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# ARE AFTER-SCHOOL JOBS HELPFUL OR HARMFUL FOR MIDDLE AND HIGH SCHOOL STUDENTS?

Word Generation - Unit 2.23

## Focus Words

resumé | responsibility | acquire | perceive | sustain

## Weekly Passage



Jason's day is full of teachers, classes, and assignments. He also has an after school job. Jason works hard to earn money and keep up with his studies. But in the past few weeks he has been working too many hours and not doing his homework or passing his tests.

When Jason first started looking for a job he was very excited. He put together a resumé to help him acquire his position. He thought having a job would teach him about responsibility as well as help him earn some extra cash.

Many students, like Jason, think that having a part-time job is a good thing. They get a chance to make new friends with their co-workers. Their bosses and co-workers perceive them as responsible adults. They start to learn the value of money and to save up for the things they want, like clothes, video games, or even a car. Some even help

out with their family's needs. These are all benefits of having an after school job.

Then there are those who think students should not be working while they are in school. Jason could not sustain his good grades because of work. Some people claim that students who work do not do as well in school because they don't have as much time to study or do assignments. These students are also tired more often and do not pay as much attention in class.

What do you think about this? Are after school jobs helpful or harmful to middle and high school students?

### TEACHER

Reading Comprehension/Discussion Questions:

- ▶ Do you think students should have after school jobs?
- ▶ Why do some people think it's good if a student has a job?
- ▶ Why do some people think it's not a good idea?

# Unit 2.23 - Are after-school jobs helpful or harmful for middle and high school students? Focus Word Chart

Word	Meaning	Forms		
		Inflectional	Basic Word Classes	Prefixes/ Suffixes
résumé	(n.) - document summarizing experience and qualifications	résumés	resume (v.)	
responsibility	(n.) - duty	responsibilities	respond (v.)	irresponsible responsible responsive
perceive	(v.) - to see, to understand	perceives perceived perceiving		perception perceivable misperceive percept
sustain	(v.) - to keep up	sustains sustained sustaining		sustainable sustainability unsustainable
acquire	(v.) - to gain	acquires acquired acquiring		acquisition acquirable

## Unit 2.23 -

# Are after-school jobs helpful or harmful for middle and high school students?



## Problem of the Week

Many students **perceive** an after school job as a **responsibility** that will help them build their **resumé**, **acquire** new skills, and earn money. But new responsibilities affect the amount of time students have for other things. Can students **sustain** their dedication to schoolwork and take on a job after school at the same time?

**Option 1:** According to the Bureau of Labor Statistics, students who have an after-school job spend an average of 42 fewer minutes per day on schoolwork than students who don't work. If the school year is 180 days, how many more hours per year would the average non-working student spend on schoolwork than the average student with an after school job?

- A) 7,560 hours
- B) 300 hours
- C) 244 hours
- ☒ D) 126 hours

**Option 2:** According to the Bureau of Labor Statistics, students who have an after-school job spend an average of 42 fewer minutes per day on schoolwork than students who don't work. If we let  $m$  = the number of minutes the average non-working student spends on schoolwork each day, write an algebraic expression that shows the number of minutes the average student with an after-school job spends on schoolwork in a 5-day week.

**Answer:**  $5(m - 42)$

**Discussion Question:** According to the Bureau of Labor Statistics, working students spend 42 fewer minutes on schoolwork, 42 fewer minutes on fun activities, and 36 fewer minutes on sleep each day. Do you **perceive** any of these facts as a problem? Whose **responsibility** is it to make sure that kids **sustain** focus on their schoolwork and **acquire** healthy habits like getting enough sleep?

United States Department of Labor, Bureau of Labor Statistics. (2005, October 27). *Daily time use of high school students*. Retrieved on October 24, 2010 from <http://www.bls.gov/opub/ted/2005/oct/wk4/art04.htm>

# Are after-school jobs helpful or harmful for middle and high school students?

## Debating the Issue



# GO!

## 1. Get ready...

Pick one of these positions (or create your own).

**A** Students should not have after school jobs. School is their job.

**B** Students should have jobs. It teaches them responsibility.

**C** Students should be able to work as long as their grades do not go down.

**D** All students should have to work so that none of them are disadvantaged.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

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Be a strong participant by using phrases like these.

*I think it's more accurate to say...*

*That's interesting - can you tell why you think that?*

*I think the evidence is contrary to what you're saying because. . .*

*Let me share something from the reading that will help us...*

### TEACHER

Whatever the debate format, ask students to use academically productive talk when arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should be encouraged to take their own positions about the issue at hand.

## Unit 2.23 -

# Are after-school jobs helpful or harmful for middle and high school students?

### Science Activity



This activity is designed to help you practice thinking like a scientist and to use this week's focus words. Sometimes the data are based on real research, but they should never be considered true or factual.

Professor Seemy is worried about students having jobs after school.

“An after school job is a big **responsibility**,” he says to the class. “You kids **perceive** jobs as a way to **acquire** spending money and build a strong **resumé**. But I think jobs hurt schoolwork. How can you **sustain** good grades if you work all the time?”

“Let’s look at this scientifically,” says Matt. “Do working students have lower GPA’s? Let’s find out!”

#### Question:

How do after school jobs affect grades?

#### Hypothesis:

Students who work will have lower GPA’s than students who do not work.

#### Materials:

- ▶ 100 students ages 14 & 15

#### Teacher’s Guide

##### Real Research

-The study cited below used data from the National Longitudinal Study of Adolescent Health, conducted by the Carolina Population Center at UNC Chapel Hill, a study of over 20,000 adolescents. The study found that the average GPA for male students ages 14 – 15 was 2.57 and the average GPA for female students was 2.8. On average, 14 – 15-year-old male students who worked 1 – 4 hours a week had GPA’s .09 points higher than their nonworking peers, and 14 – 15-year-old female students who worked 1 – 4 hours a week had GPA’s .11 points higher than their nonworking peers. The study’s authors claim that while this is a significant outcome, other factors suggest that individual heterogeneity may well account for the difference in GPA (i.e., a few motivated students are able to both sustain high GPA’s AND work, and the apparent relationship between work and GPA is incidental).

Sabia, J. (2009). School-year employment and academic performance of young adolescents. *Economics of Education Review*, 28, 268-276.

##### Classroom Discussion

Summarize the real research. (A modest number of work hours each week is correlated with a higher GPA.) Are students surprised by this finding? Why or why not? How does the finding connect to this week’s topic? Which side(s) of the debate could it support?

**Procedure:**

1. Ask students how many hours they work.
2. Ask students their numerical GPA on a 4.0 scale.
3. Calculate the average GPA of students who work 1 – 4 hours a week.
4. Calculate the average GPA of students who do not work at all.
5. Compare.

**Data:**

	No weekly work hours	1 - 4 weekly work hours
GPA	<b>2.68</b>	<b>2.78</b>

**Conclusion:**

Is the hypothesis supported or not by the data?

Not supported

What evidence supports your conclusion?

Students who work 1 – 4 hours per week have a slightly higher average GPA than students who do not work.

How would you make this a better experiment?

Encourage students to consider sample size, number of trials, control of variables, whether the procedure is a true measure of the question, whether the experiment can be repeated by other scientists, data collection and recording systems, and other potential explanations for the outcome. Students should understand that these simple experiments represent the beginning of an exploration, not the end. If time permits, have students suggest how the experiment could be strengthened, emphasizing the use of the target words in the discussion.



## Writing Prompt

Are after-school jobs helpful or harmful for middle and high school students?

### Focus Words

resumé | responsibility | acquire | perceive | sustain

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

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### TEACHER

Ask students to write a response in which they argue a position on the weekly topic.

Put the writing prompt on the overhead projector (or the board) so that everyone can see it. Remind students to refer to the word lists in their Word Generation books as needed.

### A tool to help you think about your own writing!

Remember you can use focus words from any of the WG Units.

Check off what you accomplished:

#### Good Start

- ☐ Stated my own position
- ☐ Included 1 focus word

#### Pretty Good

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1-2 focus words

#### Exemplary

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1 counterargument
- ☐ Used 2-5 focus words

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