



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: What is in the Future?			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

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

Performance Task

This activity will connect the student to the larger world of news and economic development. It will link vocational training to academic development.

1. Have each student read the daily newspaper for one week and clip stories that relate to jobs and careers. In their journals ask them to summarize one story and how it may affect his/her future in the world of work.
2. Obtain information on jobs in the U.S. that are most in demand and discuss with the students why this career is becoming more important. What trends or developments are fueling the growth? What seems to be exciting or promising about that career? What are the possible drawbacks? Then ask the students to determine what skills and training an entry-level employee needs to enter the field. Two vital directions for discussion are:

The widening range of opportunities and non-traditional careers available for women.

The Federal Government in the U.S. is the largest employer with thousands of career fields to consider. How does this compare to government jobs available in your state? How, if at all, do changes in the U.S. and society impact your state?

Ask students to report their findings in an oral and written presentation.

ICLE Essential Skills

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Summarize, synthesize and organize information while reading. (ela 24)

Use ideas from journals, class discussion, and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion. (ela 34)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals, and portfolios. (ela 40)

Scoring Guide:

See Scoring Rubric attachment: What is in the Future Chart

Keywords

English Language Arts	Mathematics	Science
Reading Research Independent reading Comprehension	Algebra	Earth Science
Writing Careers Newspapers	Geometry	Life Science
Communications Oral presentation	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart SCORING RUBRIC

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally Unrelated	Remotely Related	Somewhat Relevant	Directly Relevant	
Organization	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
Quality of Information	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
Grammar & Spelling	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
Interest Level	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
Neatness	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
Timeliness	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	