



Gold Seal:

Copernicus Education Gateway

| | | | | | | |
|---|------------|--------------------------|---|----------|----------|-----------------------|
| Author(s): <i>Marsha Kucker</i> | | | Lesson Title: <i>Exploring Nontraditional Careers</i> | | | |
| Grade Span | | | ICLE Application Model | | | |
| <i>K-4</i> | <i>5-8</i> | <i>9-12</i> <i>XX</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> <i>XX</i> |

Instructional Focus:

| |
|--|
| Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level. |
| 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. |

Performance Task

| |
|--|
| <p>1. Arrange for students to job shadow in a nontraditional setting. The job shadow should be for a minimum of 4-5 hours. Some examples may include:</p> <ul style="list-style-type: none"> a. Female students could volunteer to work at a gas station or a farm with their fathers. b. Male students could volunteer to work in a nursing home, in a hospital, or in a daycare center. <p>2. After all students have spent some time shadowing a nontraditional career, ask them to share their experiences with the class. Use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> a. How did you feel while you were working on the nontraditional job? b. What skills and abilities are needed for this job? c. What skills and abilities do you possess to perform the job? d. What additional skills and abilities do you feel you need? e. Are the skills needed for the job things you think you could learn? f. Why do you think the job you choose is considered traditionally male or female? Is this justified? Why or why not? <p>3. As a concluding activity, ask students to write a job description for the job they shadowed. Students may need to conduct research to complete the assignment.</p> |
|--|

ICLE Essential Skills

| |
|---|
| Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling (ela 1) Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3) |
| Follow oral or written directions. (ela 4) Present information in well-organized fashion that will be clear to the target audience. (ela 11) Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20) |
| Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals, and critiques. (ela 22) Make informed judgements about the content, organization, and delivery of spoken communication. (ela 32) |
| Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela 48) Organize supporting detail in logical and convincing patterns. (ela 54) |
| Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69) |

Scoring Guide:

| | |
|---|--------------------------------|
| <p>Written job description:</p> <p>4 Points = The writing is clear, concise, and logical. The student truly tries to place him/her self in the employer's role and perceives the responses from his/her position. There are no mechanical errors in the writing.</p> <p>3 Points = The writing is clear, concise and logical. The student tries with moderate success to place him/her self in the employer's role and perceives the responses from his/her position. There are few mechanical errors.</p> <p>2 Points = The writing lacks clarity, conciseness and logic. The student tries with little success to place him/her self in the employer's role and perceives the responses from his/her position. There are some mechanical errors.</p> <p>1 Point = The writing is confusing and largely incomplete. There is no indication that the student attempted to place him/her self in the employer's role and perceives the responses from his/her position. There are many mechanical errors.</p> | <p>Successful Interviewing</p> |
|---|--------------------------------|

Keywords

| English Language Arts | Mathematics | Science |
|---|--------------|---------------|
| Reading | Algebra | Earth Science |
| Writing Careers Word Processing Vocabulary Spelling Grammar Technical Writing | Geometry | Life Science |
| Communications Discussion Listening Communication | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other | Trigonometry | Other |
| | Other | |