



Gold Seal Lesson

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

In this lesson, students will describe how work and the economy are linked. They will be able to describe the economic contributions of all workers to society.

1. Instruct students to break into small groups. Explain the purpose of the lesson and give an example of a product and different careers that are needed for the development of the product. Give students 15 – 20 minutes to brainstorm with their groups regarding their product that has been designated by the teacher. When brainstorming is completed, ask groups to list the careers in a sequential order and prepare a pictorial flow chart from inception of product to delivery to consumer.
2. Each group is given the opportunity to talk about their product and careers. Discuss which of these careers are in their community. If possible, name businesses. How do all these jobs impact the economy? Discuss the relationship of people working to the economy. What would happen, for instance if one of these products were discontinued causing unemployment for a large number of people?
3. Give students food for thought in realizing the number of careers necessary for the development of a product that we have come to take for granted within our daily living.

ICLE Essential Skills

Follow oral or written directions. (ela 4)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

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

Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)

Use a variety of media to gather information and to transmit information to specific audiences. (ela 43)

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

Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning. (ela 56)

Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids. (ela 68)

Scoring Guide:

Rate each of the following on a 3 – 0 basis, where;

3 – Excellent Quality

2 - Satisfactory Quality

1 - Unsatisfactory Quality

0 - Does not attempt or does not show any knowledge/skill

Characteristic	Score
1. Content stated clearly in written material	_____
2. Organization of written material	_____
3. Grammar, punctuation, spelling	_____
4. Neatness, accuracy	_____
5. Followed directions	_____
6. Group contribution	_____

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Careers Viewing Sequencing Organization	Geometry	Life Science
Communications Discussion Illustration Listening Visuals Retell Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	