

Drag and Drop

📖 Drag each word beside its definition. Drag and drop the words in the boxes.

discrimination

rights

code of conduct

compensation

union

- _____ a) Treating people differently based on how they look.
- _____ b) A group that helps workers have good conditions.
- _____ c) How someone should act in a certain place.
- _____ d) What you are given automatically as a human.
- _____ e) Being given something to make up for a loss.

/5

Reading Passage

📖 It is exciting when you start a new job. You want to do a good job. It is fun to meet new people. You may even be excited to earn some money! No matter how much you want a job, no job is worth losing your rights for. Never be unsafe at work. Ask for help. Ask questions!

KNOW YOUR RIGHTS	
Minimum Wage	This is the least amount you will be paid per hour. If you quit or are fired, you will still be paid for hours you worked. Employers can't keep your earnings from you.
Disability	Each workplace must help you get what you need to do a good job. You should be able to move around your workplace safely. You must get the tools you need.

Comprehension Questions

📖 Lauren has a wheelchair. There is one door that is too small. She has to take the long way around. She is often slow to help customers. She tells her boss. The door is fixed. Her customers get helped much faster!

📖 1. Which Employee Rights is Lauren taking advantage of? Workplace Injury

Minimum Wage Disability Workplace Safety Workplace Injury

📖 2. Which of these can help you stay safe at work? Check all that apply ✓

- Using protective gear.
- Asking for better instructions.
- Not listening to your boss.
- Going online for instructions.

/3

Marking Rubric

Name: _____

Marking Rubric

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts ✓	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text ✓	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts ✓	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /28