#### WORK UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 250

#### WORK UNIT GOAL

After completing the unit lifeskills objectives, students will demonstrate their ability to access and navigate an aspect of the employment system using level appropriate language skills.

#### LIFESKILLS PERFORMANCE OBJECTIVES:

1. Given visuals, ask and answer questions about job titles, duties, locations, skills, responsibilities, and tools. Categorize job (indoor/outdoor, high-paying/low-paying, service/professional, etc.)

2. Identify qualities of model workers.

3. In an interview situation, ask and answer questions about: a) job experience, including current and previous jobs, b) job duties, c) work skills and abilities, d) future job preferences and career plans.

4. Conduct a modified job search, including a) Identify sources of jobs b) Identify how to inquire about job openings as noted in the job advertisement / posting (call, in-person, send resume), and c) Read and interpret simplified want ads or job postings online.

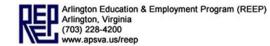
5. Fill out simplified job application including using correct sequencing of education and work history (print/online).

6. In a work situation: a) give and follow supervisors' instructions b) Ask co-workers or manager for clarification c) Request locations/ give directions to a specific place.

7. Identify causes and effects of accidents at work.

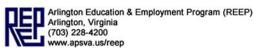
8. Make a work request in person, by phone, voicemail, text, or in writing such as a) leaving work early b) changing schedules c) calling in sick d) requesting vacation.

9. Research and present information about worker rights and responsibilities.



Culminating Assessment Activities: 250: Job Descriptions

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSION
1. Given visuals, ask and answer questions about job titles, duties, locations, skills, responsibilities, and tools. Categorize job (indoor/outdoor, high-paying/low-paying, service/professional, etc.)	Seek/report info: others What's his job? He's a plumber. He works in a house. He can fix pipes. He uses a wrench. Report info: occupations These are indoor jobs. Those are service jobs. Structures: Simple present, Questions Demonstratives	Ventures Online Arcade 2, Unit 8 Software: All-Star 2, Unit 10; Excellent English 2, Unit 4 (Finding a career) Oxford Picture Dictionary Work Unit; Side by Side Lesson 20 (all segments) <u>Online Quiz: What's My</u> Job? <u>John's Employment</u> <u>Website</u> (see for all work unit objectives) Kidzclub.com (Flashcards) <u>Worksheet Creator</u> (allows you to choose occupations from a list and create a matching worksheet with word bank)	All-Star 2 (2nd ed.) Unit 10 (Lesson 1, 2 All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 1, 2) Collaborations Beginning 2 (1st ed.) Unit 4 (Lessons 3, 10, 12) Excellent English 2 (1st ed.) Unit 4 (Lessons 1, 2) Future 2 (1st ed.) Unit 8 (Lessons 1, 2, 7) Future 2 Workbook (1st ed.) Unit 8 (Lesson 1) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 64) Going Places 2 (1st ed.) Unit 12 (p. 71-74, 77-80 Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 166-169) Stand Out 2 (2nd ed.) Unit 7 (Lesson 2, review)	Cross-culture: compare to jobs in native country



			Ventures 2 (1st ed.) Unit 8 (Lessons A, D, E)	
2. Identify qualities of model workers.		USALearns.org: 2nd Course > Workers and the Workplace; 3rd Course > Working > Looking for a Job and Team Player		
3. In an interview situation, using the conventions of Standard English, ask and answer questions about: a) job experience, including current and previous jobs, b) job duties, c) work skills and abilities, d) future job preferences and career plans.	Report info: self I am a carpenter. I was an accountant in my country for 5 years. Express capability: self I can build a house. I used a computer. Express preferences: I would like to be a supervisor. Seek info: self When does the job start? What are the benefits? Structures: Simple present Simple past Modal: can Would like Wh- questions	Software: Excellent English 2, Unit 4 (Finding a career); Unit 6 (Success at work); Unit 12 (Personal and educational goals) Side by Side Lesson 20.5 (So you're looking for a job) <u>REEP Lesson Plan: Level 200/250 Work</u> <u>Tech Module: Job</u> <u>Application, Resume, Cover Letter</u> GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 5) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 2) Collaborations Beginning 2 (1st ed.) Unit 4 (Lessons 4, 5, 6, 11 Excellent English 2 (1st ed.) Unit 12 (Lessons 3, 4, 6, 7) Future 2 (1st ed.) Unit 8 (Lessons 2, 3, 5, 6, 8, 9, review, expand) Future 2 Workbook (1st ed.) Unit 8 (Lessons 2, 5-6) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 68-71) Going Places 2 (1st ed.) Unit 13 (p. 77-82)	Cross-cultural: appropriate job interview questions, appearance and dress, promptness Extension: Go to <u>Goal</u> <u>setting;</u> <i>Take Charge 2,</i> p.71-72



Stand Out 2 (2nd ed.)
Unit 7 (Lesson 4,
review); Unit 8 (Lessons
1-3, Lesson 5, review)
Stand Out 2 Grammar
Challenge (2nd ed.) Unit
7 (Challenges 2, 7); Unit
8 (all Challenges)
Ventures 2 (1st ed.) Unit
8 (Lesson E, review)
Ventures 2 Workbook
(1st ed.) Unit 8 (Lesson
E)
Áudio/Visual:
English Works DVD #1:
Interviewing for a better
job
English Works DVD #4:
Reading job
announcements
TESOL Techniques:
Timeline
REEP Lesson Plan
Level 250 Past &
Present Jobs, Rights &
Responsibilities



4. Conduct a modified	Seek information: self	California Distance	All-Star 2 (2nd ed.) Unit	Cross-culture: job
job search, including a)	Is the job still open?	Learning Project Looking	10 (Lessons 3, 6)	sources in native
Identify sources of jobs	Could I come in for an	<u>for a Job,</u>	All-Star 2 Workbook (2nd	country
b) Identify how to inquire	interview?	W-4 Form	ed.) Unit 10 (practice	
about job openings as	Express needs:		test)	
noted in the job	I'd like to apply.	<b>REEP Lesson Plan:</b>	Collaborations	
advertisement / posting	Abbreviations:	Level 200/250 Info	Intermediate 1 (1st ed.)	
(call, in-person, send	No exper. nec.	Search With Local	Unit 4 (Lessons 5, 6, 8)	
resume), and c) Read	FT entry-level position	Public Employment	Excellent English 2 (1st	
and interpret simplified		Agency	ed.) Unit 4 (Lessons 3,	
want ads or job postings	Structures:		6); Unit 6 (Lessons 4, 5,	
online.	Yes/No questions	<b>REEP Lesson Plan:</b>	7)	
	Modals: could, would	Level 200/250 Work	Future 2 (1st ed.) Unit 8	
		Tech Module: Job	(Lesson 4, expand)	
		<u>Search</u>	Future 2 Workbook (1st	
			ed.) Unit 8 (Lesson 4)	
		Arlington Employment	Future 2 Tests and Test	
		Center website	Prep (1st ed.) Unit 8 (p.	
		information hunt	72)	
			Going Places 2 (1st	
		Software: Excellent	ed.) Unit 13 (p. 75-76,	
		English 2, Unit 4 (Finding	81)	
		a career)	Oxford Picture Dictionary	
			(2nd ed.) Unit 9 (p.	
		GCFGlobal.org	172-174) <sup>""</sup>	
		interactive lessons >	Stand Out 2 (2nd ed.)	
		Work	Unit 7 (Lesson 3)	
			Stand Out 2 Grammar	
			Challenge (2nd ed.) Unit	
			7 (Challenges 3, 4)	
			Ventures 2 (1st ed.) Unit	
			8 (Lesson D)	



5. Fill out simplified job application including using correct sequencing of education and work history (print/online).	Sample vocabulary: Position desired Are you legally able to work in this country? Position: state your title, describe duties.	REEP Lesson Plan: Level 200/250 Work Tech Module: Job Application GCFGlobal.org	Ventures 2 Workbook (1st ed.) Unit 8 (Lesson F) All-Star 2 (2nd ed.) Unit 10 (Lesson 6) All-Star 2 Workbook (2nd ed.) Unit 10 (practice test) Excellent English 2 (1st	Cross-cultural: reverse chronological order, references, reason for leaving a job
		interactive lessons > Work	ed.) Unit 4 (Lesson 7 Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 73) Stand Out 2 (2nd ed.) Unit 7 (Lesson 3) Students bring in samples from their workplaces.	
<ul> <li>6. In a work situation: a) give and follow supervisors' instructions</li> <li>b) Ask co-workers or manager for clarification</li> <li>c) Request locations/ give directions to a specific place.</li> </ul>	Instruct/respond to instructions: First, peel the apples. Next, wash the table. Make request: clarification Could you repeat that, please? Seek/report info: Where is the hammer? It's on the top shelf in Room 202.	GCFGlobal.org interactive lessons > Work > Business Communication lessons Software: Live Action English	REEP Lesson Plan: Level 250 Giving/following directions at work Going Places 2 (1st ed.) Unit 25 (p. 157-160) Stand Out 2 (2nd ed.) Unit 7 (Lesson 5, review) Stand Out 2 Grammar Challenge (2nd ed.) Unit 7 (Challenge 5)	Cross-culture: asking for clarification



7. Identify causes and effects of accidents at work.	buch interactive lessons Work wires. uld wear Students take pho workplace signs of phones and seek dust. Is it clarification and ex re? them in class. See	Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 179) otos of in their Student generated list Audio/Visual: English Works DVD #10: Safety on the job es in tion:	Cross-cultural: when, how, and to whom to report a safety violation Extension: Safety at home and school. Draw posters of safe and unsafe habits. Complete accident reports. <i>Let's Work</i> <i>Safely</i> , p. 94-113
8. Make a work request in person, by phone, voicemail, text, or inMake request: Could I possibly work early today		n 10 (Lesson 5)	Cross-culture: acceptable reasons for schedule changes



writing such as a) leaving work early b) changing schedules c) calling in sick d) requesting vacation.	I can't come to work today because I have the flu. Is that OK? Structures: Modals - could, can	the context, using a class management tool.	(Lessons 5, 6, 8, 9) Future 2 Workbook (1st ed.) Unit 12 (Lesson 5-6, 8-9) Future 2 Tests and Test Prep (1st ed.) Unit 12 (p. 110) Student generated requests Audio/Visual: English Works DVD #9: Asking to change schedule	
9. Research and present information about worker rights and responsibilities.	Report/request info: rules Employees are expected to be on time. You may take two 15-minute breaks, plus a lunch break. It's Ok/not Ok to Is it OK to? Can I? Structures: Simple present Modal: obligation Questions	California Distance Learning Project: <u>Workers Protest</u> , <u>Team</u> <u>Player</u> Software: All-Star 2, Unit 10 GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 4) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 4) Future 2 (1st ed.) Unit 12 (Lessons 1, 2, 3) Future 2 Workbook (1st ed.) Unit 12 (Lessons 1, 2, 7) Future 2 Tests and Test Prep (1st ed.) Unit 12 (p. 105-108, 111) Stand Out 2 (2nd ed.) Unit 7 (Lesson 1) Student-generated list (What skills previously	Cross-culture: rights and responsibilities in native country



	studied are rights and	
	responsibilities?)	

