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| <b>Planned Course: Grade 11 Career English</b>           | <b>Course Number: E102CA</b> | <b>Department: English</b>      |
| <b>Unit: Reading: Career Acquisition (Getting a Job)</b> | <b>Grade Level: 11</b>       |                                 |
| <b>Estimated Time: 30 Days</b>                           | <b>Level/Track: Standard</b> | <b>Date Approved: 8/28/2017</b> |

| <b>PA Core Standards</b> | <b>Core Concepts (in question format)</b><br>• <b>Skills/Knowledge</b> | <b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b> | <b>Assessments (include types and topics)</b> |
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| <p>13.2.11.A.<br/>Apply effective speaking and listening skills used in a job interview.</p> <p>13.2.11.B.<br/>Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> <li>• CareerLinks</li> <li>• Internet (i.e. O*NET)</li> <li>• Networking</li> <li>• Newspapers</li> <li>• Professional associations</li> <li>• Resource books (that is Occupational Outlook Handbook, PA Career Guide)</li> </ul> <p>13.2.11.C.<br/>Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Letter of appreciation following an</li> </ul> | <p>What skills are employers looking for?</p> <p>How do you apply for and acquire the job you want?</p> <p>How do you show a potential employer your skills and aptitude?</p> | <ul style="list-style-type: none"> <li>• Analyze various content-area textbooks and determine organization (Chronological, Spatial, Topical, Problem-Solving, etc.)</li> <li>• Use graphic organizer to compare/contrast the similarities and differences between two careers</li> <li>• Worksheets on new vocabulary</li> <li>• Worksheets to review previous vocabulary</li> <li>• Differentiated Instruction stations (picture, video,</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Mini-Lesson / Group Presentations</li> <li>• Questions and answers created for quiz using Bloom’s Taxonomy questions created by students</li> <li>• Quizzes on materials presented in class (definitions/content/comprehension)</li> <li>• Unit test on work</li> <li>• Student’s reading logs</li> <li>• Student presentations</li> <li>• Correct use of new vocabulary in individual or in group writing assignments.</li> <li>• 25-word Summary</li> <li>• Portfolio</li> <li>• Mock interview</li> </ul> |
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| <p>interview</p> <ul style="list-style-type: none"> <li>• Letter of introduction</li> <li>• Postsecondary education/training applications</li> <li>• Request for letter of recommendation</li> <li>• Resume</li> </ul> <p>13.2.11.D.<br/>Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>13.2.11.E.<br/>Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</li> <li>• Personal initiative</li> <li>• Self-advocacy</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul> |  | <p>case study, etc).</p> <p>Compare/contrast findings as a group.</p> <ul style="list-style-type: none"> <li>● Think-Pair-Share to discuss pros/cons of different careers</li> <li>● Reading logs to record interests, skills, etc. pertaining to specific careers</li> <li>● Read articles on careers that are of interest</li> <li>● Posters/collages/mini-presentations on related aspects of the career</li> <li>● Placemat Activity</li> <li>● Scaffold instruction so students can practice skills with success</li> <li>● Skits (students pose as workers/supervisors in a chosen career)</li> <li>● Talk to the Text - make connections, make predictions, and draw conclusions during reading</li> <li>● Identify textual evidence to support claim/thesis</li> <li>● Online career search/personality profile</li> <li>● Use jigsaw groups to show different careers and their specific skills</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"><li>• Create questions for a quiz regarding the skills of a given career. Provide examples of each level of Bloom's Taxonomy questions to assist</li></ul> |  |
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TEXTBOOK

\* *School to Career: Eleventh Edition*