

ADOPTING PERIODICALS FOR CONSTRUCTION CURRICULUM

(Optional – This assessment may be linked to 4B.J)

Performance Standard 1C.J

Construction students will review magazines and select one to present to their high school's Technology Education Department for adoption as a classroom resource. The recommendation will include the student's reasons for adopting the magazine accordingly:

- *Developing an explanation:* include reasons for recommending the magazine.
- *Reviewing content:* support the magazine article review with references from the content; report references accurately.
- *Defining interest:* define individuals or groups who would benefit; describe links between content and audience.
- *Supporting issues:* support with references from the content on how it would be used.

Procedures

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:

- Use preview questions to guide reading across complex materials and confirm or deny predictions.
- Use topic, theme, organizational pattern, context and point of view to guide interpretation.
- Analyze and defend an interpretation of the text by integrating interpretation with text-based support.
- Summarize and make generalizations from content and relate them to the purpose of the material.
- Synthesize key points and supporting detail to form conclusions.

The magazine is a major source of cutting edge information for students and instructors in career and technical education. The information comes monthly and allows them to keep abreast of the most current technical information within the field. There are many magazines that relate to the subject they are taking in school or are of interest to those taking the class. They should look at as many different magazines as they can find that relate to their subject area. The more they consider the better. Have them look for specific articles that they find of interest and explain how they can be useful to other students in the class. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicate orally with others), D4 (Communicating on the Job/Prepare written communication), H4 (Solving Problems and Critical Thinking/Employ reasoning skills) and H5 (Solving Problems and Critical Thinking/Evaluate options).

2. Construction students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, magazine reviews and the purpose of the recommendation.
4. Construction students will have discussed the criteria for the selection of magazines.
5. Each student will select a magazine which he/she can review.
6. Each construction student will review the magazine's content, making notes on the technical purpose of the articles, their interest, relativity to topics, intended audience, etc.
7. Each student will write an explanation of why that magazine should be included in the Technology Education Department's list of classroom readings.
8. (OPTIONAL, may assess this part with 4B – Stage J, Speaking) Each student may present his/her analysis to the class to argue for adding the magazine to the department. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same magazine.)
9. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- Magazines selected from class or personal reading
- Writing materials, including available technology
- Adopting Periodicals for Construction Curriculum Classroom Periodical Adoption Form
- Adopting Periodicals for Construction Curriculum Rubric

ADOPTING PERIODICALS FOR CONSTRUCTION CURRICULUM
Classroom Periodicals Adoption Form

Magazine Title:

Publisher:

Reasons for Inclusion:

Your analysis of the magazine and your recommendation for its adoption as supplemental reading in a Technology Education class should include the following parts:

PART ONE: Please describe your reasons for recommending this magazine. Include all relevant information about the magazine's focus, technical information, relevancy to content area, interest to the subject area and any other points you think should be considered when the department looks at this magazine.

PART TWO: Please identify any special group or individuals who might find this magazine particularly interesting or helpful (e.g., students working in the construction field, special interest groups). Explain what the magazine says to those individuals and why it is a good source of information.

PART THREE: Please describe particular articles (e.g., construction techniques, specific product information, new and emerging technologies) that appear in the magazine and the publisher's treatment of those articles. Explain why studying this material is valuable to others.

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NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 -10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Explanation	Content Review	Audience	Issues
4	<ul style="list-style-type: none"> • The explanation includes six or more specific reasons for recommending the magazine. 	<ul style="list-style-type: none"> • The content review is consistently supported with references from the content. • All references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups clearly defined. • Links between content and audience are clearly described. 	<ul style="list-style-type: none"> • All issues identified are supported with specific references from the content.
3	<ul style="list-style-type: none"> • The explanation includes four or five specific reasons for recommending the magazine. 	<ul style="list-style-type: none"> • The content review is usually supported with references from the content. • Most references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups clearly defined. • At least one link between content and audience is clearly described. • One or more links may be vaguely described. 	<ul style="list-style-type: none"> • Most issues identified are supported with specific references from the content.
2	<ul style="list-style-type: none"> • The explanation includes two or three specific reasons for recommending the magazine. 	<ul style="list-style-type: none"> • The content review is occasionally supported with references from the content. • Some references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups generally defined. • Links between content and audience attempted but not clear. 	<ul style="list-style-type: none"> • Some issues identified are supported with specific references from the content.
1	<ul style="list-style-type: none"> • The explanation includes no or one specific reason for recommending the magazine. 	<ul style="list-style-type: none"> • The content review is rarely supported with references from the content. 	<ul style="list-style-type: none"> • Individuals or groups not defined. • Links between content and audience not clear. <li style="text-align: center;">OR • Links missing. 	<ul style="list-style-type: none"> • Few or no issues identified are supported with specific references from the content.
Score				