



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> How is School Like Work?			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<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:**

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**

The purpose of this lesson is to help students see the relationship of certain tasks they perform at school to those of an adult worker.

1. Introduce the lesson and divide the students into four groups.
2. In each group the students will brainstorm/make a list on how their role as a student is similar to an adult worker. Each group will write down their ideas on paper.
3. Each group will select a creative way to present their ideas to the rest of the class. (examples: a power point presentation, a play, a poem, a newspaper article, pictures, etc.)

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling. (ela 1)
Follow oral or written directions. (ela 4)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Use writing as a way of expressing personal creativity. (ela 31)
Use writing as a strategy for comparing, contrasting, synthesizing ideas, concepts and generalizations from a variety of literary sources. (ela 39)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Use expository writing skills in subjects other than English language arts. (ela 58)
Demonstrate ability to select appropriate media for presenting information to others. (ela 67)

**Scoring Guide:**

See Attachment: How is School Like Work Scoring Rubric Chart

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> <b>Careers</b> <b>Compare/Contrast</b> <b>Creative Writing</b> <b>Grammar</b> <b>Organization</b> <b>Persuasion</b> <b>Vocabulary</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Discussion</b> <b>Illustration</b> <b>Interviewing</b> <b>Listening</b> <b>Visuals</b> <b>Role Play</b> <b>Communication</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

## Scoring Rubric

	<b>EXCEPTIONAL</b>	<b>ADMIRABLE</b>	<b>ACCEPTABLE</b>	<b>AMATEUR</b>
<b>ORGANIZATION</b>	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience
<b>CONTENT ACCURACY</b>	Completely accurate: all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or error in information	Completely inaccurate; the facts in this project were misleading to the audience
<b>RESEARCH</b>	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic
<b>CREATIVITY</b>	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"
<b>PRESENTATION MECHANICS</b>	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	Was at times interesting and was resented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids.