



# Gold Seal Lesson

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Whatcha Need To Do</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i> <i>X</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>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.

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

### Performance Task

This lesson will focus on helping students to determine what skills are necessary for specific types of jobs and where and how these skills can be developed.

1. Divide the class into groups of two or three.
2. Give each group a copy of "Investigate an Occupation" (Whatcha Need to Do Chart).
3. Each group will decide upon an occupation to investigate using library and classroom resources as well as the Internet and will share knowledge of that occupation. Each group will fill in the information as they progress through the worksheet.
4. When the worksheet is completed, the teacher will collect the sheets and pull one randomly to read.
5. While reading, pause for comment or input from the class about the occupation. Focus on the educational/skill learning aspect and elicit responses about where this is available in the community.
6. Continue to randomly select sheets as time permits, attempting to vary occupations.

**This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.**

## ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Identify, collect and/or select pertinent information while reading. (ela 5)
Follow written directions carefully and accurately. (ela 6)
Present information in well organized fashion that will be clear to the target audience. (ela 11)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Summarize, synthesize and organize information while reading. (ela 24)
Know how to find and read information from a variety of electronic sources. (ela 28)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)
Apply, extend, and expand on information while reading. (ela 46)

## Scoring Guide:

	<b>4 Exceptional</b>	<b>3 Admirable</b>	<b>2 Acceptable</b>	<b>1 Amateur</b>
<b>Group Participation</b>	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
<b>Shared Responsibility</b>	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
<b>Quality of Interaction</b>	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
<b>Roles Within Group</b>	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**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Comprehension Research Technology	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Careers Spelling Vocabulary	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Discussion Listening Oral presentation	<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>	

**Chart**  
**INVESTIGATE AN OCCUPATION**

Name of occupation: \_\_\_\_\_

What does the employee do? \_\_\_\_\_

\_\_\_\_\_

Does worker use tools or equipment? If yes, what kind of tools or equipment? \_\_\_\_\_

\_\_\_\_\_

Does job require:

High school education? \_\_\_\_\_

College? \_\_\_\_\_

Technical school? \_\_\_\_\_

Apprenticeship? \_\_\_\_\_

Union membership? \_\_\_\_\_

Which of the above are available in this community? \_\_\_\_\_

\_\_\_\_\_

What other qualifications are necessary?

Physical characteristics \_\_\_\_\_

Different abilities \_\_\_\_\_

Personality traits \_\_\_\_\_

What abilities would relate to this job? \_\_\_\_\_

\_\_\_\_\_

What are the opportunities for advancement? \_\_\_\_\_

\_\_\_\_\_

What are the working conditions and hours? \_\_\_\_\_

\_\_\_\_\_

Are there geographic considerations? \_\_\_\_\_

\_\_\_\_\_