



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Career Walk Around the School</i>			
Grade Span			ICLE Application Model			
<i>K-4 x</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

Instructional Focus:

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Language Arts Integration – Students synthesize individual language arts skills.

Performance Task

1. Divide students into four groups. Ask each group to memorize one of the following questions:

- Group 1 What is the name of your job?
- Group 2 What are two things you do in your job?
- Group 3 What is the hardest thing about your job?
- Group 4 What do you like best about your job?

2. Lead the students in a walk around the school. Have them interview workers and teachers by asking the questions from above. Have students in each group take turns, so all students have the opportunity to ask questions. Try to find as many different jobs in the school as you can.

3. When students return to the classroom, ask them to list the jobs they observed and also to share the information they obtained from the interviews.

ICLE Essential Skills

Follow oral or written directions. (ela 4)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion..(ela 48)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Analyze and evaluate a speaker’s statements of opinion, personal preference and values. (ela 70)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Discussion Interviewing Listening Communication Retell	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	