptop/desktop with MS PowerPoint
- Data projector
- One slide with sample of 'inverted triangle' model of writing
- Internet access
- NEXT magazine
- Printer/printer paper
- Construction Paper
- Stapler/staples

**Student Needs**

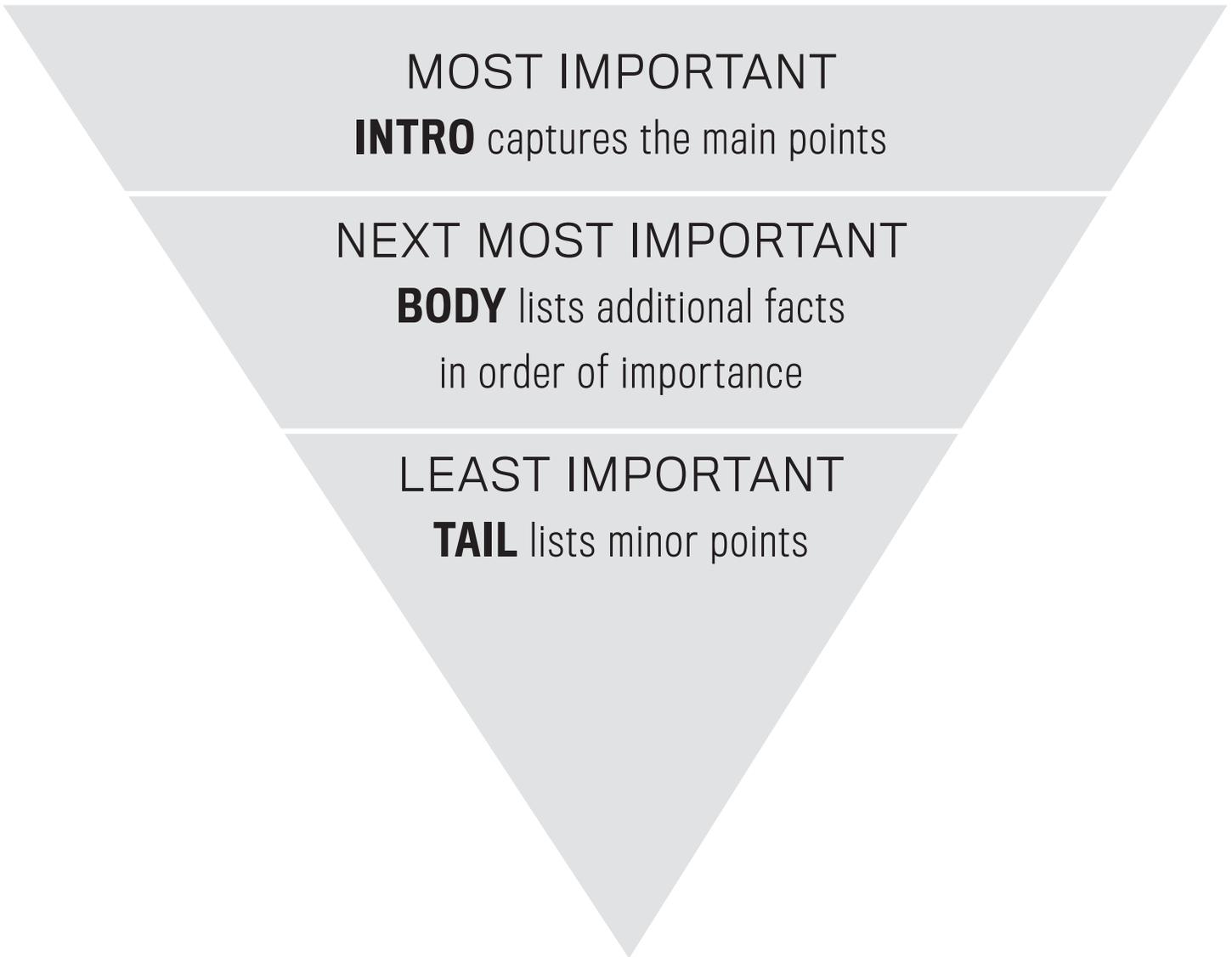
- Laptop/desktop with MS Word
- Internet access
- NEXT magazine
- Printer
- 1 sheet of construction paper
- Stapler/staples

**Florida State Standards**

- LAFS.1112.W.2.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.W.2.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.W.3.7  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Inverted Pyramid

Reference: <https://www.easymedia.in/why-the-inverted-pyramid-format-is-the-best-way-to-write-for-web/>



To follow reading and discussion of "Are High School Dress Codes All They're Cracked Up to Be?" on page 16.

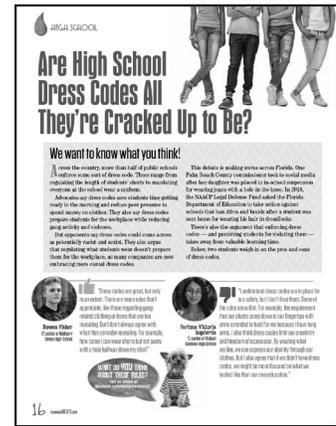


**HIGH SCHOOL: ACTIVITY 4**

# Are High School Dress Codes All They're Cracked Up to Be?

TEACHER TRANSCRIPT:

1. TEACHER: "Read the article in NEXT magazine, "Are High School Dress Codes All They're Cracked Up to Be?"
2. TEACHER: "In this activity, you are being asked to make a brief statement either in support of a school dress code or against a dress code."
3. TEACHER: "Using MS Word, write your personal opinion about the dress code issue."
4. TEACHER: "Using the Internet, find three facts that support your opinion" Do not use blogs."
5. TEACHER: When students have completed steps 3 and 4 above, divide class into those who are for a dress code and those against dress codes.
6. TEACHER: "Within your group, discuss individual viewpoints and facts. Using a large sheet of Post-it paper, record the facts that support the opinions of the collective group." (HINT: Have one person be the recordkeeper.)
7. TEACHER: "One person from each group will post the final document on the front board and present it to the entire class. The opposing group cannot ask questions or make comments until the presenter is finished speaking. Each student in the audience will write one question for the opposing group."
8. TEACHER: Have each group prepare five questions for the opposing group. After both groups are finished speaking, have students ask questions of the opposing group.



- Teacher Needs
- NEXT magazine
- Desktop or laptop with MS Word
- Internet access
- One sheet of large Post-it paper for each group (Total = two)
- Markers
- Index cards (One for each student)
- Student Needs
- NEXT magazine
- Laptop/Desktop Computer with MS Word
- Internet access
- Index card
- Pen/Pencil
- Language Arts Florida Standards
- LAFS.1112.RI.3.7  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- LAFS.1112.W.1.1  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LAFS.1112.W.2.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**EXIT SLIP:**

TEACHER: Hand out one index card to each student. Below are the instructions:

**\*Name**

**\*Statement of dress code opinion**

**\*One fact found to support opinion (include reference, author, website, publication, etc.)**

**\* Do you still feel the same about this issue after hearing the opposing side?**

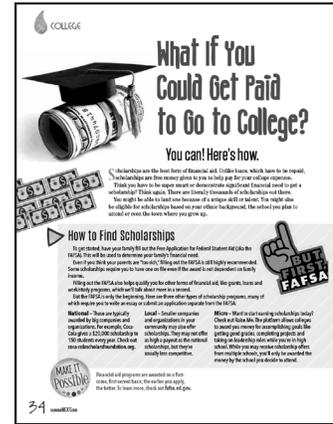
*This will be submitted to the teacher when complete. Individual teachers can assign a grade if appropriate.*



To follow reading and discussion of "What If You Could Get Paid to Go to College?" on page 34.



**COLLEGE: ACTIVITY 2**



# What If You Could Get Paid to Go to College?

**TEACHER TRANSCRIPT:**

1. TEACHER: "Read the NEXT magazine article, "What If You Could Get Paid to Go to College?"
2. TEACHER: "Not everyone can afford to attend a college or university. As the article states, student loans must be paid back to a financial institution. So, what IF each of you could go to college or a technical program without any financial obligation after graduation? It will take some legwork, but it is possible. Today we will look at the many ways in the state of Florida that this is feasible for all students."

**ACTIVITY INSTRUCTIONS:**

1. TEACHER: "The state of Florida has a number of scholarships that will help defray the cost of higher education. We will be working in small groups to find out what those scholarships are and what the criteria is for each. Additionally, we will research to find other types of scholarships, known as national scholarships, that we can apply for to further cut the cost of going to college."
2. TEACHER: divide students into groups of three
3. TEACHER: have the following activity instructions on a PPT to display for students
  - a. One person in the group will research Florida scholarships available to all Florida residents.
  - b. One person will research national scholarships available to every high school senior.

- c. One person will research local scholarships available.
- d. Each member of the group will choose one scholarship to report on.
- e. Students will prepare a tri-fold pamphlet with the researched information. Be as specific about the criteria as possible. These pamphlets will be used in the school's guidance department for distribution to juniors and seniors.
- f. Be creative. Think about what will draw in your peers to read the pamphlet your team created.
- g. Proof all of your work before submission.
4. TEACHER: Open MS Publisher and guide students to the area where they can prepare their pamphlets. There are blank templates available.

*Suggested websites to use for research:*

(Florida DOE listing of scholarships) <http://www.fldoe.org/finance/financial-aid-scholarships/>

(Fastweb listing of national scholarship opportunities) <https://www.fastweb.com/college-scholarships/articles/ten-scholarships-worth-over-10-k-each-for-national-scholarship-month>

(Florida scholarship listing) <https://www.scholarships.com/financial-aid/college-scholarships/scholarship-directory/residence-state/florida>

Teacher Needs

- Laptop/desktop with MS PowerPoint and MS Publisher
- Data projector
- Internet access
- NEXT magazine
- Color Printer
- Printer paper

Student Needs

- Laptop/desktop with MS Publisher
- Internet access
- NEXT magazine
- Color printer
- Printer paper

Florida State Standards

- LAFS.1112.W.2.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.W.2.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.W.3.7  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

To follow reading and discussion of "What Does It Take to Run for Office?" on page 48.



**LIFE & CAREER: ACTIVITY 1**

# What Does It Take to Run for Office?

TEACHER TRANSCRIPT:

- TEACHER: Divide class into groups of three-four students. Each group should receive a poster board, markers, etc.
- TEACHER: "Today your group will comprise the campaign committee for a potential political candidate. It can be a local, state, or federal office of the group's choosing. Each person in the group will play a role in the campaign of the person who will be running. Each of you will research one important topic that the candidate will address during the campaign."
- TEACHER: "Before we begin, read the NEXT article, "What Does It Take to Run for Office?". This article will give the group a better understanding of what might be considered as you prepare the campaign platform topics."
- TEACHER: Copy and paste the following specific instructions on a PPT slide for students to view and review during the project.

(Copy and paste these activity instructions using one PPT slide)

- Decide what level of government the candidate will be campaigning on, local, state, or federal. Your platform topics must be directly associated with the issues and problems appropriate to the level of office chosen. (HINT: review the NEXT article with the group to make this decision)
- Research using the Internet to determine the most important issues of your potential constituents. As a group, determine which four topics will be addressed as the campaign's platform.
- Rule about 2.5 inches across the top of the poster board. In this area, enter the names of those in the group, the level of office (local, state, federal), the specific position, and the four topics chosen.

**Ex. State Office      Florida State Senator and Candidate's name**

**Topic 1      Topic 2      Topic 3      Topic 4**

- Under each topic, include three-four important points that the potential candidate must address during the campaign. Provide two-three sentences describing the problem/issue.
- Proofread all work.
- Display in the classroom.



**Teacher Needs**

- Laptop/desktop with MS PowerPoint
- Internet access
- NEXT magazine
- 1 Poster board for each group
- Ruler
- Markers/colored pencils/Sharpies

**Student Needs**

- Laptop/desktop
- Internet access
- NEXT magazine
- Poster board
- Ruler
- Markers/colored pencils/Sharpies

**Florida State Standards**

- LAFS.1112.W.2.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.W.2.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.W.3.7  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

To follow reading and discussion of "What If You Could Be a Kid Forever?" on page 50.

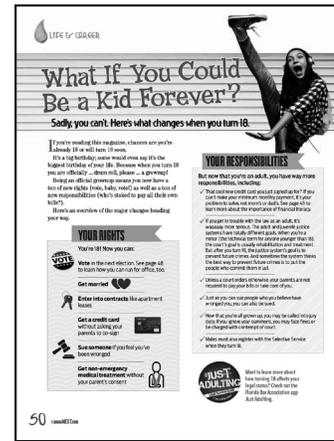


**LIFE & CAREER: ACTIVITY 2**

# What If You Could Be a Kid Forever?

TEACHER TRANSCRIPT:

1. TEACHER: "Read the NEXT magazine article, "What If I Could Be a Kid Forever?"
2. TEACHER: "What a great thought, to be a kid forever. But there will come a time when you turn 18 years old that some things will change. Life will take on a few more responsibilities than before and as much as you will not want to participate in "adulting" you will not have a choice."
3. TEACHER: "You will be asked to create and present a mini-course to 9th and 10th graders concerning legal changes and additional rights and privileges they will have when they turn 18. This will be presented as either a PPT or Prezi. The instructions for the task follow."
4. TEACHER: Post the instructions below using a PPT and data projector.
  - a. Research what changes will take place when you turn 18 years old. This should include legal changes as well as possible social changes, rights and privileges.
  - b. Title the presentation: "Adulting 101: Turning 18 years old."
  - c. Minimum of five slides, max of 10.
  - d. Graphics, charts included.
  - e. Include a question slide at the end as a discussion starter.
  - f. References included.



**Teacher Needs**

- Laptop/desktop with MS PowerPoint
- Data projector
- Internet access
- NEXT magazine

**Student Needs**

- Laptop/desktop with MS PPT or Prezi
- Internet access
- NEXT magazine

**Florida State Standards**

LAFS.1112.W.2.4  
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.W.2.6  
 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS. 1112.W.3.7  
 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

To follow reading and discussion of "You can be a millionaire." on page 46.



**LIFE & CAREER: ACTIVITY 3**

# You Can Be a Millionaire

TEACHER TRANSCRIPT:

- TEACHER: "Read the NEXT magazine article, "You can be a millionaire."
- TEACHER: "Saving for retirement is something that most teenagers do not think about, as a matter of fact, many people well into their 20's and 30's do not think about it either. Let's do an experiment today to determine how much can be saved throughout your working years for a stable retirement."
- TEACHER: Distribute a copy of the partially complete spreadsheet to students. Students can work individually or with a partner to complete the calculations.
- TEACHER: Read the scenario to the class.  

"Sara graduated from college with a degree in marketing. She is 22 years old and has been offered a position as a digital marketing coordinator for a company near her hometown. Her parents have explained to her that starting a retirement account is important for her future. She has chosen to open a 401K. Sara sat down and prepared a spreadsheet of data, which she is hopeful will help her make some decisions about how much to save each pay period and an estimate of how much she will have in a retirement account when she decides to retire. Sara's calculations are based on a retirement age of 67 years old; she also understands that this calculation will not take into consideration the exact amount of her salary increases over the years.
- TEACHER: The students will calculate the last four columns, **Estimated retirement savings per pay period at 10% of monthly paycheck, Estimated Annual Savings**

**and Estimated Savings at Retirement and Estimated Amount in 401K at Retirement Age**

- TEACHER: Now have the students calculate, based on the data given in the spreadsheet, how much they 'might' have by age 67 if they invested their money starting at age 22 for 45 years. Students should follow this link, <https://www.bankrate.com/calculators/retirement/401-k-retirement-calculator.aspx>, which will take them to the Bankrate.com retirement calculator section. Students will have to enter some of the data from their spreadsheet; additionally please have them use the following data:
  - Annual salary increases: 2%
  - Current 401(K) balance: 0
  - Annual Rate of Return: 6%
  - Employer Match: 0
  - Employer match ends: 0
  - Click "Calculate"
- TEACHER: Students will be able to see an estimate of how much they will have when they retire IF they save the stated amount every year.
- TEACHER: "After working through these calculations, what are your thoughts about focusing on retirement savings from an early age?"

**NOTE: Attached is a spreadsheet for student use. This one will be printed and distributed to students to complete. The second attachment is the Teacher Key with the answers after calculations.**

- Teacher Needs
- Laptop/desktop with Excel
- Data projector
- Internet access
- NEXT magazine
- Class copies of partially completed spreadsheet

Student Needs

- Laptop/desktop
- Internet access
- NEXT magazine
- One copy of a partially completed spreadsheet

Florida State Standards

- CTE-BUS.68.GENRL.06.31  
Insert and format various types of data (text, numeric, date/time) in a spreadsheet cell.
- LAFS.1112.W.2.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SS.912.FL.2.1  
Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preference.

**STUDENT: Estimated Calculations of Retirement Income at Age 67 years old**

POSITION	ESTIMATED AVERAGE SALARY	ESTIMATED TAX RATE PER IRS	TAX IN DOLLARS	ESTIMATED YEARLY NET INCOME	ESTIMATED MONTHLY PAY CHECK	ESTIMATED RETIREMENT SAVINGS PER PAY PERIOD AT 10% OF MONTHLY PAYCHECK	ESTIMATED ANNUAL SAVINGS	ESTIMATED SAVINGS AT AGE 67 RETIREMENT (45 YEARS)	ESTIMATED AMOUNT IN 401K AT RETIREMENT
DIGITAL MARKETING COORDINATOR	68,000.00	19.8%	13,462.00	54,539.00	4,545.00				

**TEACHER KEY: Estimated Calculations of Retirement Income at Age 67 years old**

POSITION	ESTIMATED AVERAGE SALARY	ESTIMATED TAX RATE PER IRS	TAX IN DOLLARS	ESTIMATED YEARLY NET INCOME	ESTIMATED MONTHLY PAY CHECK	ESTIMATED RETIREMENT SAVINGS PER PAY PERIOD AT 10% OF MONTHLY PAYCHECK	ESTIMATED ANNUAL SAVINGS	ESTIMATED SAVINGS AT AGE 67 RETIREMENT (45 YEARS)	ESTIMATED AMOUNT IN 401K AT RETIREMENT
DIGITAL MARKETING COORDINATOR	68,000.00	19.8%	13,462.00	54,539.00	4,545.00	<b>454.50</b>	<b>5,454.00</b>	<b>245,430.00</b>	<b>1,987,574.00</b>