

<b>Program Information</b>	<i>Different jobs and skills required</i>		<b>TEACHER NAME</b> Erin Holmes	<b>PROGRAM NAME</b> Tri-C Aspire / ELL	
	<i>Career preparation</i>		<b>NRS EFL(s)</b> 3-6	<b>TIME FRAME</b> Approx. 2.5 hours	
<b>Instruction</b>	<b><u>ESOL Standards</u></b>				
	<b>Receptive</b>		<b>Productive</b>		<b>Interactive</b>
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing		3. Speak and write about level-appropriate complex literary and informational texts and topics.	2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	3.2.1 4.2.1 5.2.1 6.2.1
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.	5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	3.5.1 3.5.2 3.5.4 4.5.1 4.5.2 4.5.3 5.5.1 5.5.2 5.5.5 5.5.6 6.5.1 6.5.2 6.5.5 6.5.6
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.		

8. Determine the meaning of words and phrases in oral presentations and literary and informational text.		9. Create clear and coherent level-appropriate speech and text.			
		10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.			
<p><b>LEARNER OUTCOME(S)</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>-write sentences or a paragraph to describe a picture</li> <li>-identify and name some common jobs</li> <li>-conduct a research assignment about common jobs and discuss information about these jobs</li> <li>-explain skills needed for certain jobs</li> <li>-discuss their personal opinions about jobs and what is important for them in a job</li> </ul>			<p><b>ASSESSMENT TOOLS/METHODS:</b></p> <p><i>student journal</i></p> <p><i>teacher observation</i></p> <p><i>completed graphic organizer</i></p>		
<p><b>LEARNER PRIOR KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>-basic vocabulary about jobs</li> <li>-knowledge about how to do research (depends on level, see differentiation notes)</li> </ul>					
<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <p>Writing warm up: (Show students a photo of someone in an easily identifiable job (doctor teacher, construction worker, restaurant server, retail sales associate, etc.) from here or any other source: <a href="https://unsplash.com/">https://unsplash.com/</a> )</p> <ul style="list-style-type: none"> <li>-students describe the given picture OR write a story about the picture</li> <li>-students who wish to may read their writing out loud to the class</li> </ul> <p>-Have students brainstorm different jobs they are familiar with (can be done in pairs /small groups and then share out, or as a whole class if the class is smaller)</p>			<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>-Photo for writing prompt (<a href="https://unsplash.com/">https://unsplash.com/</a> or any other source)</li> <li>-List of common jobs (Oxford Picture Dictionary, <a href="https://games4esl.com/jobs-vocabulary/">https://games4esl.com/jobs-vocabulary/</a> or any other source)</li> </ul>		

	<p>-Review with class different jobs (using Oxford Picture Dictionary, <a href="https://games4esl.com/jobs-vocabulary/">https://games4esl.com/jobs-vocabulary/</a>, or any other source). Have students explain what each job does (basic information) and practice pronunciation.</p> <p>Student research in pairs or small group (see note in “differentiation” section):  <a href="https://www.indeed.com/career-advice/finding-a-job/most-common-jobs-in-america">https://www.indeed.com/career-advice/finding-a-job/most-common-jobs-in-america</a></p> <p>-Have student groups pick a job (or randomly assign them one)</p> <p>Answer the following questions about that job:          -What is the name of the job?          -What are the average earnings?          -What kind of skills are needed for this job?          -What kind of training is needed for this job?          -Is there anything else interesting you want to share about the job?</p> <p>Groups share out to class.</p> <p>Small group or pair discussion:          -What was the best job you had? Why?          -What was the worst job you had? Why?          -What is a job you think you’d like to do? Why?          -What kinds of things are important for you in a job? (benefits, salary, flexibility... etc.)          (optional group share out after this discussion)</p>	<p>-Information about common jobs in America such as <a href="https://www.indeed.com/career-advice/finding-a-job/most-common-jobs-in-america">https://www.indeed.com/career-advice/finding-a-job/most-common-jobs-in-america</a></p> <p>-Graphic organizer for research project</p>
<p><b>DIFFERENTIATION</b></p> <p>This lesson includes practice speaking, listening, and reading. Students do work in pairs, small groups, individually, and as a whole class. For group and pair work, the instructor may wish to pair students of similar levels or create mixed-level groups.</p>		

	<p>The writing warm up can be tailored to different levels (students may write individual words, a series of sentences, or a connected story / essay)</p> <p>When researching jobs, students can either be given different options based on their level: 1) given a handout of information about a specific job, 2) given a specific website to find information about jobs (activity in this lesson) or 3) given instructions for how to find the information using a search engine and find the source themselves.</p>
<p><b>Refle ction</b></p>	<p><b>TEACHER REFLECTION/LESSON EVALUATION:</b></p> <p>This lesson was very interesting for the students. Some struggled with the research component if they were not already fairly computer savvy. Working in groups helped with this. Students were also very interested in sharing their own personal experience and thoughts about jobs.</p>
	<p><b>ADDITIONAL INFORMATION</b></p>



GRAPHIC ORGANIZER

Job title:
Average Earnings:
Skills needed:
Training:
Other interesting facts: