

**Educator in the Workplace 2003**

Robin Baker	Warren Area High School	Chapman State Park
Virginia Barrett	Eisenhower Middle High School	WCSD Tech Dept.
Deborah Bevevino	Warren Area High School	Cable Hollow Greenhouse
Paula Bogart	Eisenhower Middle High School	Ivy Vine Quilt Shop
Barbara Couse	Beaty Middle School	House of Art
Dawn Dietsch	Sheffield Middle High School	USDA Forest Service Science Lab
John Eberhart	Pleasant Elementary School	USDA Forest Service Science Lab
Michel Elmer	Warren Area High School	Warren General Hospital
Tony Fera	Youngsville High School	Warren Co. Sheriff's Dept.
Barbara Graziano	North Warren Elementary	Warren Public Library
Cynthia Hartburg	Sheffield Middle High School	K-C Frameworks
Pam Hartley	Sheffield Middle High School	Warren Public Library
Sarah Korchak	Beaty Middle School	Ivy Vine Quilt Shop
Pamela Mahan	Beaty Middle School	Ivy Vine Quilt Shop
Christina Montgomery	Youngsville High School	Kinzua Broadcasting
Martha Phelps	Youngsville High School	Blair Corp.
Robert Pittock	Sheffield Middle High School	Chapman State Park/Warren Co. Conservation District
Nancy Sampson	Russell Elementary	Warren Co. Historical Society
Claudia Spargo	Youngsville High School	Holiday Inn of Warren
Randall Swanson	Youngsville High School	High Country Flowers & Gifts
Sylvia Wurst	Russell Elementary School	Warren Co. Conservation District

**Business Partners: US Forest Service Science Lab****Curriculum Relationship: Chemistry****Grade Level: 9-12**

Dawn Dietsch  
Sheffield Middle High School

**Objective:**

1. The students will gain an understanding of the importance the scientific method in experimentation.
2. The students will gain an understanding of the importance of accurate observations in an experiment.

**Materials:** Lab procedure for the candle lab and equipment listed.

**Procedure and Activities:**

1. This lab will be incorporated into a unit on experimental development and use of the scientific method.
2. Previous to the lab, the scientific method with emphasis on hypothesis development and data collection will be introduced and discussed.
3. Students will be given the lab procedure the day before. During a pre-lab discussion procedure cautions, vocabulary definitions, along with proper technique will be reviewed and demonstrated.
4. Students will be assigned the following:
  - a. Read the procedure thoroughly.
  - b. Make of list of the variables that will be tested.
  - c. Make an observation table that will be filled in during the laboratory procedure.
  - d. Form a hypothesis.
5. During the assigned laboratory day the students will turn in the variable list, the observation table, and hypothesis for review. Then, following the procedure carry out the experiment.
6. A post laboratory discussion will be utilized to review and analyze how the variables were dealt with in the experiment and how the student's hypothesis held up to their experimental data.
7. Students will write a formal laboratory report that will be graded on the observational content and accuracy along with the answers to the analysis questions posed.

**Business Partner: Blair Corporation****Curriculum Relationship: Job Shadowing****Grade Levels: 11**

Martha Phelps  
Youngsville High School

**Objective:** To become aware of the variety of careers available at the Blair Corporation

**Materials:** Graduation Project Booklet

**Procedure:** Within the first two weeks of 11<sup>th</sup> grade students returning to school in the fall, the graduation project will be introduced to them. Three parts of the project will be required of all students. The remaining three areas will be chosen by each student from eight possible options. From the list of eight options, job shadowing may be a choice. The teacher will discuss careers in accounting, finance, advertising, design, womenswear, menswear, home products, custom wear, computers, e-commerce, international business, etc., that are found at Blair Corporation. Students interested in a shadowing experience will complete the necessary paperwork.

**Activity:** The student will:

1. Complete the Choices program prior to making a job shadowing request
2. Fill out a job shadow pre-registration form (found in the guidance office)
3. Include a copy of the interest profiler from the Choices program
4. Meet with the school-to-work coordinator
5. Complete the job shadow worksheet prior to the shadowing experience
6. Attend the shadow work place
7. Write a thank-you letter within 5 days of the shadowing experience
8. Complete the job shadow report following the WCSD style manual
9. Return the post-shadow assignment survey sheet to the guidance office

\*\*Occasionally, a reading assignment in the Occupational English 11 curriculum will highlight a particular career that I observed at Blair (for example, accounting). Upon completion of the reading assignment, I will reinforce my experience of job shadowing that career at Blair as an option for the graduation project.

**Business Partner: Ivy Vine Quilt Shop**  
**Curriculum Relationship: Communication Skills**  
**Grade Level: 6-8**

Pamela Mahan  
 Beaty Warren Middle School

**Objectives:**

1. Students will identify ways communication skills are used in the workplace.
2. Students will explain or demonstrate how good communication skills contribute to success in the workplace.

**Materials:** Young Living textbook: Using Communication Skills in the Workplace activity page, Time: One 40-minute class

**Procedures:**

1. Introduction: Which communication skills do you feel would be important in the workplace? (Listening, conversation, speaking, writing, nonverbal communication) Give an example of how or when each skill might be used.
2. These answers refer to a previous lesson, “Communicating with Others” from Young Living, pages 31 – 35.
3. Divide students into groups of 4-5. Distribute Using Communication Skills in the Workplace activity. Review directions with students and allow time for discussion in small groups.
4. Each group will present their response to one or two of the situations by role-playing for the class.

**Standards Addressed:** 11.2.6.H; 11.2.9.h

**Additional Resources and Activities:** Students may also refer to Young Living pages 86 – 91.

**Names of people in your group:**

Invent a small business for this activity. Choose a company name. Describe the nature of your business. What goods or services does it provide? What kinds of jobs are available? How many employees does it have?

Discuss the following situations. Fill in the details to match your business. Describe how you would use good communication skills to react to each situation. Choose two of the situations that your group could role-play for the class.

1. You need to take a phone message from a caller that doesn't offer much information.
2. You need to present information to a customer and answer questions about a product or service that your business offers.
3. A customer is returning merchandise and you need to process the return according to store policies.
4. A vendor is trying to sell you a product line that you are not sure you want to carry. Interact with that vendor.
5. You need to resolve a conflict with an employee or coworker.
6. Write a sales promotion for the newspaper.

**Business Partner: Holiday Inn of Warren**  
**Curriculum Relationship: Family and Consumer Science and Math**  
**Grade Levels: 8-12**

Claudia M. Spargo  
 Youngsville High School



Method of Preparation: \_\_\_\_\_ Method of Service: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### **Chili Con Carne**

½ lb. ground beef  
 1 medium onion, chopped (about ½ cup)  
 ½ cup chopped green pepper  
 1 can (16 oz.) tomatoes  
 1 can (8 oz.) tomato sauce  
 1 tsp. salt  
 1 to 2 tsp. chili powder  
 Dash cayenne red pepper  
 Dash paprika  
 1 can (8 oz.) kidney beans

In 8-inch skillet, cook and stir meat, onion and green pepper until meat is brown and onion is tender. Drain off fat. Stir in remaining ingredients except beans. Heat to boiling. Reduce heat; cook uncovered about 30 minutes. Stir in beans (with liquid); heat until bubbly. 2 servings. **Optional:** May be served with bread or crackers. May be garnished with cheddar cheese and or chopped onions.

### **Customary Measure Equivalents**

Dash = 1/8 teaspoon  
 3 teaspoons = 1 tablespoon  
 16 tablespoons = 1 cup  
 1 cup = ½ pint  
 1 cup = 8 ounces  
 1 pint = 2 cups  
 1 pint = 16 ounces  
 1 quart = 4 cups  
 1 quart = 2 pints  
 1 quart = 32 ounces  
 ½ gallon = 8 cups  
 ½ gallon = 2 quarts  
 ½ gallon = 64 ounces  
 1 gallon = 16 cups  
 1 gallon = 8 pints  
 1 gallon = 4 quarts  
 1 gallon = 128 ounces  
 1 pound = 16 ounces  
 1 pound of butter = 4 sticks of butter  
 1 stick of butter = 8 Tablespoons

### **Business Partner: Warren Psychiatric Unit-Warren General Curriculum Relationship: AP Psychology Grade Levels: 10-12**

Michel V. Elmer  
 Warren High School

**Concept:** Drug addiction is one of the most pressing health problems facing the United States today. The effects of drug addiction are studied in many disciplines including; psychology, sociology, criminology, biology, political science, and economics. Considering the wide ranging implications that underlie drug addiction, it is important that students begin to grasp the dynamic processes that underlie drug addiction.

**Objective:** Active learning exercise to understand the psychological and social processes of drug addiction, then record self findings in a two-page paper.

**Materials:** Ice, Popsicles, wrist bands, plastic Ziploc bags, larger plastic bags, two coolers of ice.

**Procedure:** The experience will begin during chapter five in which we will cover various psychoactive drug types and methods of taking them. The project has two components to simulate an actual addiction, the **wristband** to simulate needle tracks, and the **ice** to simulate the drug itself. Explain carefully that no substitutions may be made (frozen water only)

**Activity:** Students will log their experiences of hiding the ice addiction from friends, family, and teachers for use in describing this experience from the psychological and social perspective. They will undoubtedly be questioned about their needle tracks (wristbands) and will *not* be able to explain the truth. The log will then be a reference to develop a two-page summary of this experience. The student will record any change in behavior on their part, any stress or strain from necessary secrecy, any emotional experiences or any developing reliance on other addicts for supply that may occur to hide this addiction.

The log will begin following the first designer drug addiction (popsicles) exposure in class. The students will then be given small ziploc bags of ice to keep with them at all times as well as the wrist bands. They will also be given a plastic grocery bag to shield their *illegal* drug from prying curious eyes. *Note:* This has the side benefit of creating noise which invites curious looks and inquiries, which requires cover up, as they may not reveal their *illegal* addiction for fear of being caught. The students will need to visit their suppliers (the nurse/classroom) to maintain their ice supply as it is used up (melts). No beverages may be consumed without containing ice. This addition of *illegal* ice to the beverage must not be seen by non addicts.

The experience will last 48 hours, a Friday and Saturday, ending Sunday morning. This gives the student a school experience, usually a Friday night out with friends experience, and a day with family to test out various environment and the difficulties with the addiction.

**Follow up:** Collection of reports and a discussion.

The discussion can be done in the format of a self-help recovery group having the student introduce themselves as “Hi, I’m \_\_\_\_\_ and I’m an ice cube addict”. Students usually love to fall into this role very dramatically and this makes it fun. During this time, students share their experiences with each other as well as insights gained from the exercise. The dynamics involved in maintaining an addiction usually come as quite a surprise.

**Business Partner: High Country Flowers and Gifts**

**Curriculum Relationship: Art and Design**

**Grade Level: 9-12**

Randall C. Swanson

Youngsville High School

**Quilling Project-“Making A Paper Bouquet”**

**Objective:** In this lesson the student will learn how to create various examples of flowers using the quilling method. The student will first practice the various shapes by looking at a handout and by watching the teacher demonstration. The student will apply their knowledge of the elements of design in the completion of this project.

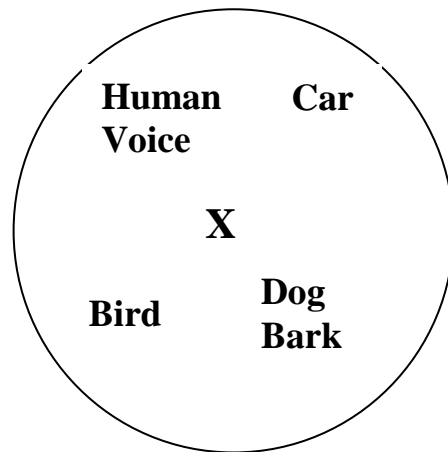
**Materials:**

1. Assorted colors of Rainbow Bright paper-8 1/2”X11”.
2. 12” X 18” black construction paper.
3. Paper shredder.
4. Round toothpicks.
5. White glue.
6. Quilling primer showing various shapes and designs magazines of flowers or even examples of real flowers to use as a reference.

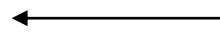
**History:** Quilling was a craft that was done in the early part of the 19<sup>th</sup> century. Beautifully made heirloom pictures were created using small strips of paper tightly wrapped around the quill of a porcupine. Hence the name “Quilling”.

**Procedure:**

1. First the student will refer to the primer and learn the various types of designs that can be created. Some of the shapes that can be used is the scroll, “v” scroll, circle, almond shape, tear drop, and petal shape.
2. The next step will be to look at various shapes of flowers and to decide how they can fabricate their various flowers using the shapes in the primer.
3. Students will be shown various elements of design to incorporate in the making of their bouquets. Symmetry, formal balance, repetition, texture and color will be some of the elements used.
4. The strips used to make the flowers can be made by placing the colored papers through a paper shredder. This allows for a uniformity of all the paper strips.
5. Next the students will begin making each flower, twisting and gluing each element and pinching them into the appropriate shapes. The various “scroll” designs will be useful in making the stems and vines.
6. Flowers will be assembled prior to gluing on to a background paper of 12” X 18” black construction paper.
7. The completed flowers will be arranged in a bouquet using formal balance and symmetry.

**Business Partner: Chapman State Park****Curriculum Relationship: Science****Grade Levels: 7-8**Robert Pittock, Science & Social Studies  
Sheffield Middle High School**Objective:** Class will make a sound map with at least 5 sounds.**Materials:** Pencil and plain paper with a 6" circle in the center**Procedure:** Class will go outside. Students will space themselves quite far apart. The center of the circle is the student's position. The student will list the sounds they hear. They are to have their eyes closed and concentrate on the sounds.

Map should look like this.

**Business Partner: Warren County Conservation District****Curriculum Relationship: Science****Grade Levels: 7-8**Robert Pittock  
Sheffield Middle High School**Objective:** Students will use an I.D. Key to identify 5 leaves.**Materials:** Key, paper, pencil**Procedure:** Go outside and find 5 different types of leaves. After collecting leaves they will I.D. them. Red pine, white oak, etc.**Activity:** Class will draw a sketch of each leaf and correctly name it.**Business Partner: Kinzua Broadcasting Company****Curriculum Relationship: Relevance of skills learned.****Grade Levels: 7-12**Christina Montgomery  
Youngsville High School**Objective:** The students will learn the relevance of classroom learning to the world of work through personal testimony.**Materials:** Students will need paper, writing utensils for note taking

Procedure:

1. **Introduction:** (8 min.)
  - a. Ask the students what they know about Kinzua Broadcasting (give 5 minutes for each student to jot thoughts down on paper)
  - b. Guide question/answers toward types of jobs available at Kinzua Broadcasting
  - c. Introduce Dave Bliss
2. **Body:** (25 min.)
  - a. Dave Bliss will speak about his job at Kinzua Broadcasting, his educational background, as well as how his involvement with choir and band during high school helped him be a successful broadcaster.
3. **Closing:** (7 min.)
  - a. Question and answer period.

**Business Partner: Warren County Conservation District****Curriculum Relationship: Math****Grade Level: 3**

Sylvia Wurst

Russell Elementary School

**Objective:** Students,

1. define carrying capacity
2. give examples of factors, which can influence the carrying capacity of an area
  - a. A population tends to naturally fluctuate with the carrying capacity, with or without human intervention. Intentional human intervention could be:
    - i. reintroduction of a species
    - ii. winter feeding
    - iii. planting additional vegetation.
 These could result in an alteration of a habitat increasing or decreasing a carrying capacity.

**Procedure:**

1. Have students move desks into a small marked area. They must remain in their seats and pay attention while I teach a 10-15 minute spelling lesson. At conclusion of lesson, have students discuss how they felt, what they noticed about their behavior and how this experience was different compared to our regular classroom seating arrangement.
2. Next, do the same but in an even smaller area.
3. They discuss what they think would happen if they were plants and/or animals in a shrinking habitat, keeping in mind their needs (food, shelter, water, space). Stress how populations of species would change (overpopulation, declining population, loss of certain populations, territorial clashes.)

**Evaluation:**

1. List 4 things that influence the carrying capacity of an area.
2. How could a farmer (crop or livestock) increase or decrease an area's carrying capacity?

**Business Partner: Warren County Sheriff Department****Curriculum Relationship: Civics – Judicial System****Grade Level: 8**

Tony Fera

Youngsville High School

**Objective:** After studying the judicial system and the constitution, a mock trial will be set up with students doing role playing. This will give them a chance to see how the judicial system works and the role the constitution plays in protecting our rights.

**Materials:** The material needed will depend on how far the students want to go: robe for the judge, Steno machine for the court reporter, and appropriate dress for their roles, etc.

**Procedure:** Select students to role play – judge, attorneys, defendant, witnesses, jury, arresting officers and anyone else needed. Have the class go through a trial and then discuss and review each step taken as each student acts out his or her role in the trial.

**Business Partner: US Forest Service Science Lab****Curriculum Relationship: Science – Plants and Animals****GradeLevel: 3**

John Eberhart

Pleasant Elementary

**Objective:** Students will develop methods to keep deer and ferns from adversely affecting tree growth.

**Materials:** Pictures of deer and ferns.

**Procedure:**

1. Explain to the students that deer eat seedlings that sprout on the forest floor.
2. Explain to students that ferns shade seedlings that grow on forest floor.
3. Begin a discussion in small groups or in a large group with the goal of developing plans to reduce deer browsing and ferns crowding out seedlings.

**Activities:** In the group (s), develop experiments that could test the effectiveness of different management tools. Include a control area for comparison.

**Business Partner: Ivy Vine Quilt Shop****Curriculum Relationship: English****Grade Level: 7-9**

Paula Bogart

Eisenhower Middle High School

**Objective:**

1. To incorporate the use of various parts of speech with sentence structure.
2. Improve student's use of vocabulary in compositions.

**Materials:** 8 different coordinating fabrics; book of quilt patterns or quilting block designs; paper and pen; and basic knowledge the parts of speech.

**Procedure:**

1. Students will be given the task of writing a simple paragraph of several sentences on a topic of their choice. They will need to use all 8 of the parts of speech within their paragraph. Their sentences must make sense and be grammatically correct.
2. Students will assign a part of speech to each of their 8 fabrics (nouns=blue print and verbs=blue with pink flowers). They may use the
3. quilting books to get ideas on how to arrange their pieces into a pattern.
4. Each time they have used a part of speech, they must use the same shape, size, and fabric in their design (noun=blue print 2 inch triangle).
5. Students may have extra time to rewrite their sentences to fit into a more appropriate design. They will create a quilt square that reflects their writing.
6. The quilt square will be glued to the top of the paper and the written paragraph placed underneath it.

**Rubric:** Students will be graded on their creativity, sentence structure, arrangement of pattern, neatness of task, following directions. Each item will be given a value of 5 points which will total 25 points for the assignment.

**Activities:** Students could reverse the process by selecting a picture of a quilt square and constructing a sentence or paragraph using the correct amounts words represented by the different fabrics assigned to a part of speech. students could also work in pairs to create their quilt pattern paragraph.

**Business Partner: Warren Public Library****Curriculum Relationship: Language****Grade Level: 9-12**

Pam Hartley, Spanish

Sheffield Middle High School

**Career Awareness for Foreign Language Students**

**Objective:** To introduce the Employment Resources in the Reference Department at the Warren Public Library .

**Materials:** Computers with Internet access and library cards.

**Procedures:** Students will be given an overview of services offered at the library, with emphasis on the Reference Department. They will review the library's home page at [www.warrenlibrary.org](http://www.warrenlibrary.org). Then the students will be given a list of Websites to help them answer some foreign language career awareness questions~ which will be assigned by their teacher .

**Activities:** Each student will select a different career/job that appeals to and interests them. They will design a creative poster and give a class presentation of their chosen occupation.

**Company: Ivy Vine Quilt Shop****Curriculum Relationship: Art****Grade Level: 7-8**

Sarah Korchak, Chorus

Beaty Warren Middle School

**Objective:** Students will work in groups to design quilt-style banners to be made from fabric squares, half-square rectangles and half-square triangles that could be used as stage decorations to communicate the theme of a concert. {Banners could be made at a later date in cooperation with Home and Consumer Science classes, or at home by students taking part in extra-credit activities.}

**Materials:** graph paper, colored pencils, quilting books, sketch paper, construction paper, quilt and banner samples.

**Procedure:**

1. Students will work in small groups to brainstorm design ideas for banner.
2. Students will produce rough sketches of at least 2 banner ideas.
3. Students will make banner design selection from the sketches, and produce more detailed drawings that incorporate color options and choices.
4. Students will use colored pencils to produce a scale drawing on graph paper, detailing the use of squares, half-square rectangles and half-square triangles as well as color choices.

**Activities:**

1. Prior to this lesson, students will learn choral repertoire within the given theme. This will allow students to brainstorm many different banner design ideas.
2. Students will be given the opportunity to study quilt block designs in actual quilt and banner samples, as well as quilting pattern and reference books.
3. Once the banner designs are completed, students can explore creative and artistic aspects of the project by altering color choices in the original design to change the overall effect.
4. Extra credit and/or enrichment activities could include:
  - a. Calculation of fabric requirements to complete a banner.
  - b. Production of small-scale banner using fabric or colored paper.
  - c. Full-scale production of fabric banner.

**Business Partner: Chapman State Park**  
**Curriculum Relationship: Environmental Science**  
**Grade Level: 9-12**

Robin J. Baker  
 Warren High School

**Objective: To develop with students a “Field Guide to School Grounds.”**

**Materials:** Biological nature guides, digital camera, computer, printer, and laminator

**Procedure:**

1. Engage students with questions about wildlife, flora, fauna & trees around them.
2. Suggest ideas how they could identify these items.
3. Introduce nature guides and explain how to use them.
4. Bring in a few items and practice using nature guides.
5. When the students are ready, break students into groups based on specific natural items (ie. Plants, trees, animals & insects) and have them take digital photos of each natural item.
6. Load digital pictures onto the computer and begin identifying. Students should try and write a few characterizing comments about each of their photos.
7. After all of the photos pass inspection and classification by the teacher, they then are ready to be laminated.
8. The finished copy can be published on the internet or used in a 5<sup>th</sup>-6<sup>th</sup> grade classroom.
9. Assessment: A rubric could be made to grade participation, accuracy, group work, presentation & final product.

**Activities:** Most students enjoy working outside in our “Large Classroom” than compared to inside at their desks. Integrating technology into a science classroom is a MUST. Chances are they will be proud of what they made and will remember more by completing such an activity. Isn’t that what it’s all about?.....Students LEARNING information?

**Business Partner: Cable Hollow Greenhouse**  
**Curriculum Relationship: Literature/Science**  
**Grade Level: 9-12**

Deborah Bevevino  
 Warren High School

**Literature Appreciation – Life Skills Support – tie-in with their science curriculum. Collaborate w/Learning Support teacher**

**Objective:** Students will understand how seeds grow into plants

**Materials:** “From Seed to Plant” by Gail Gibbons, seed packets, scissors, paper, plants and pictures of different plants and seeds.

**Procedure:**

1. Read book to students
2. Show students different seeds
3. Show book to students
4. Show that seeds are different for different plants

**Activities:** Have students draw seeds and plants. Have them plant a garden of their own on paper – either drawing plants and flowers or cutting pictures out of magazines and pasting them on the paper.

**Business Partner: Warren Public Library**  
**Curriculum Relationship: Reading/Social Studies**  
**Grade Level: 3**

Barbara Lo Graziano  
 North Warren Elementary School

**Objective:**

1. Students will read the four story collection of Flat Stanley by Jeff Brown.
2. Students will participate in a Flat Stanley project.
3. Students will have a library card so they can access Power Library.
4. Students will use websites to track family, friends, and locations of Flat Stanley.
5. Students will use Power Library to share knowledge of what they have learned about Flat Stanley's adventure.

**Materials:**

1. Four story collection of Flat Stanley books.
2. Poster board, markers, scissors, crayons, and a blank journal.
3. Envelopes, stamps, introductory letter.
4. Map of United States and the world.

**Procedure:** Students make a paper Flat Stanley and mail it, along with a blank journal, to a family member/friend who lives outside of Warren County, preferably out of Pennsylvania. The recipients welcome Stanley as a guest in their home for two weeks, then he will be mailed to a new destination to start another adventure. As Stanley arrives at each destination, his "new" family will send a postcard to the original home (school) of Stanley. We will be tracking his adventures on a world map at school. This project will continue through the next several months, with a specified ending date of Stanley's return to our school.

**Activities:**

As the postcards are returned, marking Stanley's location, we will track his many adventures on a world map. We will contact the author, Jeff Brown, and inform him of our project. As the final date nears, we will have a cumulative activity to share in his return.

**Business Partner: North Village Gallery & KIC Frameworks**  
**Curriculum Relationship: Art Career, Math**  
**Grade Level: 6-12**

Cynthia Hartburg  
 Sheffield Middle High School

**Introduction:** Students will view various pieces of artwork, some will be framed and matted, other examples will be the artwork alone. A discussion on how a mat and frame enhances the artwork.

**Objectives:** Students will demonstrate knowledge of fractions in the completion of matting artwork.

**Materials:** Artwork (print), worksheet, pencil, ruler, Exacto knife, scraps of cardboard and poster board.

**Procedures:**

1. Demonstration of process:
  - a. Measure print & frame size.
  - b. Add/subtract the width of the mat to find the correct a. measurements.(review of Y2, 114,118, 1116)
  - b. Mark off correct measurements and pencil lightly in.
  - c. Cut mat with Exacto knife demonstrating safety and correct d. handling.
  - e. Tape print to mat
2. Distribute worksheets & various prints.
3. Students will complete worksheets.
  - a. width & length of print
  - b. width & length of frame (size will be predetermined)
  - c. correct measurement of mat
4. 4. Students will choose an appropriate color of poster board that will enhance the print they are about to mat.
5. Students will measure frame measurements & mat calculations.
6. Students will cut mat
7. Students will tape print to finished mat.

**Business Partner: Kim Slocum's House of Art****Curriculum Relationship: Art****Grade Level: 5**

Barbara Couse

Beaty Warren Middle School

**Objectives:**

1. Art History -Georgia O'Keeffe (1887-1986).
2. To create a tissue paper "painting" of flowers.

**Materials:** White posterboard,9"x12", colored tissue paper, white glue, diluted brushes, scissors and fine point black Sharpies.

**Procedure:**

1. Begin the lesson by defining key words-overlapping, details.
2. Present information about <;Jeorgia O'Keeffe, and show pictures other flower paintings (using the Traveling Art Gallery and/or library books).
3. Show examples of finished flower "paintings".
4. Discuss the art materials to be used, and the steps to follow to complete the "painting".
5. Steps-
  - a. Rip tissue paper into different shapes for the flowers.
  - b. Glue the tissue paper shapes onto the poster board, with some overlapping.
  - c. Build up layers of tissue paper.
  - d. Cut leaves and stems from the tissue paper, and glue them around the flowers.
  - e. Let the "painting" dry completely.
  - f. Add ~ to the flowers and stems with a Sharpie.

**Sources:**

"Let's Meet Famous Artists" by Harriet Kinghorn, Jacqueline Badman, Lisa Lewis-Spicer .

"The Usbome Book of Art Ideas" by Fiona Watt.

**Business Partner: Warren County Historical Society****Curriculum Relationship: Social Studies/Language Arts****Grade Level: 3**

Nancy Sampson

Russell Elementary School

**Museums:** Definition, Work Site Skills, Classroom Use

**Objectives:**

1. The student will be able to define what a museum is and give examples of various kinds.
2. The student will have some understanding of the work skills needed for museum careers.
3. The student will be enhancing his understanding of Pennsylvania and local history through museum exploration.

**Materials:**

1. Large pieces of plain white chart paper and markers
2. Brochures from local museums -Drake Well Museum, Warren County Historical Society, and Wilder Museum
3. History trunks borrowed from Warren County Historical Society on Local Native Americans -Senecas, Immigration, Transportation of Warren, People and Places, and Business and Industry
4. Old newspapers and large sealable plastic bags
5. An artifact of choice and some printed matter of historical value

**Procedure:**

1. Brainstorm what is the purpose of a museum. List these on graph paper. (A museum consists of collections of objects and printed matter to instruct or entertain.)
2. Also list all different kinds of museums. (History, Art, Natural History, Science and Technology, Historic Homes, Online Museums, Children and youth Museums, Zoos, Aquariums, Special Interest, Cultural Heritage, Botanical Gardens, Nature Centers, Planetariums, and Restored Areas). Discuss those that some children have experienced. Look at brochures from local museums listed in materials section. Also go online to explore famous world museums.
2. Share my Warren County Historical Society and Wilder Museum Educator in the Workplace experience. Discuss what different tasks I worked on.
3. Plan on collecting articles, photographs, and artifacts on the ongoing construction of the addition to our school. Then place them in plastic resealable bags to preserve similar to the manner a real museum stores information to be displayed at a later date in the year for others to view.

- Practice how we are going to explore objects and information from museums. Bring in as an example: an old flat iron and an old Swedish to English language interpreting book.

Then explore these objects by hearing things read, seeing and touching the objects, or reenacting what their use might be. This exploration should be punctuated by questions that aid in comparing and contrasting, identifying and classifying, describing, predicting, and summarizing. Some examples of questions are; "What do you think this looks like? What could it be used for? When would someone use this? Who do you think used it? and What would you use it for?" Discussion, writing, drawing, playacting, or creation similar articles or an original invention using materials found at home or in class can accomplish this exploration.

**Activities:**

- Explore the History trunks on the Senecas, Transportation of Warren, People and Places, and Business and Industry as the topics come up in the Pennsylvania and local history curriculum in the manner we practiced in our lesson plan.
- Plan a trip to the Drake Well Museum in the fall.
- Also plan one day in spring to explore the Warren County Historical Museum and Wilder Museum as a culminating activity to our study of Pennsylvania and local history.

**Resource:** Website: [www.ed.gov.pubs/Museum/museums.html](http://www.ed.gov.pubs/Museum/museums.html)

**Business Partner: WCSD Tech Dept.**

**Computer Technology**

**Grade Level: 9-12**

Virginia Barrett

Eisenhower Middle High School

**Objective:**

- The students will complete an exercise to determine the occupational preparations to work in the field of technology and also some of the requirements that they may be expected to do on the job.
- Students will be asked to investigate the area of technology.
- Students will learn what training and skills are necessary for this occupation.
- Students will learn about the areas of troubleshooting, networks and other job related tasks.

**Materials:** Interviews with technicians, use of Choices, use of Internet searches and sites.

**Procedures:** First day of the project will begin with a question concerning who keeps the computers operating and why is upgrading necessary. Students will then be asked to investigate the occupation of a computer technician. They will be divided into groups with each group being asked to concentrate on either what education is needed and schools where you would find this training, skills learned through the training and different degrees that a technician might receive, and the last group would work on the different skills required to be a technician including but not limited to, networks, troubleshooting, and upgrading of hardware and software.

**Activities:**

Students will present their portion of the report along with supporting information as to where they found the information. Technicians will be asked to speak to the class about these issues.