



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Interpreting Career Information</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:

Speaking - Students speak 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.

Reading - Students read a variety of grade level materials, applying strategies appropriate to various situations.

Number Operation and Concepts - Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

Performance Task

1. Divide the class into eight groups. Provide each group with a "Yellow Pages" directory.
2. Assign each group a cluster area. Ask them to count the number of businesses represented by one of the following categories:
 - a. Construction
 - b. Health Care
 - c. Food Service
 - d. Transportation
 - e. Manufacturing
 - f. Law
 - g. Communication
 - h. Agriculture/Agribusiness
3. Using the results, make a large graph showing the number of businesses in each category
 - a. Which category has the most businesses? Why?
 - b. Which category has the least businesses? Why?

ICLE Essential Skills

Follow oral or written directions. (ela 4)
Identify, collect and/or select pertinent information while reading. (ela 5)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Understand the best procedures for statistical data collection, organization, and display including making estimates and predictions and drawing inferences. (m 5)

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 Skimming	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Listening Discussion Illustration	Statistics Graphs Data collection Data analysis Data display	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	