



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Hire Me!			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b>	<b>5-8</b> XX	<b>9-12</b>	<b>A</b>	<b>B</b>	<b>C</b> XX	<b>D</b>

**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**

1. Ask the class to identify things an employer looks for in employees. (Be sure to include: acceptance of criticism, initiative, common sense, honesty, loyalty, cooperation, sound judgement, dependability, tolerance, enthusiasm, wellness, friendliness, willingness to follow directions, willingness to learn.) Be sure to discuss to be certain that students understand the reasons why employers have these expectations.
2. Discuss with students the qualities, behaviors, and working conditions that employees should be able to expect from an employer.
  - a. Respect and recognition of self-worth
  - b. Payment of wages or salary
  - c. Safe working conditions
  - d. Opportunities for training and advancement
  - e. Introduction to other members of the work-team
  - f. Adequate explanation of expectations
  - g. Fair and impartial evaluations
  - h. Honesty and opportunity to discuss problems as they arise
  - i. Benefits commensurate with tasks to be performed (and within company guidelines)

Since students will not be familiar with the workplace, spend some time explaining these expectations.

3. Arrange for students to job shadow for at least 4 hours at a local business.
4. Ask them to prepare a reaction paper summarizing their on-site experience. Ask them to relate to items they listed for #1 and #2 above in their reaction paper.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)
Retell in writing a real-life experience in sequential order. (ela 73)

**Scoring Guide:**

<b>Scale:</b>	
<b>4</b>	Written response shows exceptional understanding of business experience. Retelling includes all major events. Uses important details in sequence to summarize. Complete statement of main idea.
<b>3</b>	Written response shows good understanding of business experience. Retelling includes major events. Uses some details in sequence to summarize. Simple statement of main idea.
<b>2</b>	Written response shows partial understanding of business experience. Retelling includes at least one major event. May focus on one detail or part of selection. Does not show understanding of sequence.
<b>1</b>	Written does not indicate understanding of business experience. Retelling incomplete with no major events. Details limited in summary and not in sequence. No statement of main idea or statement makes no sense.
<b>0</b>	No answer.

**Keywords**

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Careers Grammar Journals Organization Vocabulary	Geometry	Life Science
Communications Discussion Listening Communication Retell	Statistics	Chemistry
Literature	Calculus	Physics