



**International Center
for Leadership
in Education**



Gold Seal Lesson:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Going to Work</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8 x</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

Instructional Focus:

Writing – Students write 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.

Language Arts Integration – Students synthesize individual language arts sheets.

Performance Task

1. Explain to students that they are going to go to work.
2. For this lesson, have them brainstorm a list of “jobs” in their town.
3. Develop a class definition of a job description. Divide students into groups. Assign each group a specific job. Ask them to create a job description for this occupation. Have newspaper want ads available for reference. Students may also use the Internet for research.

PROCEDURE: SECOND SESSION

1. Ask each group to share their job descriptions. Discuss the duties in the job descriptions and how those duties relate to gender. Finalize job descriptions as a class. Turn their job descriptions into want ads using the newspapers as models.
2. Discuss what a job application is. Brainstorm a generic job application, find and duplicate a variety of “real-world” job applications used by local businesses or use the example provided.
3. Have each group complete a job application for the position for which they prepared the job description.

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)

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)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)

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)

Read for main idea first and then read for detail. (ela 49)

Scoring Guide:

--APPLICATION FORM--

4. The application is clear and concise. It asks for basic personal information as well as the candidate's qualifications and suitability for the job. It is written in application format with no mechanical errors.
3. The application is clear and concise. It could include more information or it includes information that is not pertinent. It is written in application format with few mechanical errors.
2. The application lacks clarity or conciseness. The information is incomplete and there are some mechanical and/or application format errors.
1. The application is confusing and lacks basic information. There are many mechanical errors and problems with application format.

--CLASSIFIED AD--

4. The ad is concise. It clearly and completely describes the job qualifications needed and the contact person. It is written in ad format with no spelling errors.
3. The ad is concise. It describes the job qualifications needed and the contact person. It is written in ad format with no more than one spelling error.
2. The ad is not concise. It is incomplete in its description of the job qualifications and contact person.
 1. The ad is confusing and lacks basic information. There are many spelling errors.
 - 2.

