



TEACHING RESOURCES

- Bellringer Worksheet – 1 per student
- HDO #1: Frayer Model – 1 per student
- HDO #2: Characteristics of Good Work Ethic – 1 per student
- Writing Surface/PowerPoint

DESIRED RESULTS

Established Goals:

SkillsUSA Framework Component: Personal Skills

Component Essential Element: Work Ethic

Common Core Standard(s):

CCSS.ELA-Literacy.RHST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Understandings:

Students will understand that ...

- Work ethic plays an important role in the workplace
- Specific characteristics can be displayed the illustrate a good work ethic

Essential Questions:

- What does work ethic mean?
- Why is it important to have a good work ethic?
- What are the characteristics of a good work ethic?
- How can I demonstrate a good work ethic in the workplace?
- How am I doing in having work ethic in the classroom and/or laboratory?

Students will know...

- Characteristics of a good work ethic
- How to illustrate a good work ethic in the classroom and workplace

Students will be able to ...

- List five characteristics of a good work ethic
- Provide examples of what a good work ethic looks like in the workplace
- Evaluate their own work ethic in the classroom and/laboratory

ASSESSMENT EVIDENCE

Performance Tasks:

- Work Ethic Rating Chart

Other Evidence:

- Work Ethic Role Play
- 3-minute Pause
- Quick Write

TEACHING/LEARNING PLAN

Key Terms:

- Work Ethic
- Reliability
- Dedication
- Productivity
- Cooperation
- Character
- Tenacity
- Hard work
- Excellence
- Punctuality
- Self-directed

Differentiation:

- Group Reading: The Lexile score for the reading is 1390. To accommodate students with varying reading levels, the reading can be completed within a group. In the group, students can volunteer if they want to read.
- Audio Book: The teacher (or a student) can record the reading to play as an audio book. The audio book can be downloaded for other students as needed.
- Group Pairings: The teacher can pre-determine groups based upon varying work ethic levels (e.g. students with strong work ethic mixed with students with weak work ethic).

| TIME | LEARNING ACTIVITIES OUTLINE: <i>Outline of instructional sequence taking place.</i> |
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| 3 min | <p>Bell Ringer:</p> <p>Post the bell ringer on a PowerPoint or on the writing surface. Students should respond to the bell ringer on their bell ringer worksheet.</p> <ul style="list-style-type: none"> • What does it mean to have “work ethic?” <p>Ask two or three students to share their bell ringer response with the entire class.</p> <p>Share a personal example of how work ethic has played an important role.</p> |
| 5-6 min | <p>Interest Approach:</p> <p>Utilizing the Frayer Model, provide students with the Frayer Model handout (HDO #1). In the center of the graphic organizer, “work ethic” is listed. Individually, students will identify important characteristics of work ethic and non-important characteristics of work ethic. Once those areas have been completed, ask for students to share a few characteristics with the class. Capture those characteristics on the writing surface.</p> <p>Next, have students identify examples of work ethic and non-examples of work ethic. Again, once those examples have been completed, ask for students to share examples with the entire class. Capture those examples on the writing surface.</p> |
| 5 min | <p>Preview Objectives:</p> <p>The following objectives should be posted for students to view:</p> <ul style="list-style-type: none"> • List five characteristics of a good work ethic • Provide examples of what a good work ethic looks like in the workplace <p>State the objectives to the students and offer any clarifications (if needed)</p> |
| 12-15 min | <p>Understanding #1</p> <p>Ask students to define “work ethic.” First, have students write their own definition on a piece of notebook paper. Next, have them share their definition with a partner. Once that is completed, ask each pair to share their definition with the class.</p> <p>Write the definition of work ethic on the writing surface or display it in a PowerPoint and have students capture the definition as notes.</p> <ul style="list-style-type: none"> • Work Ethic: A belief in the benefit and importance of work and its ability to strengthen character. <p>After the definition is explained, seek clarification, if needed.</p> |

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| | <p>Give students a copy of the reading “Five Characteristics of a Good Work Ethic” (HDO #2) and provide time (5-7 minutes) for them to read it. Encourage students to add characteristics and examples to the Frayer Model they completed earlier as they read.</p> <p>When students have completed the reading, discuss the key terms in the reading (reliability, dedication, productivity, cooperation, and character). As needed, clarify the meaning of each term.</p> <p>Have students locate a partner. With their partner, they should share the additions they made to their Frayer Model as a result of the reading. In addition, have each partner share specific characteristics and examples that relate to their technical skill area. For example, if this lesson is being taught in a welding class, what are characteristics and examples of work ethic in the welding profession?</p> <p>After students have shared with their partner, have students share the specific characteristics and examples that relate to their technical skill area. Provide clarification and additional examples as needed. In addition, further discuss the five characteristics described in the reading (reliability, dedication, productivity, cooperation, and character) and provide examples of what those characteristics would look like in the classroom, laboratory, or while on the job.</p> |
| 22-25 min | <p>Understanding #2</p> <p>Write the following words on a writing surface or display them in a PowerPoint slide: tenacity, hard work, excellence, punctuality, self-directed.</p> <p>First, ask students to share with the class what they think each word means. Next, students will select a partner and decide who is Partner A and Partner B. When a 3-Minute Pause is called, either A or B will summarize key points from the discussion and share how they think each word is related to work ethic. That conversation will last three minutes. The other partner will comment on familiar or confusing material. At the next pause, reverse the roles and follow the similar format. Once the conversations are completed, discuss how the terms connect with work ethic at school or in the workplace.</p> <p>Divide the students into groups of three.</p> <p>In groups, students will write a “script” for a role-play that illustrates good work ethic in the workplace. The role-play should provide specific examples of what good work ethic looks like in the workplace. Each role-play should be between 1-2 minutes long, provide specific examples for at least two of the characteristics of good work ethic from the reading and involve all group members.</p> <p>As students are writing their script, monitor the progress of each group and offer assistance as needed. Provide approximately 6-8 minutes for the scripts to be written.</p> |

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| | <p>After time is up (or students have finished), have each group act out their role-play for the class. During each role-play, the viewers should be listening for the two characteristics of good work ethic that were illustrated. After each group presents, ask for the class to share the characteristics illustrated.</p> |
| 18-20 min | <p>Understanding #3</p> <p>Individually, have students create a list of characteristics that demonstrate good work ethic. The characteristics can come from the reading, the role-plays, or others that have not been listed. Ask each student to write their list on the writing surface without duplicating what another student has listed. If a characteristic is repeated, have students put an asterick (*) beside it. Remind students of the terms identified in the lesson:</p> <ul style="list-style-type: none"> • Reliability • Dedication • Productivity • Cooperation • Character • Tenacity • Hard work • Excellence • Punctuality • Self-directed <p>As a class, identify six to eight characteristics that would illustrate a good work ethic in the classroom and/or laboratory. Once those have been identified, develop short descriptors for each as a class. The descriptors describe what that characteristic looks like in the classroom and/or laboratory For example:</p> <ul style="list-style-type: none"> • Attendance: Attends class each day; is not tardy; notifies teacher in advance of planned absences <p>Next, determine a rating system for each characteristic. In other words, how could the students and teacher determine if a student is meeting that characteristic? For example:</p> <ul style="list-style-type: none"> • 3= Exceeds Expectations • 2= Meetings Expectations • 1= Needs Improvement • 0= Unacceptable <p>After the characteristics and rating system have been agreed upon, the teacher (or a student aide) will type up the characteristics and rating system and develop a rating chart for each student.</p> |

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| | At first, have the students complete the rating chart after each class period. At the end of the first week, the teacher will complete a rating chart for each student and have a brief “performance review” regarding the rating. As students become more comfortable with the rating chart, the students can complete weekly and the teacher can complete bi-weekly. |
| 3-4 min | <p>Review/Closure:</p> <p>To conclude the lesson, students will complete a Quick Write. Quick Writes are a strategic writing tool that helps students support their analysis and reflection during research. This tool helps students put what they are learning into their own words, in a written form. Quick Writes represent informal writing, not edited or formal composition.</p> <p>To utilize “Quick Writes,” give the students 45 seconds to quickly gather their thoughts about “work ethic” based on the lesson. When prompted, students should begin writing immediately and use the entire time. They should not be overly concerned with the writing form. For this lesson, give students 2 minutes to complete the Quick Write.</p> <p>Encourage students to use their information in the reading to support their analysis and reflection during the Quick Write. The Quick Write prompt is:</p> <p>“I can demonstrate a good work ethic in the workplace by...”</p> |
| <p>End of Year Evidence:</p> <ul style="list-style-type: none"> • Quick Write from lesson review/closure • Work Ethic Rating Charts | |
| <p>Extended Learning Application:</p> <p><i>What additional opportunities can be offered for the students to be equipped in exploring and experiencing the framework and standard(s) being taught through career readiness?</i></p> <p><i>How will students continue to practice the use of the skill or knowledge on their own?</i></p> | |
| <p>Extended classroom activity:</p> <ul style="list-style-type: none"> • In groups, have students identify the three characteristics of work ethic that are the most important. For each characteristic, groups will have to explain how they can be demonstrated in the classroom and/or laboratory. • Create a “Work Ethic Reward System.” When students demonstrate a good work ethic in the classroom or lab, provide them with an encouraging note or other reward. • Have students write a short essay on the “Hardest Worker I Know” and present the essay using a PowerPoint display. | |
| <p>SkillsUSA:</p> <ul style="list-style-type: none"> • Use the Work Ethic Rating Chart to measure student’s (or team’s) work ethic when preparing for a SkillsUSA competition. • Have the SkillsUSA officers develop a display that highlights the importance of work ethic in the workplace. The display can highlight the characteristics on the Work Ethic Rating Chart and it can highlight a chapter member that has demonstrated a strong work ethic. | |

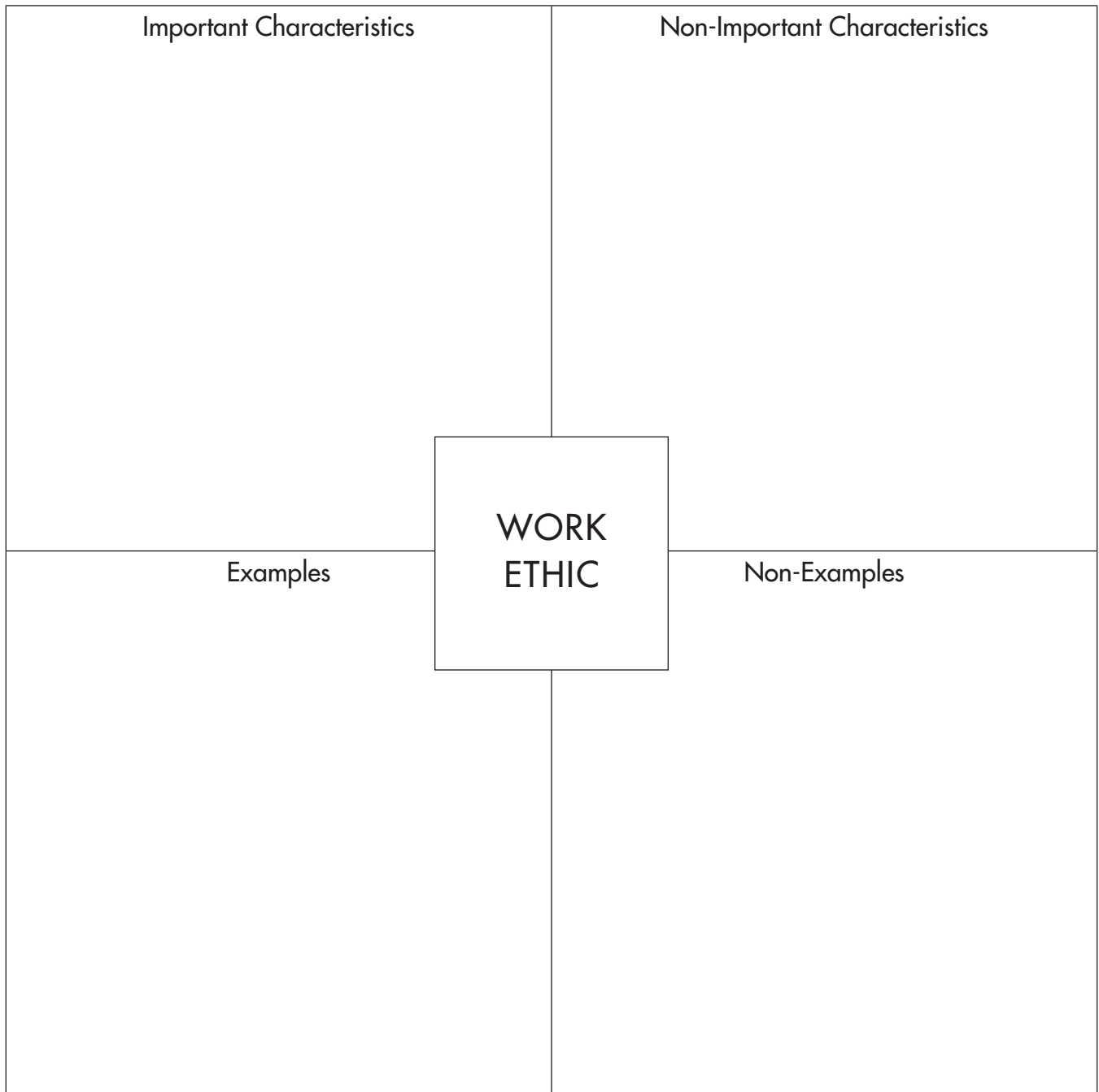
Workplace:

- Organize a panel of local employers to speak to the class about work ethic, the importance of having a good work ethic, and how a good work ethic is important in the workplace.
- Have students interview an employee in a local business. In the interview, the students should inquire about the importance of work ethic in their job, and they should ask the employee.

Resources

- <http://dictionary.reference.com/browse/work+ethic>
- <http://smallbusiness.chron.com/five-characteristics-good-work-ethic-10382.html>

HDO #1



HDO #2

This reading was taken from:

<http://smallbusiness.chron.com/five-characteristics-good-work-ethic-10382.html> (Lexile: 1390)

Five Characteristics of a Good Work Ethic

While some individuals try to get by doing as little work as possible, others possess a dedication that leads them to give it their all every day. People who possess a strong work ethic embody certain principles that guide their work behavior, leading them to produce high-quality work consistently and without the prodding that some individuals require to stay on track.

Reliability

Reliability goes hand in hand with a good work ethic. If individuals with a good work ethic say they are going to attend a work function or arrive at a certain time, they do, as they value punctuality. Individuals with a strong work ethic often want to appear dependable, showing their employers that they are workers to whom they can turn. Because of this, they put effort into portraying -- and proving -- this dependability by being reliable and performing consistently.

Dedication

Those with a good work ethic are dedicated to their jobs and will do anything they can to ensure that they perform well. Often this dedication leads them to change jobs less frequently, as they become committed to the positions in which they work and are not eager to abandon these posts. They also often put in extra hours beyond what is expected, making it easy for their employers to see that they are workers who go beyond the rest of the workforce and truly dedicate themselves to their positions.

Productivity

Because they work at a consistently fast pace, individuals with a good work ethic are often highly productive. They commonly get large amounts of work done more quickly than others who lack their work ethic, as they don't quit until they've completed the tasks with which they were presented. This high level of productivity is also due, at least in part, to the fact that these individuals want to appear to be strong workers. The more productive they are, the more beneficial to the company they appear to those managing them.

Cooperation

Cooperative work can be highly beneficial in the business environment, something that individuals with a strong work ethic know well. Because they recognize the usefulness of cooperative practices -- such as teamwork -- they often put an extensive amount of effort into working well with others. These individuals commonly respect their bosses enough to work with any individuals with whom they are paired in a productive and polite manner, even if they do not enjoy working with the individuals in question.

Character

Those with a good work ethic often also possess generally strong character. This means they are self-disciplined, pushing themselves to complete work tasks instead of requiring others to intervene. They are also often very honest and trustworthy, as they view these traits as befitting the high-quality employees they seek to become. To demonstrate their strong character, these workers embody these positive traits daily, likely distinguishing themselves from the rest.