Class: **ELL - A** Teacher: **Lis Stark**

Theme/Lesson: ECA – **Educational Career Awareness** Date: **June 18, 2013**

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. What are some common jobs in the US?  2. What duties/responsibilities and skills are essential for these jobs? |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **Frameworks Strands & Standards** |
| 1. Occupations are an important part of most American men and women’s lives. | L: L1.2a, L1.2b, L1.2c, L1.2d, L2.2b, L2, L3c, L2.3c, L2.4a  S: S1.3a, S1.3c, S2.3b, S2.3c, S1.4d, S.24c  R: R1.3a, R1.3b, R1.1c, R1.2a  W: W1.2d, W2.2d  Intercultural Knowledge:  Americans often define themselves by their job titles and responsibilities as in the answer to, “What do you do?”  Navigating Systems:  reading a work schedule accurately  going to a free web site/ typing answers |
| 2. People should consider their strengths and preferences when pursuing an occupation. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. talk about job titles and responsibilities using the (positive and negative) simple present verb tense |
| 2. identify job titles based on the skills they see |
| 3. think critically about which jobs might suit particular individuals |  |

**ACTIVITIES: Strategies/Resources for Learning** (Approaches/techniques that appeal to a variety of learning styles; students learn to ID and maximize the learning style that works best for them – UDL, differentiation, accommodations)

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| 1.Students listen and repeat names of occupations and responsibilities.  2. Students answer oral questions and complete simple written statements about occupations and responsibilities.  3. Students pantomime job-related actions for others to guess the job title  4. Students select best job-related vocabulary words to complete true statements about specific jobs  5. Students write job titles that might fit specific strengths/interests | In this multi-modality unit, students listen and repeat; answer questions orally and on paper in simple present tense; use the computer to practice selecting appropriate work-related vocabulary words; and pantomime job actions to match up with job titles. |

**MATERIALS: Worksheets:** “Working at the Mall,” supplement to “Working at the Mall,” “Occupations” pages 1-2, “Working at the Mall and Occupations,” matching worksheet, “Italian Restaurant Work Schedule,” simple profiles paper

**Computer Lab Assignment:** “Computer Work” sheet with instructions for using the Employment Section of [www.marshalladulteducation.org](http://www.marshalladulteducation.org).

**ASSESSMENT(S):**

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| **Performance (Culminating)**  The “Working at the Mall” supplement worksheet is an assessment of what students learned from the speaking work on the “Working at the Mall” paper.  The “Working at the Mall and Occupations,” matching worksheet is another assessment piece. | **Ongoing**  How often do students integrate their knowledge of job titles and responsibilities into their conversations about future readings such as “Letters” and “A Bad Haircut” by Ann Gianola. |

**WRAP-UP & REFLECTION:**

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