

Career Education Grade 6 Connections to Community (CC)

Outcome		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CC6.1 Investigate various aspects of careers and their requirements.	Definitions	<ul style="list-style-type: none"> I can give a few examples of work, jobs, occupations, OR careers. 	<ul style="list-style-type: none"> I can give a few examples of work, jobs, occupations, AND careers. 	<ul style="list-style-type: none"> I can identify some differences between work, jobs, occupations, AND careers. 	<ul style="list-style-type: none"> I can identify some similarities AND differences between work, jobs, occupations, AND careers.
	Information	<ul style="list-style-type: none"> With help, I can compile useful and basic information on at least one occupation in a few areas (e.g. occupational description, working conditions, earnings, education/training requirements). 	<ul style="list-style-type: none"> I can compile useful and basic information on at least one occupation in a few areas (e.g. occupational description, working conditions, earnings, education/training requirements). 	<ul style="list-style-type: none"> I can compile sufficient information on at least one occupation in many areas, including education/training requirements (e.g. occupational description, working conditions, earnings). 	<ul style="list-style-type: none"> I can compile comprehensive information on at least one occupation in a variety of areas, including education/training requirements (e.g. occupational description, working conditions, earnings).
	Sources	<ul style="list-style-type: none"> With help, I can use a few different kinds of sources in my research (e.g. parents, relatives, community members, newspapers, and digital resources). With help, I can list most of the sources of information I used. 	<ul style="list-style-type: none"> I use a few different kinds of sources in my research (e.g. parents, relatives, community members, newspapers, and digital resources). I list most of the sources of information I used. 	<ul style="list-style-type: none"> I use several different kinds of sources in my research (e.g. parents, relatives, community members, newspapers, and digital resources). I list all the sources of information I used. 	<ul style="list-style-type: none"> I use a wide variety of different kinds of sources in my research (e.g. parents, relatives, community members, newspapers, and digital resources). I list all the sources of information I used, including the information necessary for another person to verify them (e.g. dates, websites).
Comments					

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CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community.	<ul style="list-style-type: none"> I can identify a few ways that a working person’s job benefits both him/herself OR the community, using information OR data I have gathered from a few sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can describe several ways that a working person’s job benefits both him/herself AND the community, using information OR data I have gathered from a few sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can explain several ways that a working person’s job benefits both him/herself AND the community, using information AND data I have gathered from several sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can explain the ramifications of a working person’s job beyond him/herself and the community, using information AND data I have gathered from several sources (e.g. parents, relatives, community members, newspapers, and digital resources).
Comments				