

Gold Seal Lessons for Integrating Academics in CTE and Career Academies



**International Center
for Leadership in Education**

Acknowledgment

The International Center for Leadership in Education thanks the teachers in the Successful Practices Network for sharing their lessons with us.

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**Other lessons that relate to most Career Pathways can be located
by consulting the Career Cluster listings on the CD.**

Introduction

The purpose of this kit is to provide educators with resources to assist students in achieving success in meeting education standards. The most critical standards are those that are assessed by high-stakes tests and those that are considered most useful to everyone in daily life. The latter are known as Essential Skills.

Each Gold Seal Lesson in this collection of 128 high rigor/high relevance lessons includes a performance task, Essential Skills, and a scoring guide to share with students. All lessons were written by teachers.

What Are Gold Seal Lessons?

Gold Seal Lessons are tasks or activities that are strategically designed to teach to specific academic standards/performance indicators/objectives/benchmarks. It is these standards that are assessed by high-stakes state and national tests, which are then used to evaluate individual student, school and district educational effectiveness.

Each Gold Seal Lesson is centered about a highly motivating theme, activity, or project. The lessons are almost always multidisciplinary and deal with real-world situations or problems.

A lesson may take as little time as half a class period or as much as a year to complete. The task may run concurrently with other class activities, or it may be the exclusive activity for a period of time. Students sometimes work individually, but more frequently they accomplish the task in a small work group.

Gold Seal Lessons require students to learn and perform in a number of different ways. Students may research, write, compute, model, demonstrate, build, survey or report in a variety of academic, technical, work and community environments.

Working with Gold Seal Lessons requires the teacher to wear several hats, including instructor, curriculum specialist, coach, counselor, facilitator, manager, and evaluator. A lesson may be directed by a single teacher or by a team of teachers within a grade level or across subject areas.

The International Center for Leadership in Education has been developing performance-based lessons since the mid-1990s. Over that time, revisions and improvements have been made to make the lessons more useful and effective.

This kit includes lessons in the following **Career Pathways**:

Agriculture and Natural Resources
Automotive and Transportation
Building Trades and Construction
Business and Finance
Culinary Arts
Engineering and Design
Family and Consumer Sciences
Graphic Communications
Health Occupations
Hospitality, Tourism and Recreation
Marketing
Public Service

plus lessons on **Career Preparation** for all areas. The enclosed CD lists the lessons by **Career Clusters** as well.

How to Design Gold Seal Lessons, available from the International Center, can assist you in writing your own Gold Seal Lessons.

What Is Special about Gold Seal Lessons?

Gold Seal Lessons teach standards and Essential Skills to specified levels of rigor and relevance. Rigor is achieved by explicitly stating the Essential Skills that the student is expected to acquire and determining the level of rigor required using Bloom's Taxonomy (known here as the Knowledge Taxonomy). These skills are learned, practiced and assessed through relevant, real-world activities, as indicated by the level on the Application Model.

Gold Seal Lessons:

The Knowledge Taxonomy and Application Model form the Rigor/Relevance Framework™.

- Ensure academic rigor and teach students to use the knowledge they acquire.
- Are keyed to state standards and prepare students for high-stakes testing.
- Provide a vehicle for bringing CTE teachers together with teachers from other subject areas to talk about common ideas for improving instruction.
- Are usually multidisciplinary and can point the way to effective collaboration among faculty members.
- Can be stockpiled by a school, district, or even state in resource banks to provide a plentiful source of ideas for teaching state standards.
- Are fun and intellectually and professionally satisfying to use.

Using Gold Seal Lessons

The Gold Seal Lessons are based on state standards and matched to the high priority topics tested on state assessments. CTE teachers in every state should be able to find lessons that directly address state requirements.

In addition, the lessons are correlated to the highest rated topics in the International Center's National Essential Skills Study (NESS), which identifies the skills and knowledge needed by all students in their post-school lives.

Every Gold Seal Lesson follows the same format and has the same components.

- **Title:** An attempt has been made to give the lesson interesting titles that may appeal to students.
- **Subject:** Each lesson has a subject related to the Career Pathway or to Career Preparation. At the same time, because the lessons involve real-world tasks, they are interdisciplinary.
- **Grade Level:** The lessons are grouped to cover a grade span. Teachers will need to review the lessons in the relevant group to determine which ones are most appropriate for their students' ability level.
- **Rigor/Relevance Framework:** Each lesson includes a graphic of the Rigor/Relevance Framework at the top of the lesson. Each lesson indicates that it is Quadrant D, a high rigor/high relevance lesson.
- **Instructional Focus:** These statements describe the goals of the lesson. These statements correspond to the areas commonly found in state standards and help determine where the task fits within the curriculum of that academic area.

- **Student Learning:** This is a list of what the students will be able to do as a result of the lesson activities. Teachers can give a quick review of the objectives prior to implementing the lesson.
- **Performance Task:** This is a clear and concise description of what the student is asked to do, generally in the context of a real-world situation. The task may be written as instructions to either the teacher or student. It also includes any special instructions for the teacher regarding materials, setup, or other resources needed.
- **Essential Skills:** The International Center conducts nationwide surveys of curriculum topics to determine what educators and the general public believe are the most essential skills and knowledge for students to have acquired by the time they graduated from high school. The Curriculum Survey of Essential Skills, conducted in 1998, covered English language arts, mathematics and science. In 2007, the International Center launched the National Essential Skills Study (NESS), which included social studies. The survey’s primary purpose is to serve as a point of departure for a school or district to begin considering what must be taught in the limited number of hours available in the school year. Each lesson includes a list of related Essential Skills in English, math, and/or science.
- **Scoring Guide:** Each lesson includes a scoring guide. The scoring guide is a “measuring stick” for teacher and student. Both of them can use it to determine how well the student has mastered the skills and knowledge covered. The teacher can also use it to determine how well the lesson worked as well as for diagnostic purposes
- **Attachments/Resources:** Many of the lessons include additional resources for teachers. Handouts for students are referenced in the attachment section of the lesson. **All attachments are included only on the electronic version of the lesson provided on the enclosed CD, which also includes a crosswalk of the lessons to many of the 16 Career Clusters.**

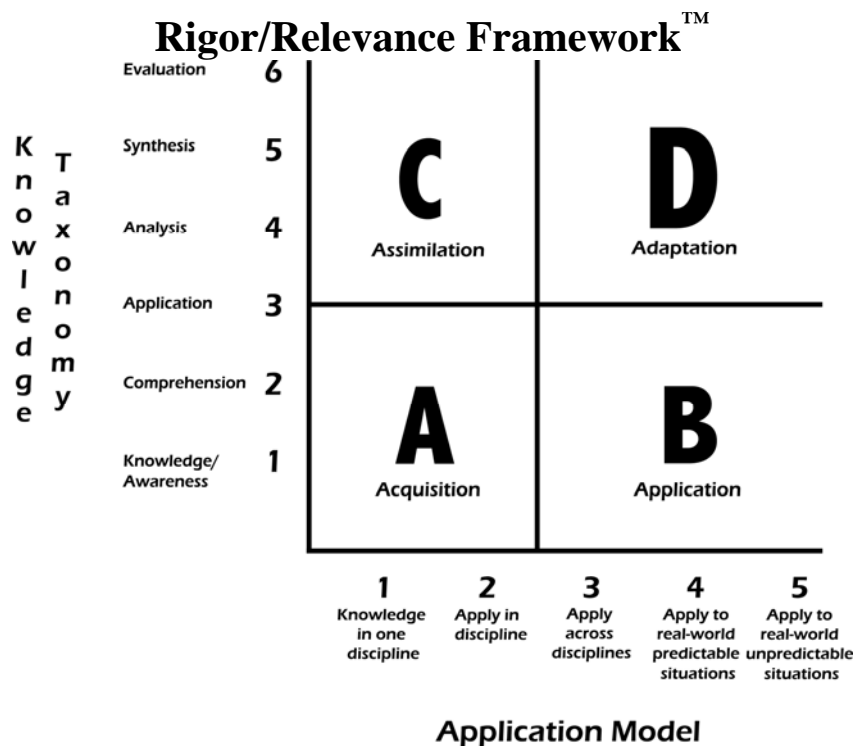


Rigor/Relevance Framework

The Rigor/Relevance Framework, shown on the next page uses four quadrants that represent levels of learning. On the Knowledge axis, the framework defines low rigor as Quadrants A and B and high rigor as Quadrants C and D. On that axis, Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant A is labeled “Acquisition” because students gather and store bits of knowledge and information.

Quadrant C, “Assimilation,” represents more complex thinking, but still knowledge for its own sake. In Quadrant C, students extend and refine their acquired knowledge to be able to use it automatically and routinely to analyze and solve problems and to create unique solutions.

Quadrants B and D represent action, or high degrees of application. In Quadrant B “Application,” students use acquired knowledge to solve problems, design solutions, and complete work.



In Quadrant D, “Adaptation,” students have the competence to think in complex ways as they apply knowledge and skills they have acquired to new and unpredictable real-world situations. Students create solutions and take actions that further develop their skills and knowledge.

For students to become lifelong learners, problem-solvers and decision-makers, Quadrant B and D skills are required. In effect, our students need to *know what to do when they do not know what to do*.

Gold Seal Lesson Service

In 2003, the International Center developed a not-for-profit membership organization, the Successful Practices Network, as a way for K-12 educators to share strategies, practices, research, data and experiences. The Network continues to expand and connect hundreds of schools with services such as Collaborating Online for Rigor and Relevance (CORR) and the Gold Seal Lesson Service. Network schools use these tools to develop their own Gold Seal Lessons and also have access to more than 1,000 high-quality lessons in an online database.

Member schools can submit draft lessons, which the Network reviews and revises if necessary to place them solidly in Quadrant D of the Rigor/Relevance Framework. Most lessons included in this resource kit were written by teachers who are Network members. To inquire about membership in the Network and the Gold Seal Lesson service, visit the Successful Practices Network website at www.successfulpractices.org.

**GOLD
SEAL
LESSON**

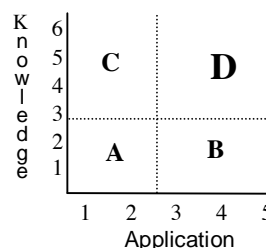


Life Planning

General Career Information

Subject(s)
Life Skills

**Rigor/Relevance
Framework**



Grade Level 10–12

**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations
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.
Language Arts Integration: Students synthesize individual language arts skills.

**Student
Learning**

- Students will appropriately assess occupational and financial variables in support of a chosen lifestyle.
- Students will determine effective communication strategies.
- Students will prioritize responses to real-world stressors.
- Students will conceive the necessity of maturity to gain/maintain success.

**Performance
Task**

Overview
 Students will chose a life partner with whom they will collaborate for the duration of the assignment. The partners will be assigned occupations, will "purchase" a home, and will then develop a budget. The teacher will assign randomly induced conflicts in order to force discussion about the issues that develop in adult life. The partners will individually reflect on the decisions made and write assessments of their success as a couple.

Description
 Students will participate in a simulation of real adult life. They will begin by selecting a partner and occupation. Using estimations of their incomes, they will purchase a home, devise a budget, pay bills, and put money aside for insurance, savings, and other expenses. Students will also be randomly assigned calamity conflicts in which they have unexpected expenses. They will have to use their communication skills to work with their partner to resolve these conflicts. Last, they will receive a random award. They will work with their partner to determine how to use their windfall.

At different points during the activity, the students will be asked to journal about their experiences and their success working with their partners. At the conclusion of the lesson, the students will write an overall reflection of their experience during the project. They will present their reactions to the class. Then the class will engage in a discussion of the similarities and differences in their experiences.

Essential Skills

- E1 Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).
- E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.
- E3 Follow oral directions.
- E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).
- E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.
- E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.
- E12 Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).
- E18 Apply rules of appropriate diction and grammar in formal and informal speaking situations.
- E22 Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.
- E25 Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.

Scoring Guide

Attached

**Attachments/
Resources**

Life Planning Instructional Plan

Submitted by: Josh Wagner, Souderton High School

Scoring Guide

CATEGORY	4 Tip-Top	3 Peaking	2 On the Climb	1 Rock Bottom
Communication with partner	Almost always listens to, shares with, and supports partner's ideas. Stays on task and works well with partner.	Usually listens to, shares, with, and supports partner. Does not cause "waves" in the relationship.	Often listens to, shares with, and supports the efforts of companion, but sometimes is not a compromising member.	Rarely listens to, shares with, and supports partner. Often is not a good team player.
Attitude	Never is publicly critical of their project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of their project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of their project or the work of other groups. Usually has a positive attitude about the task(s).	Often is publicly critical of their project or the work groups. Often has a negative attitude about the task(s).
Content	All decisions and content demonstrate responsible choices by both members of the group.	Most decisions demonstrate responsible choices by both members of the group.	Rarely are the groups choices deemed responsible.	No choices made represent responsible decisions.
Journal	Journal is updated on a daily basis. Content found in the journal reveals well thought out ideas from that day.	A few journal entries are missing. Content found in the journal reveals well thought out ideas.	Rarely were journal entries written. Content found in the journal is very factual and does not reveal any feelings.	Journal entries are missing completely. No content found.
Final Reflection	Reflection shows insight into feelings about living lifestyle choices in the near future. 1 or more pages in length.	Reflection shows some feelings on future lifestyle choices. Less than 1 page in length.	Reflection does not give an understanding of feelings and lifestyle choices. Less than 1 page in length.	Reflection was not finished and showed no learning or understanding from this project. Less than .5 page.



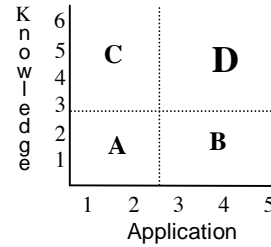
Skate Park Design Challenge

Career Cluster: Architecture & Construction

Subject(s)
Architecture

Grade Level 9-12

**Rigor/Relevance
Framework**



**Instructional
Focus**

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

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.

Number Operation and Concepts: Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

Measurement: Students use a variety of tools and techniques of measurement in a problem-solving situation. Students communicate the reasoning used in solving these problems.

Tools and Technology: Students use appropriate tools and technologies to model, measure, and apply the results in a problem-solving situation. Students communicate the reasoning used in solving these problems.

Problem-Solving and Mathematical Reasoning: Students apply a variety of problem-solving strategies to investigate and solve problems from across the curriculum as well as from practical applications.

Basic Concepts and Knowledge: Students develop an understanding of scientific concepts using facts, theories, principles, and models.

Science as Inquiry: Students demonstrate knowledge and skills necessary to perform scientific inquiry.

Habits of Mind: Students develop habits of mind including curiosity, open-mindedness and persistence.

Communication: Students communicate and apply scientific concepts.

Science and Technology: Students develop skills in using technology and recognize the relationship between technology and science, including its potential and limits.

**Student
Learning**

- Students will develop drawings to the proper scale.
- Students will incorporate architectural drawing techniques when developing their drawings.
- Students will research the various types of materials needed to build a skate park.
- Students will determine the associated cost for their skate park design.
- Students will contact local officials to acquire local land set backs and lot specifications.

Student Learning (con't)	<ul style="list-style-type: none"> • Students will create an informative essay that includes relevant information for their skate park design and use proper spelling and grammar. • Students will accurately render a drawing of the proposed skate park. • Students will present their drawings, model, and information to their classmates, teacher and possible community leaders.
Performance Task	<p>Overview Students will design and then create scaled drawings of a skate park that could be utilized by the local community. The designed park will incorporate proper dimensions, materials needed, and the associated cost for the proposed project. Students will need to determine a central location where the park could be placed, contact local officials for lot specifications, and then communicate their proposed design to their classmates, teacher, and possible community leaders.</p> <p>Description In this unit, students will develop an understanding on how to design a skate park that can be utilized by the local community. Working in the career area of architecture requires a unique set of skills to be successful. Students need to develop the understanding of the design components of architecture, how to make connections to the local community, and the construction methods needed to fulfill the needs of the potential customer.</p> <ul style="list-style-type: none"> • Students will read articles and other Web-based information relating to the various components found in an average skateboard park. • Students will then research the materials, cost, lot specifications, and the chosen location for their proposed skate park. • After the students have researched their information they will be asked to complete an informative essay about their skate park design. • Architecture also demands the understanding of various mathematical and science concepts to accurately determine the skate park design, layout, and the proper angles and size of the park elements. Students will determine the park's elements, complete the required calculations, and then draw a site plan of their skate park using 1/8" scale with the proper symbols. • After their drawings are complete the students will create a rendered drawing of the skate park. • This unit will conclude with a student presentation of their skate park plan, informative overview, and their rendered drawing. The students will need to answer any questions and/or discuss critiques from their classmates, teacher and possible community leaders.
Essential Skills	<p>E1 Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).</p> <p>E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.</p> <p>E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.</p> <p>E15 Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.</p> <p>E16 Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.</p> <p>E20 Understand the nature and purpose of a variety of technical formats (essays, business letters, memos, investigative reports, brochures, critiques, instructions, policy statements, technical proposals, lab</p>

Essential Skills
(con't.)

- reports, etc.) and write in these formats.
- M1 Perform operations fluently with positive and negative numbers, including decimals, ratios, percents, and fractions, and show reasoning to justify results.
- M9 Compute the perimeter and area of common two-dimensional figures.
- M13 Use the technique of dimensional analysis to convert units of measure (e.g., kilometers/hour to meters/minute) and apply ratios in real-world situations (e.g., scale drawings).
- M21 Evaluate and employ accurate and appropriate procedures for statistical data collection, organization, analysis, and display including making estimates and predictions, critiquing data, and drawing inferences (e.g., using the normal curve and z-scores, line of best fit).
- S12 Explain, interpret, and classify observations and data in a logical way. Present information using scientific vocabulary, mathematical relationships, and technology.
-

Scoring Guide

Attached

Submitted by: Kevin Smith

Skate Park Grading Rubric

Criteria	Weight	4-Professional	3-Proficient	2- Developing	1-Incomplete
Design Choice	25%	<input type="checkbox"/> Includes all the required elements below: Meets community needs. Size is appropriate for community. Evidence of skating trends. <input type="checkbox"/> Included additional elements.	<input type="checkbox"/> All minimum required elements are included.	<input type="checkbox"/> All but 1 or 2 of the required elements are included.	<input type="checkbox"/> Several of the required elements were missing
Design Display	25%	<input type="checkbox"/> Site plan is drawn to scale and properly dimensioned. <input type="checkbox"/> Park elements were all represented. <input type="checkbox"/> Rendered drawing is well done. <input type="checkbox"/> Design is presented neatly and well organized.	<input type="checkbox"/> All minimum required elements are included. <input type="checkbox"/> Site plan is draw to scale but may be missing dimensions. <input type="checkbox"/> Rendered drawing is complete but lacked creativity.	<input type="checkbox"/> All but 1 or 2 of the required elements are included. <input type="checkbox"/> Site Plan needs work. <input type="checkbox"/> Rendered drawing was attempted but more time was needed.	<input type="checkbox"/> Many of the features of the site plan are not drawn to scale. <input type="checkbox"/> No park elements are represented. <input type="checkbox"/> No Rendered drawing was submitted. <input type="checkbox"/> Messy
Time and Effort	10%	<input type="checkbox"/> Used class time effectively <input type="checkbox"/> Followed both oral and written directions. <input type="checkbox"/> Turned assignment or/before due date	<input type="checkbox"/> Usually used time effectively. <input type="checkbox"/> Occasional reminders of directions needed. <input type="checkbox"/> Turned assignment in on time.	<input type="checkbox"/> Needed to be reminded to get on track. <input type="checkbox"/> Constantly reminded of directions. <input type="checkbox"/> Project turned in late.	<input type="checkbox"/> Poor time management; often distracted by others. <input type="checkbox"/> Did not follow directions. <input type="checkbox"/> No effort is evident <input type="checkbox"/> Project turned in late.
Informative Essay	20%	<input type="checkbox"/> Neatly presented. <input type="checkbox"/> Includes the following: <input type="checkbox"/> Materials needed. <input type="checkbox"/> Associated cost. <input type="checkbox"/> Lot specifications. <input type="checkbox"/> Location justification. <input type="checkbox"/> Writer exhibits mastery of grammar.	<input type="checkbox"/> All minimum required elements are included. <input type="checkbox"/> Writer exhibits moderate command of grammar.	<input type="checkbox"/> All but 1 or 2 of the required elements are included <input type="checkbox"/> Errors in grammar.	<input type="checkbox"/> Several of the required elements were missing <input type="checkbox"/> Limited evidence of correct use of grammar.

**GOLD
SEAL
LESSON**

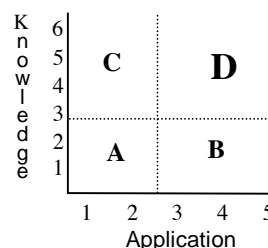


Pesticide Use and Safety

Career Cluster: Agriculture, Food & Natural Resources

Subject(s)
Agriculture –
Plant Systems

**Rigor/Relevance
Framework**



Grade Level 9–12

**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.
Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Number Operation and Concepts: Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.
Communication: Students communicate and apply scientific concepts.
Science in Personal and Social Perspectives: Students apply scientific principles to personal and social issues.

**Student
Learning**

- Students will research safe use of pesticides.
- Students will develop a plan to combat a specific type of pest infestation.
- Students will evaluate and choose an appropriate pesticide based on specific scenarios.
- Students will identify and recommend pesticide application rates and techniques.
- Students will recognize safety concerns for specific pesticides and make recommendations for safety precautions throughout the application process.
- Students will create a business letter to a prospective client describing their plan of action.

**Performance
Task**

Overview
Students will work in pairs to research and develop a safe and effective plan to combat a pest infestation presented to them in a scenario from the teacher. Students will be required to complete a pesticide assessment report in which they will recommend solutions, identify safety concerns, and provide multiple application options. Finally, students will create a business letter detailing their plan to a prospective customer.

Description
Students will work in teams of two and assume the roles of employees of a pest control company. The teacher will provide students with a scenario involving a specific type of pest infestation and ask the students to develop a plan to wipe out the infestation safely.

Individual scenarios will also include information on the building structures involved, such as homes, office buildings, warehouses, etc., each with its own

Performance Task (con't.)	<p>unique set of logistical problems and safety considerations.</p> <p>Students will keep a record of their research in a pesticide assessment report (attached) that will assist them in outlining and organizing their data.</p> <p>Students will use the Internet to research the best type of pesticide to use for their specific scenario. If more than one pesticide is available, students must justify their choice of a particular pesticide in their recommendation to their client. Students will also need to evaluate and choose the most appropriate application techniques for the specific type of pesticide being used. Students will research and identify all safety precautions to be followed when applying the pesticide.</p> <p>Students will also need to identify potential health-related issues and symptomology caused by exposure of the pesticide to humans.</p> <p>Students will show mathematically how much pesticide they should use based on the total area of the infestation and the amount of pests involved.</p> <p>Students will then use their research to write a business letter detailing their plan of action to a prospective client.</p> <p>Teachers may request students to provide a first and second draft of the business letter.</p>
Essential Skills	<p>E1 Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).</p> <p>E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.</p> <p>E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).</p> <p>E7 Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.</p> <p>E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.</p> <p>E26 Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.</p> <p>M3 Use proportional reasoning to solve real-world problems.</p> <p>M11 Use proportional reasoning to solve real-world problems.</p> <p>S21B Examine the process related to metabolic activity in cells which help plants and animals maintain life (e.g., transport of materials throughout an organism, gas exchange, excretion, chemical regulation, and reaction to stimuli).</p> <p>S34 Know the survival requirements of animals and plants and the history, dynamics, and implications of population growth.</p>
Scoring Guide	Attached
Attachments/ Resources	Pesticide Assessment Report (sample report form)

Submitted by: Tom Johnson, Humboldt High School

Scoring Guide

<p>Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high-quality performance; 2 = satisfactory performance; 1 = minimum-quality performance; 0 = does not meet expectations.</p>	
Characteristic	Score
<p>Pesticide Assessment Report</p> <ul style="list-style-type: none"> • Pesticide research: Student thoroughly researches appropriate pesticides and provides options to the customer. • Pesticide justification: Student selects an appropriate pesticide and provides adequate justification for the particular choice of pesticide. • Safety precautions: All relevant safety issues and precautions are identified for the specific scenario. • Health-related issues: Student addresses potential medical issues and symptomology related to human exposure to the pesticide being used. • Estimation of amount of pesticide to be used: Student makes an accurate estimate of the amount of pesticide required and justifies the amount mathematically with the appropriate formula and manufacturer’s information. • Application technique research: Complete and comprehensive research is conducted on multiple application techniques. • Application recommendations: Students selects an appropriate application technique for the situation and justifies his or her choice in a manner that demonstrates thorough knowledge of the subject matter. 	
<p>Business Letter</p> <ul style="list-style-type: none"> • Letter meets all business letter format requirements. • Letter is concise, complete, and highly informative, demonstrating a conscientious effort on the part of the student. 	
<p>Cooperation and Effort</p> <ul style="list-style-type: none"> • Student works cooperatively and effectively with partner in a timely manner with limited instruction from the teacher. 	

**GOLD
SEAL
LESSON**

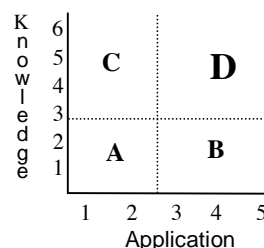


Public Health Proposal

Career Cluster: Health Science

Subject(s)
Health
Occupations

**Rigor/Relevance
Framework**



Grade Level 11–12

**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.
Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Communication: Students communicate and apply scientific concepts.
Science in Personal and Social Perspectives: Students apply scientific principles to personal and social issues.
Basic Concepts and Knowledge: Students develop an understanding of scientific concepts using facts, theories, principles, and models.

**Student
Learning**

- Students will research and familiarize themselves with Healthy People 2010 (www.healthypeople.gov), a national health promotion and disease prevention initiative.
- Students will brainstorm to identify the most common public health issues affecting their community.
- Students will work together to prioritize these health issues in terms of prevalence within the community.
- Students will reach a consensus on the single most important public health issue affecting their community.
- Students will research the health issue using the Internet, textbooks, and by making personal phone calls to local health officials.
- Each student will write a persuasive letter to a local board of health identifying the issue and steps to resolve it as critical to the health of the community.

**Performance
Task**

Overview
 Students will work collaboratively as a class to identify the single most prevalent public health issue affecting their community. Each student will then justify in a written proposal to the local board of health, why the identified public health issue is a critical one. In their letters, students will explain the significance of the issue to the board of health and convince the board to study the issue thoroughly to develop strategies to address the issue.

Description
 Students will be directed to the following Web site: www.healthypeople.gov/. Healthy People 2010 is a national health promotion and disease prevention initiative that takes steps to assure good health and a long life for all. Students will research this document to become familiar with the most prevalent health issues affecting the nation.

Performance Task

(con't.)

Students will brainstorm as a class to identify as many public health issues affecting their community as they can.

Some common health issues to be discussed may include obesity in school-age children in the local public schools, lack of home health care for the indigent elderly in the area, the rising incidence of STDs among young males in the community, etc.

Students will work to prioritize these issues in terms of prevalence and negative long-term effects and then select one issue that they perceive to be the single most important health issue affecting their community.

Once the class has come to a consensus on a health issue, students will conduct research in small groups to gain a solid understanding of the causes and effects of the issue in their community.

Students will work toward establishing realistic strategies that could be implemented in their community to address the health issue.

After gathering information, each student will draft a letter that could be presented to a board of health to explain the significance of the issue and to convince the board to study the issue to develop specific strategies that could be implemented in the community to address the issue.

Students will have to support their position to the board with sound reasoning in a respectful and professional manner by including references from the Healthy People 2010 document in their letter. These references will include goals, objectives, focus areas, and leading health indicators, as stated within the document.

Essential Skills

- E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.
- E33 Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.
- E36 Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
- E32 Evaluate the logic and organization of technical or other nonfiction texts for clarity and effectiveness in describing a set of directions or procedures.
- E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.
- E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.

Scoring Guide

Attached

Submitted by: Roslyn M. Ginter, Greentree Health Science Academy

Scoring Guide

Criteria	Point Scale				Score
	4	3	2	1	
Discussed goals, objectives, focus areas, and leading health indicators from healthy people 2010	All four components	Three components	Two components	Healthy People 2010 not discussed	
Cited international, national, state, and local statistics related to health issue	Noted statistics from all four levels	Three levels	Two levels	One level	
Grammar, punctuation, and spelling	No errors	1–3 errors	4–5 errors	More than 5 errors	
Strength of rationale to compel the board of health to study the issue	Proposal was strong, understandable, clear, unambiguous, and factual with clear evidence of need.	Proposal was strong with clear evidence of need but needed clarification on one component.	Proposal was stated clearly without evidence of statistical support.	Proposal was not stated clearly and lacked strength in showing evidence of need.	