

CAREER CAFÉ SCENARIOS

Math — Scenario 1: Ratios, proportions, and scaling

Students are learning how to use ratios and proportional reasoning to solve real-world problems. This week's lesson has them scaling a recipe and converting unit measurements, figuring out how much flour they need if they triple a batch, or how many inches equal 4.5 feet. [OAS M - 7.A.2.3; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

Why should a student care that this skill/content exists outside of school?

What would make a student remember this speaker a week later?

Math — Scenario 2: Data, graphs, and statistical reasoning

An 8th grade class is analyzing data sets and learning to interpret bar graphs, line plots, and measures of center (mean, median, mode). Students are debating: if the median family income in a neighborhood is \$42,000 but the mean is \$78,000, which number tells a more accurate story? [OAS M - PA.D.1.2; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

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Science — Scenario 1: Ecosystems and interdependence

7th graders are studying how organisms in an ecosystem depend on each other and how disrupting one part of a food web affects the whole system. This week they modeled what happens to a pond ecosystem if the frog population collapses, tracking the ripple effects up and down the food chain. [OAS S - 7.LS2.1; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

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Science — Scenario 2: Forces, motion, and engineering design

8th graders are exploring Newton's Laws of Motion by designing and testing small-scale vehicles. They're measuring force, mass, and acceleration and revising their designs based on test results. The students are learning that engineers don't get it right the first time and that failure is an important part of the process. Can they identify any real-world examples that illustrate this principle? [OAS S - 8.PS2.1; GEAR UP: CCP ES - E.K.8]

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Social studies — Scenario 1: Supply, demand, and economic decision-making

7th graders are studying how supply and demand affect prices and community resources. The class is using a local housing example: why has rent in their city increased when a large employer moved in? Students are connecting economic forces to real decisions people make about where to live and work and the supply/demand concept and its influence on decisions.

[OAS SS - 7.P.2.4; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

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Social studies — Scenario 2: Civic participation and community advocacy

Students are exploring how individuals and groups influence local government and community change. They are researching a real case: a neighborhood group successfully pushed the city to add a crosswalk near their school after several close calls. Students are asking: who has power in a community, and how can ordinary people use it? How do citizens deal with people who don't agree with each other or with people who object to decisions that the local government makes?

[OAS SS - 8.P.1.1; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

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ELA — Scenario 1: Argument writing and evidence

8th graders are writing argumentative essays on a local issue: Should their city require bike lanes on main roads? They're learning to choose strong evidence, anticipate counterarguments, and structure a claim that would actually persuade a real audience.

[OAS ELA - 8.3.W.3; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

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ELA — Scenario 2: Reading closely and finding author's purpose

Students are analyzing two news articles about the same event: one from a local paper and one from a national outlet. They're identifying word choices and sentence structures that signal bias, comparing what each author chose to include or leave out. They want to know why the same story sounds so different depending on who's telling it. [OAS ELA - 7.3.R.1; GEAR UP: CCP ES - E.K.8]

Career professional or industry you would invite.

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