

Roselle Public Schools



Career and Technical Education Curriculum

Workplace Skills & Structured Learning Experience

12 Grade – 5 cr.



Mission

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st Century global society.

Vision

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

Core Beliefs

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21st Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



21st Century Skills		
LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others



Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1	Act as a responsible and contributing citizen and employee
CRP2	Apply appropriate academic and technical skills
CRP3	Attend to personal health and financial well-being
CRP4	Communicate clearly and effectively and with reason
CRP5	Consider the environmental, social and economic impacts of decisions
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9	Model integrity, ethical leadership and effective management
CRP10	Plan education and career paths aligned to personal goals
CRP11	Use technology to enhance productivity
CRP12	Work productively in teams while using cultural global competence



GUIDELINES FOR ADAPTING INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES AND STUDENTS AT RISK

Problem	Adaptation / Strategies
Enlarge Print	
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> • Retype materials on primary typewriter • Utilize individual magnifying glasses • Project material on wall using opaque projector • Enlarge font within document
Reduce Distraction on Page	
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Enlarge Space In Which Student Responds	
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> • Provide separate answer sheet with space for response • Provide blackboard/whiteboard for written response
Color Code Material	
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition
Utilize Arrows for Directionality	
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> • Provide arrows as cues for following obstacle course • Utilize arrows to indicate direction of math operations on number line • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing
Modify Vocabulary	
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified directions • Instructor gives information or directions in simplified terms
Tape Record Material	
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> • Record directions for learner to refer to • Record test; verbal or written learner response • Record passage; learner follows written text



Course Description

This course will prepare students for every aspect of entering the world of work. Workplace Skills requires students to complete accompanying curricular coursework. Students are expected to exhibit exemplary workplace ethic and behavior. The curriculum focuses on employability skills needed for success in the workplace and has an impact on post school outcomes for college/career readiness.

Prerequisites:

- Must have completed levels I, II and III of the corresponding program.
- Must be a student in grade 12th
- Teacher approval



Scope and Sequence

Units	
Unit 1:	Orientation to Career Work Experience
Unit 2:	Using Employment Skills
Unit 3:	Stayin' Alive
Unit 4:	Workplace Issues
Unit 5:	Financial Issues



Unit # 1: Orientation to Career Work Experience

Unit Overview: This unit focuses on how cooperative work experience in CTE is organized and implemented

Objectives:

- Justify the benefits for participating in Cooperative Education.
- Communicate what my school and employer expect from me as a co-op student.
- Build good working relationships with co-workers and supervisors.

	Learning Activities	Common Core Alignment
Identify program expectations for Career Work Experience.	<p>Listen to a presentation by the teacher on how cooperative work-based learning is organized.</p> <p>Based on information provided, discuss the benefits of cooperative education in the Pathway to Careers program for students and employers. Explore ways this class will help you to achieve these benefits.</p> <p>Create a PowerPoint presentation on the benefits of cooperative education.</p> <p>Describe the expectation the school and teacher/coordinator expect of you as a cooperative education student.</p>	<p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC-11-12.SL-5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.</p>
Develop a training plan for on-the-job training.	<p>Describe the purposes of a training plan agreement in the work-based learning cooperative education program.</p> <p>Define the responsibilities of everyone involved, including:</p> <ul style="list-style-type: none"> · You (student) · Your parent(s) or guardian · The teacher/coordinator · Employer <p>Examine a Training Plan Agreement and identify its components.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative</p>



Roselle Public Schools

	<p>List components on the board describing what each include.</p> <p>Record results in chart, poster, or report form. Consider creating flash cards to reinforce learning the responsibilities of each person.</p>	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Identify skills areas needed for the specific job.</p>	<p>Divide into groups according to career clusters.</p> <p>Discuss and list jobs available in the community and skills that may be required within the various clusters.</p> <p>Share information with class using one of the following methods:</p> <ul style="list-style-type: none"> · Bulletin Board · Posters · Other media presentations <p>Using various job leads and your ILP to select an approved worksite where you would like to work. Working with your teacher/coordinator, set up an interview at the site. If possible, visit the site before the interview.</p> <p>When you have found a job, consult with the teacher coordinator and develop the training plan agreement and all other related forms.</p> <p>Include a plan for transportation to the worksite. The plan is to comply with federal, state, and local laws, as well as district/school policies regarding driving, riding with others, and using public transportation.</p> <p>Participate in cooperative work experience with an employee.</p> <p>Develop/File all work records (e.g., time sheet, financial records, evaluations, training plan) in your specified cooperative education file.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
<p>Exhibit competencies/skills necessary for the chosen job.</p>	<p>Cooperative education students sometimes say, "I want to work, not study." Explain why it is important to do both to be successful in your cooperative education worksite experience and future career.</p> <p>Discuss your ideas with classmates</p> <p>Journal why work and study are important.</p> <p>Research job evaluations for your chosen career major.</p> <p>Make a list of competencies/skills needed for use in developing a Training Plan Agreement.</p>	<p>CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</p>



		<p>diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Exhibit appropriate on-the-job behavior.</p> <p>Accept constructive criticism.</p> <p>Demonstrate regular and punctual attendance.</p> <p>Select ways to maintain health and fitness for the job.</p>	<p>Explore what your employer expects of a student worker in career/technical education work-based learning.</p> <p>Create guidelines to demonstrate these expectations.</p> <p>Research using the Internet and classroom resources for information and examples on how to achieve the following qualities:</p> <ul style="list-style-type: none"> · Positive attitude · Attend work regularly · Be on time for work · Perform well on the job · Honesty · Courtesy · Accepting criticism · Show initiative · Being a team member · Personal appearance · Be cooperative · Good health & fitness <p>Record results in a written or video report.</p> <p>Develop a rubric for evaluation of these qualities on the job. (Note: Other activities may include: creating a PowerPoint presentation, poster, or study guides, regarding expectations.)</p> <p>Describe the two types of attitudes (positive & negative) that people show on the job.</p> <p>Record characteristics of both on board.</p> <p>Give an example of an attitude you have observed at your place of work. Explain whether the attitude shown was positive or negative.</p> <p>Describe persons you know who have positive attitudes.</p> <p>Compare with someone with a negative attitude.</p> <p>Pair and share with a class member the type of individual with whom you would prefer as a working partner in school</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>



	<p>and at a worksite.</p> <p>Record comments on the board.</p> <p>Make a selection of one (1) from the list of eleven (11) desirable traits listed below.</p> <p>Participate in a class discussion to identify ways you can promote good working relationships with your supervisor and coworkers.</p> <p>Role Play with other students. What would you do if you were an employer and caught one of your employees loafing on the job? Stealing company supplies?</p> <p>Discuss results with class.</p> <p>Research magazines and/or Internet to collect pictures of good working relationships. Using the pictures, make a poster with appropriate title and display in classroom or hallway.</p> <p>As a student in work-based learning, you will be adjusting to new school and work hours. To assist in planning your time, develop a log including daily time schedule for each day of the week, starting with when you get up and ending with when you go to bed. Include the time you spend going to school, going to work, eating, doing recreation, studying and relaxing.</p> <p>Use the Internet to review different daily log forms or use a 24-hour time log.</p> <p>Evaluate your schedule. Consider areas as: are you allowing yourself enough time to study? Getting enough rest?</p> <p>Chart your results. What changes, if any, would you make in your weekly schedule?</p>	
<p>Final project/ Assessment: Students will develop a PowerPoint report of What Employers Expect of Me on the Job. Describe expectations, duties, and plans for working toward meeting the expectations.</p>		



Unit # 2: Using Employment Skills

Unit Overview: This unit will prepare students with skills needed to enter the world of work. Students will learn how to network and use other resources for identifying potential jobs and expand on skills needed to apply for a job.

Objectives:

- Interpret basic documents required by employers.
- Identify the information needed to fill out job application forms correctly.
- Demonstrate appropriate interview behavior.
- Illustrate how to dress for a job interview.
- Justify the skills learned in this unit to help me in the working world.

	Learning Activities	Common Core Alignment
<p>Apply for employment, using application form, resume, letter of application, interviews, and other employment forms.</p>	<p>Brainstorm reasons why gaining job-seeking skills now will help you to be employed in the future. Discuss findings with classmates and keep a list in your folder Investigate effective methods for finding and getting jobs. List sources of job leads using the Internet, media, personal/phone interviews, newspapers, and local employment agencies, etc. Collaborate with a partner to create a poster representing findings of job leads and share with classmates. Search information from a variety of print, non-print, online sources to identify guidelines to use when filling out a job application relating to-</p> <ul style="list-style-type: none"> · Personal information · Employment desired · Employment history · Education/skills · References · School activities · Volunteer experience <p>Create a database of findings and place in the career folder you created for this class. Prepare a PowerPoint presentation on suggestions for filling out a job application. Working in teams of four (4), examine and compare local</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.11-12.L.2.c Conventions of Standard English: Spell\ correctly. CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the</p>



	<p>application forms provided by teacher. Share findings with classmates. Collect two job application forms from local businesses. Practice completing the job application forms. Working in team of four (4), critique each team member’s application forms using the guidelines from your folder. Share common mistakes with classmates. Research by using the Internet or selected text what are legal and illegal questions on job applications. Chart the results on the topic “Know Your Legal Rights”. Research from selected text or Internet what you should and should not include in a resume and explain the reasons. Share findings with classmates and file notes in your folder. Collect samples of different types of resumes. Analyze sample for style, format and information relating to the various types. Choose a style that best fits your own experience and job goals. Listen to a guest speaker or watch a video about employability skills and how they can be reflected in the resume. Word Process a rough draft of a resume. Working in teams of four (four), critique each team member’s resume using guidelines from your notes. Revise and print final copy of resume. Record resume information in folder and ILP. Develop a reflections online journal detailing new understanding. Research the following: · What is a cover letter? · Purpose of a cover letter · Procedures used in writing a cover letter. Share findings with classmates and file notes in folder. Examine the parts to a cover letter and indicate how the writer included all elements. Critique each team member’s cover letter</p>	<p>language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
--	---	---



Roselle Public Schools

	<p>Revise from peer review and print final copy of cover letter.</p> <p>Research from selected text or Internet 20 common interview questions.</p> <p>Create a list of common interview questions and how you would answer each question.</p> <p>List questions that cannot be legally asked in an interview.</p> <p>Share findings with classmates and file notes in folder.</p> <p>Working in student teams, create a multimedia presentation on “How to Interview for a Job.”</p> <p>Include information on proper attitude, good communication skills, body language, and personal appearance.</p> <p>Present to class.</p> <p>Participate in a role-playing activity using various scenarios provided by the teacher.</p> <p>Critique each presentation using a score sheet.</p>	
<p>Exhibit proper appearance and dress for the job.</p>	<p>Listen to a guest speaker on “proper attire for the interview” and/or “dressing for the job.”</p> <p>Discuss what kind of impressions you think each type of dress would have on making good impressions.</p> <p>Share the impressions given by appearance, facial expression, posture, grooming, and clothing.</p> <p>Discuss appropriate attire for job interviews; (e.g., case studies provided by teacher).</p> <p>Participate in a simulation activity and dress for the day to show proper attire for an interview for a job you want (e.g. hospital, food service establishment, bank, store, office).</p> <p>Videotape simulation activity or take pictures and use in culminating project or bulletin board.</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Final project/ Assessment: Prepare a written or visual presentation on “How to Dress for Job Success”. Include pictures, important information, and guidelines.</p>		



Unit # 3: Stayin' Alive
Unit Overview:
 In this unit, students will investigate safety procedures and ways to maintain health and fitness for their chosen career.

Objectives:

- Identify types of accidents that may occur in the workplace and in the home.
- Prevent some types of accidents.
- Eat nutritiously to positively impact job performance.
- Classify medicines versus drugs.

	Learning Activities	Common Core Alignment
Demonstrate safety procedures on the job.	<p>Listen to a paramedic or work safety specialist discuss types and frequency of injuries in the workplace and at home.</p> <p>Create a database of information provided by the guest speaker.</p> <p>Summarize in writing what the lesson was about and include at least one thing you feel everyone should know.</p> <p>Investigate the Occupational Safety and Health Administration Statistics and Data pertaining to safety procedures on the job. http://www.osha.gov/oshstats/index.html</p> <p>In small groups, discuss the variety job safety procedures experienced by the group, (e.g. I.D. badges, metal detectors, safety glasses, special footwear, and logging in and out). Identify how these types of procedures are used on specific job sites. Are they effective? What happens if employees forget to follow them?</p> <p>Watch demonstration on safety procedures: -Use of electrical equipment</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects</p>



	<p>-Lifting properly -Cleaning spills -Piled supplies and equipment -Other Work in teams, practice safety procedures. Document findings from discussion on large sheets of paper or wall charts. Arrange wall charts around the room for future use and reminders as you prepare for work. (Suggestion: be creative and frame the findings as slogans or reminder phrases.) Research with a partner, the safety record of companies in a chosen career cluster by Internet, interviews, and telephone inquiries. Accurately cite sources. Create a brochure or multimedia presentation of findings relating to safety records.</p>	<p>to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>Select ways to maintain health and fitness for the job</p>	<p>Investigate, using research, to identify how nutrition plays a vital role in your life now and in the future. Develop a reflection journal detailing new understandings and connections of how to maintain health and fitness for the job Participate in a tour of a fitness center to observe ways to maintain a healthy lifestyle.</p> <p>Alternative Activity: Listen to a personal trainer, therapist, health department representative, dietician, or other health professional to discuss services offered and the need for physical fitness, nutrition and health.</p> <p>Brainstorm and list jobs that have a great deal of stress and how they can affect a worker. Research with a partner, positive methods to handle stress on the job using the</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger</p>



Roselle Public Schools

	<p>Internet and other resources. Some helpful websites: www.working.swep.com www.niddk.nih.gov www.healthnet.com Develop a Frequently Asked Questions List with Answers with a partner methods to handle stress on the job.</p>	<p>ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>Final project/ Assessment: Each student will create a personal fitness and nutrition plan to improve safety and productivity at work which includes goals and deadlines to be added to their Individual Learning Plan.</p>		



Unit # 4: Workplace Issues
Unit Overview:
 This unit will prepare students with skills needed to recognize and deal with issues arising in the world of work. Students will learn to identify and acquire effective communication skills and ethical behaviors as well as become familiar with laws about the workplace.

Objectives:

- Justify how getting along with others foster my success on the job.
- Identify reasons why employees get fired.
- Recognize and determine ways to handle stress.
- Explain laws that affect adolescents at work.
- Summarize the pros and cons of membership in a professional organization.

	Learning Activities	Common Core Alignment
Exhibit effective communication skills on the job.	<p>Research the term ‘success’ in the dictionary or on the Internet.</p> <p>List the results on the board.</p> <p>Answer the following question ‘What does success mean to me?’ Record answer to the question in your journal/notebook.</p> <p>Discuss answers in class. How does it compare with the definition of success?</p> <p>Write a new definition of success that incorporates your personality.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>
Exhibit appropriate on-the-job behavior. Demonstrate effective teamwork on-the-job.	<p>Write a list of twenty (20) questions and concerns you might have on your first day on the job in your journal/notebook.</p> <p>In small groups, discuss the questions and prioritize by major and minor concerns pertaining to first day on a job.</p> <p>Create a chart showing ‘Anxieties and Fears’ on the first day of the job.</p> <p>Create ten (10) flash cards that represent different emotions experienced during the first day on the job.</p>	<p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the</p>



	<p>Identify possible positive responses. Display the flash cards. Create a short video or handbook on ways to be as prepared as possible for your first day of work. Topics to research may include:</p> <ul style="list-style-type: none"> · Appropriate dress · Arriving early · Maintaining a positive attitude · Co-work introductions · Paying close attention to instructions · Asking questions for additional understanding · Proper handshake etiquette 	<p>topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>Identify reasons for job dismissal.</p>	<p>In small groups, brainstorm reasons for job dismissal. Read the following article ‘Top 10 Reasons Why People Get Fired Among Surveyed Companies, 2008 – 2012’ by Patty English. http://pattyenglishms.hubpages.com/hub/Fired Alternate Activity: If you have access to a computer with Internet Access, search for the ‘Top 10 Reasons Employees are Fired.’ Answer the following questions. 1. Approximately how many articles did you find in your search? 2. Why do you think this is such a popular topic? 3. Read and compare several of the articles. What do they have in common? Compare what you found in the articles with the list you created in your groups. Journal a short list of tips to prevent being fired on the job based on what you have learned. Search information from a variety of print, non-print, and online sources for definition of stress. On Supplement 1 – Stress T-Chart, list times when you experience stress and how you handle the situation. Discuss the following:</p>	<p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. English capitalization, punctuation, and spelling when writing. CC.11-12.L.2.c Conventions of Standard English: Spell correctly. CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</p>



Roselle Public Schools

	<p>--What is the difference between positive motivation and negative stress? --Is there a relationship between losing a job and negative stress? --How can you turn negative stress into a positive? Analyze your chart to determine if each entry is positive or negative stress. Collaborate with classmates to determine if each entry meets the standard of being positive or negative. Reflect in journal/notebook, develop a plan on how you can turn negative stress into positives.</p>	<p>diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<p>Apply the decision-making process to problems that arise on the job.</p>	<p>Use research to investigate the following possible causes of stress at work:</p> <ul style="list-style-type: none"> · Sexual Harassment · Workers’ different reactions · Frustrations · Anger · Lower productivity · Health problem such as ulcers, headaches, difficulty concentrating, and high blood pressure · Major life changes <p>Summarize by developing a frequently asked questions list (FAQ) and type a research paper on causes of stress at work. Design bookmarks or pocket guides showing ways to alleviate stress based on your research. Note to teacher: Article available from the Center for Disease Control National Institute for Occupational Safety and Health Website ‘Stress...at Work’ http://www.cdc.gov/niosh/topics/stress/ May 6, 2010.</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.11-12.L.2.c Conventions of Standard English: Spell correctly. CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>
<p>Exhibit appropriate on-the-job behavior</p>	<p>Identify and list different forms of workplace harassment. Watch the PBS Documentary ‘Is Your Daughter Safe at Work?’ http://www.pbs.org/now/shows/508/index.html Read and analyze the article from Purdue University’s Leading Edition</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.11-12.L.2.c Conventions of Standard English: Spell correctly.</p>



	<p>'Dealing with Workplace Bullies' E-Newsletter for Purdue University Supervisors. http://www.purdue.edu/hr/LeadingEdition/LEdi_705_workplace_bullies.html Develop a list of guidelines employees can follow for a healthy business environment. Create posters sharing this information with peers.</p>	<p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>
<p>Accept constructive criticism.</p>	<p>Research positive ways to handle criticism. Choose one of the following articles and present an oral report to the class. -'How to Handle Criticism at Work' Jason Finnerty. Work Awesome. March 18th. http://workawesome.com/your-job/how-tohandle-criticism-at-work/ February 7, 2012. -'Handle Criticism at Work' Michael Bucci. March 7th. http://www.askmen.com/money/successful/45_success.html February 7, 2012. -'How Successful People Handle Criticism' Edward Chalmers. May 12th. http://m.askmen.com/money/successful_100/111_success.html February 7, 2012 -So You're Not Perfect and You've Been Told So.' Associated Press, MSNBC. November 9th. http://www.msnbc.msn.com/id/33805098/ns/business-careers/t/so-youre-not-perfect-youve-beentold-so/ February 7, 2012. Complete Supplement 2, 'Handle Criticism at Work' Reflect findings in your journal/notebook.</p>	<p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>Summarize information concerning local, state, and federal labor laws affecting work experiences.</p>	<p>Use Supplement 3 – 'Research Tool' and research one of the following topics: -Equal Pay Day · What is it? · When is it? · Why is it important to you? -Kentucky Wage & Hour Law · What is it? · How does it affect you?</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.11-12.L.2.c Conventions of Standard English: Spell correctly. CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>



Roselle Public Schools

	<ul style="list-style-type: none">· Why was it developed?-Kentucky Child Labor Law· What is it?· How does it affect you?· History/timeline of development. <p>Create a PowerPoint presentation on the researched topic using data information from research.</p>	<p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>Final project/ Assessment: Prepare a PowerPoint presentation illustrating all of the positive strategies you have developed for getting off on the right foot with management and co-workers on a new job. Include researched facts, graphics, and other pertinent information. Upload your finished presentation to your Individual Learning Plan (ILP).</p>		



Unit # 5: Financial Issues

Unit Overview:

This unit will take students through financial activities in order to enhance financial understanding of taxes, paychecks, and banking.

Objectives:

- Interpret paycheck deductions.
- Identify the purpose of taxes.
- Calculate payroll deductions and taxes.
- Evaluate financial opportunities available.

	Learning Activities	Common Core Alignment
Make financial decisions relating to effective use of paychecks.	<p>Research forms of income and fringe benefits an employee can receive for doing a job. Use classroom materials, library, and the Internet as resources.</p> <p>Create a survey and poll classmates, friends, and family to learn how many know what happens to money deducted from their paychecks.</p> <p>Analyze research and survey results.</p> <p>Present conclusions to the class.</p> <p>Analyze a paycheck stub. In this process, define gross pay, net pay and other deduction headings; describe the deductions taken from an employee's paycheck; and compare different paycheck stub formats.</p> <p>Reflect in writing the amount of pay you actually take home when earning minimum wage.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>



	<p>Interview a Social Studies teacher on the following: -how consumers are taxed -types of sub-taxes they pay Write a news article for a class report on findings. Research the penalties for tax evasion. Using print, non-print and online materials, research the topic, "Penalties for Tax Evasion." Record findings in two column note style: supplement 1 Main Ideas/Details</p> <p>In small groups, discuss appropriate and inappropriate outcomes of tax evasion; recommend possible strategies for avoiding a penalty. Document conclusions in writing.</p> <p>Invite a local bank representative to speak to the class on information and services offered by their bank. Ask questions based on your understanding of the various types of banking services, based on the results from previous research findings. Create a poster illustrating "How to Choose a Financial Institution." Display posters.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.9-12.S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>Final project/ Assessment: Prepare a report on the types of accounts, fees, and services offered by each financial institution in your area. Indicate which are most conveniently located and who you would prefer to do business with and why</p>		



UNIT 1

Scoring Rubrics

What Employers Expect Report

Students will develop a PowerPoint report of What Employers Expect of Me on the Job. Describe expectations, duties, and plans for working toward meeting the expectations.

Scoring Guide: What Employers Expect Report

CATEGORY	4	3	2	1
Content	All content is in the student's own words where appropriate and relevant to the topic. It expresses realistic expectations and view of the work experience.	Almost all content is in the student's own words and is relevant to the topic. Fairly realistic expectations and view of the work experience.	At least half of the content is in the student's own words and is relevant to the topic. Limited awareness of work expectations.	Less than half of the content is in the student's own words and/or is relevant. Limited awareness of work expectations and/or unrelated details.
Clarity and Neatness	Logical thought is evident; all elements are clearly written, well phrased, and labeled.	Most elements are clearly written and/or labeled.	Hard to read elements.	Hard to follow and confusing arrangement. Logical thought not at all evident.
Spelling and Grammar	No spelling or grammatical mistakes.	Few spelling or grammatical mistakes.	Some spelling or grammatical mistakes.	Many spelling and/or grammatical mistakes.
Use of Technology	Creative; used appropriate visuals, animation, backgrounds, fonts. Attractive and appealing.	Appropriate use of visuals, animation, backgrounds, fonts. Satisfactory presentation but not outstanding.	Some use of effective visuals, animation, backgrounds, fonts.	Poor choices of font, color, animation; no creativity evident; no eye appeal. Little or no use of illustrations.



UNIT 2

Scoring Guide: Job Shadowing/Service Learning Report

CATEGORY	4	3	2	1
Content	All content is the student's own words (where appropriate) and is accurate.	Almost all content is the student's own words and is accurate.	At least half of the content is the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Required Elements	Includes all required elements: 1. description of your experience at the site 2. evaluation 3. reports and graphics 4. thank you letter 5. answers to questions asked 6. labor law and safety information 7. reflections on what you learned from the experience	Includes all but two of the required elements.	Missing three-four of the required elements.	Missing more than four of the required elements.
Clarity and Neatness, Spelling and Grammar	Neat and easy to read; all elements are clearly written and labeled. No spelling or grammatical mistakes.	Neat and easy to read; most elements are clearly written and/or labeled. No more than two spelling or grammatical mistakes.	Hard to read or confusing elements. Three or four spelling or grammatical mistakes.	Hard to read and one cannot tell what goes where. More than four spelling and/or grammatical mistakes.
Reflections	Reflections on experience show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness of the experience.	Showed occasional insight about the experience.	Little or no reflective thinking evident.
Use of Time	Used time well during each class period (as observed by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as observed by teacher and documentation of progress) with no adult reminders.	Used time well (as observed by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as observed by teacher and/or documentation of progress) in spite of constant adult reminders to do so.
21st Century Skills	Demonstrated complete understanding of 21 st Century Skills.	Demonstrated a partial understanding of 21 st Century Skills.	Demonstrated an awareness of 21 st Century Skills.	Complete lack of 21 st Century Skills.



UNIT 3

Scoring Guide

Category	4	3	2	1
Content	All content is in the student's own words and is accurate. Sources cited accurately.	Almost all content is in the student's own words and is accurate.	At least half of the content is in the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Use of Time	Used time well during class period shown by observation by teacher and documentation in ILP with no adult reminders.	Used time well during most of the class period shown by observation by teacher and documentation in ILP with no adult reminders.	Used time well during class period shown by observation by teacher and documentation in ILP, but required adult reminders on one or more occasions to do so.	Used time poorly during each class period shown by observation by teacher and documentation in ILP in spite of several adult reminders to do so.
Spelling and Grammar	No spelling or grammatical mistakes.	One spelling or grammatical mistake.	Two spelling or grammatical mistakes.	Several spelling and/or grammatical mistakes.
Required Elements	Contains all required elements.	Contains more than half of the required elements.	Contains half of the required elements.	Contains less than half of the required elements.
Clarity and Neatness	Easy to read and all elements are clearly written and/or labeled.	Easy to read and most elements are clearly written and/or labeled.	Hard to read elements.	Confusing. Complete lack of organization.
21st Century Skills	Demonstrated complete understanding of 21st Century Skills.	Demonstrated partial understanding of 21st Century Skills.	Demonstrated an awareness of 21st Century Skills.	Complete lack of 21st Century Skills.



UNIT 4

Scoring Guide: Your Ready to Work PowerPoint

CATEGORY	4	3	2	1
Content	All content is the student's own words (where appropriate) and is accurate.	Almost all content is the student's own words and is accurate.	At least half of the content is the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Required Elements	Includes all required elements: 1. description of your experience at the site 2. evaluation 3. reports and graphics 4. thank you letter 5. answers to questions asked 6. labor law and safety information 7. reflections on what you learned from the experience	Includes all but two of the required elements.	Missing three-four of the required elements.	Missing more than four of the required elements.
Clarity and Neatness, Spelling and Grammar	Neat and easy to read; all elements are clearly written and labeled. No spelling or grammatical mistakes.	Neat and easy to read; most elements are clearly written and/or labeled. No more than two spelling or grammatical mistakes.	Hard to read or confusing elements. Three or four spelling or grammatical mistakes.	Hard to read and one cannot tell what goes where. More than four spelling and/or grammatical mistakes.
Reflections	Reflections on experience show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness of the experience.	Showed occasional insight about the experience.	Little or no reflective thinking evident.
Use of Time	Used time well during each class period (as observed by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as observed by teacher and documentation of progress) with no adult reminders.	Used time well (as observed by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as observed by teacher and/or documentation of progress) in spite of constant adult reminders to do so.
21st Century Skills	Demonstrated complete understanding of 21 st Century Skills.	Demonstrated a partial understanding of 21 st Century Skills.	Demonstrated an awareness of 21 st Century Skills.	Complete lack of 21 st Century Skills.



UNIT 5

Scoring Guide
Category

	4	3	2	1
Content	All content is in the student's own words (where appropriate) and is accurate. Conclusion is supported by the data reported.	Almost all content is in the student's own words and is accurate. Conclusion is supported by the data reported.	At least half of the content is in the student's own words and is accurate. Conclusion seems weak based on data.	Less than half of the content is in the student's own words and/or is accurate. No relationship between conclusion and data.
Required Elements	Includes all required elements and other information as requested by teacher. Evidence of very thorough research.	Includes all but one of the required elements. Research provides important data.	Missing two of the required elements. Research appears to be incomplete.	Missing more than two of the required elements. No evidence of significant research.
Clarity and Neatness	Neat and easy to read; all elements are clearly written and/or labeled. Logical organization and thought.	Neat and easy to read; most elements are clearly written and/or labeled. Logical organization and thought.	Hard to read elements, confusing. Fairly logically organized.	Hard to read, and confusing arrangement. Little or no evidence of organization or logical thought.
Spelling and Grammar	No spelling or grammatical mistakes.	No more than two spelling or grammatical mistakes.	Three or four spelling or grammatical mistakes.	More than four spelling or grammatical mistakes
Use of Time	Used time well during each class period (as shown by observation by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher and documentation of progress) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and documentation of progress) in spite of several adult reminders to do so.