



International Center
for Leadership
in Education



Gold Seal:

Copernicus Education Gateway

Author(s): Marsha Kucker			Lesson Title: Working Conditions			
Grade Span			ICLE Application Model			
K-4	5-8 x	9-12	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.

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

1. Explain to students that working conditions refer to the physical environment of a worker. Some people work in heated and air-conditioned buildings, while other work outdoors in all kinds of weather. Many jobs may expose the worker to risk of injury, noise, or fumes. Some inside jobs require work around extreme heat or cold.
2. Write the following bolded words on the chalkboard, explain the category and ask students to list occupations in each category. Divide the class into groups to work on the assignment.
 - a. **Extreme cold** - A worker may need extra clothing, working outdoors, in cold storage rooms, meat coolers, storing ice cream in the hardening room.
 - b. **Extreme heat** - Temperature most of the time above 80 degrees, working outdoors, in boiler rooms, around furnaces, in laundry rooms, operating asphalt machines.
 - c. **Damp or wet** - Comes in contact with water or other liquids and/or works in a humid atmosphere; such as a cotton textile mill or a wet-cleaning room of a dry cleaning plant.
 - d. **Noise and/or vibration** - Operating drilling machines, spinning machines, tractors and working in riveting and construction operations.
 - e. **Risk or injury** - Physical hazards such as electrical shock; working close to moving mechanical parts; working on scaffolding and high places; being exposed to explosives and toxic chemicals.
 - f. **Dust, fumes, odors and poor ventilation** - Working in hospitals with fumes; factories or other places of business with different gases, molten metals, grinding and crushing materials which create toxic dusts.
3. Ask groups to report their findings. Ask if any of these working conditions are present in jobs in their community. Ask which working conditions they would not want in a job.
4. Ask each group to research laws that have to do with working conditions. Have them to prepare a case study or scenario relating one of the laws to the conditions listed above. Each group should present their case to the class.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)
Identify, collect and/or select pertinent information while reading. (ela 5)
Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative. (ela 12)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Understand the personal, social, cultural and historical significance of a text. (ela 23)
Summarize, synthesize and organize information while reading. (ela 24)
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)
Apply the information gathered from technical texts in real-life situations. (ela 35)
Write a report on a topic that uses several sources of information and correctly document those sources. (ela 36a)
Apply, extend, and expand on information while reading. (ela 46)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Organize supporting detail in logical and convincing patterns. (ela 54)

Scoring Guide:

See attachment: Working Conditions Scoring Rubric Chart

Keywords

English Language Arts	Mathematics	Science
Reading Research Comprehension	Algebra	Earth Science
Writing Case studies Word processing Grammar Technology	Geometry	Life Science
Communications Discussion Listening 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	

TOTAL