



# Gold Seal Lesson

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<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i> <b>X</b>	<i>9-12</i>	<b>A</b>	<b>B</b> <b>X</b>	<b>C</b>	<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

Preparation for a career begins with a meaningful knowledge of basic skills that will be needed in order to pursue any career. This activity helps students organize their thinking about the status of their mastery of basic pre-career skills.

1. Introduce the concept of career preparation by encouraging a general discussion of careers. Encourage responses from the class about their current career interests.
2. Request that each student think of a skill that a person might need to get a job to begin a career. This should be general in nature. If a student responds with a very specific skill, such as “a person might need to learn how to operate a computer,” re-direct the thinking to more general skills, such as “yes, but what skills might you need to have in order to learn how to operate a computer?” Elicit responses and provide the following specific pre-career skills that need to be mastered for any career: (Write the skills on the chalkboard.)
  - a. Reading
  - b. Writing
  - c. Math skills
  - d. Ability to communicate effectively
  - e. Taking directions and supervision is a positive way
  - f. Accepting personal responsibility
  - g. Ability to get along with others
3. Illustrate how gaining these skills is important by telling the following story: “We have discussed some important skills a person needs in order to pursue a career. I am going to read you a short paragraph, (attachment Lesson Plan 8a.doc) and I’d like you to describe the skills the person in the story needs in order to do the job.” The needed skills are in parentheses; omit these while reading aloud.

**Performance Task continued:**

4. Students may write their own brief career paragraphs and identify any skills needed in the particular situations. Stories featuring babysitting, lawn care jobs and others within the students' experiences are to be encouraged.
5. Introduce them to the term, transferable skills. These are basic and vocational skills that can be used in a variety of occupations.

**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 editing and revising skills to improve effectiveness and accuracy of drafts. (ela 14)

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

**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
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Careers Paragraphs Grammar	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Discussion Listening	<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>	

## Skills for the Future

### **A DAY AT THE ICE CREAM SHOP**

Carla, fifteen, has a job at the ice cream shop during the summer. She has to be at work by 11:30 a.m. in a clean pressed uniform. (Personal responsibility) When she arrives, the assistant manager will give her a list of duties that must be done. (Taking directions and supervision) Often Carla will get telephone orders from people who will stop by on their lunch hour. She must get the order written down accurately, and tell the person the correct amount of money the order will cost. (Communicating clearly, writing and math skills) Sometimes she has to make a special order, so she must read the recipe card and mix the correct portions. (Reading and math skills) Every once in a while, a customer is given the wrong order or is not satisfied with their ice cream. Carla must solve the problem in a helpful way so the customer is satisfied. (The ability to get along with others). Carla must clean up before she goes home. Often she misses activities with friends because of her job, but Carla likes the money her job provides her. (Personal responsibility)