



PERSONAL LIFE HISTORY

Advanced ESL

Students type or write three autobiographical paragraphs about their life goals and edit their own work.

Lesson objectives:

- Write a three-paragraph essay about yourself and your life goals
- Edit your own essay

Warm up

- Before class: write the lesson objectives on the board.
- Remind Ss that an essay is usually three paragraphs or longer.

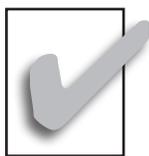
Presentation

- Tell Ss they are going to write three-paragraph essays about their lives. Each paragraph should be 4—5 sentences.
- Tell Ss the first paragraph will be about where they grew up. The second paragraph will be about their life in the United States. The third paragraph will be about where they plan to be in five years.
- Write Goals on the board and elicit examples of life goals Ss could write about in the third paragraph such as *career*, *educational*, *financial* or *family*. Write Ss' answers on the board. Write the prompts *In five years I plan to... I hope to...* Give examples using the prompts to ensure Ss understand the purpose of the third paragraph (e.g. *In five years I plan to have finished college. I hope to have a job in computer engineering.*)

- Give each S a copy of the Activity Worksheet. If your school has a computer lab, Ss can use the Activity Worksheet to brainstorm notes before they type their essays. Model for Ss how to use the word processing program.
- If your school does not have a computer lab, Ss can write their essay by hand on the Activity Worksheet.
- Ss type or write essays. Walk around the room and help Ss as needed.
- After Ss have written their essays, ask Ss to edit their own work.
- Ask Ss what they should look for when editing. Elicit answers such as: *complete sentences*, *correct spelling*, *correct punctuation*, *correct tense* and *logical flow*. Write the Ss' suggestions on the board.
- After Ss finish editing their own essays, ask them to correct their essays for homework. Ss can type or rewrite the essays.

Evaluation

- Ss add the typed essay or completed Activity Worksheet 1F to their Career Portfolio.



PERSONAL LIFE HISTORY

Advanced ESL

Name _____

All About Me

I grew up in _____

My life in the United States is _____

In five years, I plan to _____



CAREER INTEREST INVENTORY

Advanced ESL

Students learn about the sixteen Career Clusters and identify their Career Cluster.

Lesson objectives:

- Learn about Career Clusters

Warm up

- Before class: write the lesson objective on the board.
- Ask Ss if they have heard of Career Clusters. If so, ask what they know about the Career Clusters. Write Ss' answers on the board.

Presentation

- Explain to Ss that Career Clusters are groups of similar occupations and industries. The Career Cluster system was developed by the U.S Department of Education as a way to organize career planning.
- Explain that there are sixteen Career Clusters. Each of the sixteen Career Clusters has more than 70 Career Pathways (related occupations). Within the Career Pathways, there are over 1,800 Career Specialties.
- The purpose of identifying a Career Cluster of interest is to allow Ss to explore different Career Pathways and, eventually, Career Specialties.
- At the Career Cluster level, Ss get transferable skills they can combine with more specific skills at the Career Pathways and Career Specialties levels.
- Explain that each state has a slightly different Career Cluster system but most colleges, vocational and trade schools and even some

high schools use the Career Cluster system to organize curriculum development.

- Give each S an Activity Worksheet.
- If your school has a computer lab, tell Ss they will use the Internet to take a Career Cluster assessment to identify their Career Cluster.
- Model how to take an assessment. Type *Career Cluster, assessment* into a search engine and find a Career Cluster assessment online. Fill out a few answers so Ss understand how to complete the assessment. Write the web address on the board. If your state has a state-specific Career Cluster online assessment, direct Ss there.
- Tell Ss to complete the online assessment. They should then answer the questions on the Activity Worksheet.
- Walk around and help Ss as needed.
- At the end of class, ask each S to share their Career Cluster of interest with the class.
- If your school does not have a computer lab, encourage Ss to complete the Career Cluster assessment online and fill out the Activity Worksheet on a computer at home or at the library.

Evaluation

- Ss add the completed Activity Worksheet 2F to their Career Portfolio.



CAREER INTEREST INVENTORY

Advanced ESL

Name _____

The 16 Career Clusters

A. Take a Career Clusters online assessment. Check the box next to your Career Cluster below.

- | | |
|---|--|
| <p><input type="checkbox"/> Agriculture, Food & Natural Resources—Processing and distributing, food, natural resources, plant and animal products.</p> <p><input type="checkbox"/> Architecture & Construction—Designing, planning, managing and building things.</p> <p><input type="checkbox"/> Arts, Audio/Visual Technology, Communications—Writing, publishing, performing arts and making films.</p> <p><input type="checkbox"/> Business, Management & Administration—Planning and overseeing the operations necessary to manage a business.</p> <p><input type="checkbox"/> Education & Training—Planning, managing and providing education and training services.</p> <p><input type="checkbox"/> Finance—Managing financial and investment planning, banking and insurance.</p> <p><input type="checkbox"/> Government & Public Administration—Planning and performing government functions at the local, state and federal levels.</p> <p><input type="checkbox"/> Health Science—Managing and providing health services and biotechnology research and development.</p> <p><input type="checkbox"/> Hospitality & Tourism—Managing, marketing and operating restaurants, hotels and entertainment attractions.</p> | <p><input type="checkbox"/> Human Services—Providing counseling and mental health, personal care and family services to the community.</p> <p><input type="checkbox"/> Information Technology—Building, developing and supporting hardware, software and systems integration services.</p> <p><input type="checkbox"/> Law, Public Safety, Corrections & Security—Planning, managing, and providing legal, public safety, protective services and homeland security services.</p> <p><input type="checkbox"/> Manufacturing—Planning and performing the processing, engineering or manufacturing of materials into products.</p> <p><input type="checkbox"/> Marketing—Planning, managing, and performing marketing activities to reach organizational objectives.</p> <p><input type="checkbox"/> Science, Technology, Engineering & Mathematics—Planning, managing, and providing scientific research, technical, laboratory and research and development services.</p> <p><input type="checkbox"/> Transportation, Distribution & Logistics—Planning and managing the moving of people, materials, and goods by road, air, rail and water.</p> |
|---|--|

B. What are five of Career Pathways associated with your Career Cluster?

C. Which Career Pathway do you think you would enjoy most?



PATHWAY SEARCH

Advanced ESL

Students learn about internships, apprenticeships, and volunteer work.

Lesson objectives:

- Learn about internships, apprenticeships, and volunteer work

Warm up

- Before class: write the lesson objective on the board.
- Point to the first objective. Tell Ss that internships and apprenticeships are a system of on-the-job training. Internships are available many different types of companies. Apprenticeships are available at trade and vocational jobs. Internships and apprenticeships can be paid or unpaid and part- or full- time.
- Explain that volunteer work is always unpaid. Volunteers often work at non-profit organizations.

Presentation

- Tell Ss they can use an internship/ apprenticeship to determine if they have an interest in a particular career, to get work experience, to make contacts in their industry of interest or to get school credit.
- Tell Ss that some interns/apprentices find permanent, paid employment with the companies where they intern/apprentice. Many companies hire interns/apprentices because they need little training when they begin full-time employment.
- Tell Ss they can volunteer in order to build skills, avoid resume gaps and make professional contacts.

- Tell Ss that applying for an internship/ apprenticeship can be similar to applying for a job. Ss may need to complete an application, submit a resume, cover letter and school transcript, submit letters of recommendation and interview with the company.
- Give each S a copy of the Activity Worksheet. Review the sheet and ensure Ss understand each section.
- If your school has a computer lab, tell Ss they will use the internet to answer questions 3—5.
- Model for Ss how to search for job descriptions in their career of interest. For example, type *home health aide, job description*. Show Ss a few examples of job descriptions. Model for Ss how to find local businesses that hire professionals in their career of interest. For example, type *home health aide, Chicago* and point out the business websites to Ss.
- Walk around and help Ss complete the Activity Worksheet.
- If your school does not have a computer lab, encourage Ss to use a computer at home or at the library to answer questions 3—5.

Evaluation

- Ss add the completed Activity Worksheet 3F to their Career Portfolio.



PATHWAY SEARCH

Advanced ESL

Name _____

Career of Interest _____

1. Check all of the reasons you are interested in being an intern, apprentice or volunteer below:

- | | |
|---|--|
| <input type="checkbox"/> Explore a possible career field | <input type="checkbox"/> Learn work-related skills |
| <input type="checkbox"/> Get experience at a particular company | <input type="checkbox"/> Make professional contacts |
| <input type="checkbox"/> Receive school credit | <input type="checkbox"/> Work for a potential employer |

2. Read the sentences below. Check those that apply to you.

- I need to be paid for my internship/apprenticeship.
- I could consider unpaid internship/apprenticeship opportunities.
- I'd like to work full-time.
- I'd like to work part-time.

3. Look at job descriptions in your career of interest and identify at least three skills you'd like to develop in an internship or apprenticeship. Write them below.

4. Find a local businesses that seeks interns or apprentices in your career of interest. Write the company name, address and phone number below.

5. Call the business to ask about the procedure to become an intern or apprentice. Ask which of the following you need to complete in order to apply. Make note of the deadline.

- | | |
|--|--|
| <input type="checkbox"/> Application form | <input type="checkbox"/> Transcript |
| <input type="checkbox"/> Letters of recommendation | <input type="checkbox"/> Interview |
| <input type="checkbox"/> Resume | <input type="checkbox"/> Deadline to apply _____ |
| <input type="checkbox"/> Cover letter | |



CAREER RESEARCH WRITING

Advanced ESL

Students write a three paragraph essay on their career of interest.

Lesson objectives:

- Write a research paper on your career of interest
- Utilize at least three reliable information sources

Warm up

- Before class: write the lesson objectives on the board.
- Tell Ss they will be writing and editing a research paper on their career of interest.

Presentation

- Give each S a copy of the Activity Worksheet. Review the essay structure and the purpose of each paragraph (introduction, body, conclusion). Point out the sheet for citing sources and tell Ss they must use at least three reliable sources in order to find facts, quotes and information to use in the essay.
- If your school has a computer lab, Ss can use the Activity Worksheet to brainstorm notes before they type their essays. Model for Ss how to use the word processing program.
- Remind Ss to use only newspaper, magazine and encyclopedia websites for online research. Model how to fill out one of the internet source boxes.
- Model how to find information about a career of interest. For example, type *registered nurse, occupational facts* into a search engine. Show Ss the articles that come up. Point out the information--website address, article name,

date published, date found--and model how to document the source.

- If your school does not have a computer lab, bring Ss to the library. Notify the library ahead of time and ask if the librarian is available to direct Ss to occupational research resources. Ss can write their essay by hand on the Activity Worksheet utilizing sources at the library. Model how to fill out one of the print source boxes using a book, magazine or newspaper.
- Ss type or write essays. Walk around the room and help Ss as needed. Encourage Ss to come up with an interesting title for their essay.
- After Ss have written their essays, ask Ss to edit their own work. Ask Ss what they should look for when editing. Elicit answers such as: *complete sentences, correct spelling, correct punctuation, correct tense and logical flow*. Write the Ss' suggestions on the board.
- After Ss finish editing their own essays, ask them to correct their essays for homework. Ss can type or rewrite the essays.

Evaluation

- Ss add the completed Activity Worksheet 4F to their Career Portfolio.



CAREER RESEARCH WRITING

Advanced ESL

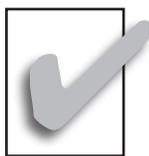
Name: _____

_____ Title

Introduction

Body

Conclusion



CAREER RESEARCH WRITING

Advanced ESL

Name _____

Career of Interest _____

Internet Sources	Print Sources
<p>_____</p> <p>Website address</p> <p>_____</p> <p>Article name</p> <p>_____</p> <p>Date published</p> <p>_____</p> <p>Date Found</p>	<p>_____</p> <p>First and last name of author(s)</p> <p>_____</p> <p>Title of Book</p> <p>_____</p> <p>City of publication</p> <p>_____</p> <p>Publisher</p> <p>_____</p> <p>Year of publication</p> <p><input type="checkbox"/> book <input type="checkbox"/> magazine <input type="checkbox"/> newspaper</p>
<p>_____</p> <p>Website address</p> <p>_____</p> <p>Article name</p> <p>_____</p> <p>Date published</p> <p>_____</p> <p>Date Found</p>	<p>_____</p> <p>First and last name of author(s)</p> <p>_____</p> <p>Title of Book</p> <p>_____</p> <p>City of publication</p> <p>_____</p> <p>Publisher</p> <p>_____</p> <p>Year of publication</p> <p><input type="checkbox"/> book <input type="checkbox"/> magazine <input type="checkbox"/> newspaper</p>



APPLYING SOFT SKILLS

Advanced ESL

Students learn about job shadowing and set up an appointment to shadow a professional.

Lesson objectives:

- Learn about job shadowing
- Set up a job shadowing appointment

Warm up

- Before class: write the lesson objectives on the board.
- Tell Ss about job shadowing. Offer a description such as *job shadowing is when you watch a person do their job.*
- Tell Ss that job shadowing is a great way to learn about a career and a company where they might like to work.

Presentation

- If Ss have conducted an informational interview, suggest they follow up with that person and ask if they can shadow him or her in the workplace.
- If Ss have not conducted an informational interview, suggest they reach out to a local business where they would like to work and ask to shadow a professional.
- Walk Ss through the steps they should take to set up a job shadowing appointment.
- First, Ss should contact a professional they'd like to shadow via e-mail or phone. Then they should agree on a day and time. Encourage Ss to be flexible as the people they'll be shadowing likely have busy schedules.

- Next, Ss should prepare for the job shadowing appointment. They should research the company and prepare questions to ask.
- On the day of the appointment, Ss should arrive on time and dress professionally. They should ask questions, take notes and meet as many people as possible.
- After the appointment, Ss should write thank you notes to everyone they met.
- Ask Ss what kinds of things they should pay attention to when they are shadowing a professional. Elicit answers such as *what the people are like who work at the company, what kind of technology they use and what a typical day is like.* Write Ss' answers on the board.
- Give each S a copy of the Activity Worksheet.
- Tell Ss to complete the Activity Worksheet while they shadow a professional. Review the questions together. Ensure Ss understand the difference between *formal* and *casual*. Encourage Ss to brainstorm additional questions.

Evaluation

- Ss add the completed Activity Worksheet 5F to their Career Portfolio.



APPLYING SOFT SKILLS

Advanced ESL

Name _____

Career of Interest _____

Job Shadowing Observations

1. What is your supervisor's name and title?

2. What is your supervisor's typical day like?

3. Is the company culture formal or casual?

4. What technology do people use?

5. What clothes do people wear?



BUILDING A RESUME

Advanced ESL

Students role-play a job interview using their partner's resume.

Lesson objectives:

- Discuss job interviews
- Role-play a job interview

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *What is a job interview like?*
Encourage each S to briefly share an impression, memory or insight from a job interview they had in their native country or the United States. Write Ss' answers on the board.

Presentation

- Ask Ss to bring their resume to class. The resume can be typed or hand-written.¹
- Tell Ss they are going to role-play a job interview.
- Give each S a copy of the Activity Worksheet. Review the questions.
- Point out that Ss should use their partner's resume to fill in the company name in questions 3 and 4.
- Divide the class into pairs. Ask Ss to exchange resumes with their partners.

- Tell Ss to take a few minutes to read their partner's resume. They should then write two additional questions (9 and 10) about information on their partner's resume (e.g. *What are you studying at Mountain College?*)
- Tell the Ss being interviewed to stand up, introduce themselves and shake their partner's hand before sitting down. During the interview, they should speak slowly, make eye contact and take their time answering each question.
- Ss interview one another. When Ss have finished, tell them to switch roles. Walk around the room and help as needed.
- Remind Ss that they should arrive early to job interviews, dress professionally and bring several copies of their resume. After the interview, they should send thank you notes to everyone they met.

Evaluation

- Ss add the completed Activity Worksheet 6F to their Career Portfolio.

¹ If any Ss do not have a resume, they can create one during class while their classmates interview one another.



BUILDING A RESUME

Advanced ESL

Name: _____

Interview your partner. Ask the questions below.

1. Tell me about yourself.
2. What are your greatest strengths?
3. Tell me about your experience at _____ (company).
4. Why did you leave _____ (company)?
5. Tell me about a time you had to respond to a crisis.
6. What's most important to you in a job?
7. What experience are you hoping to get in your next job?
8. Where would you like to be in your career five years from now?
9. _____?
10. _____?



COLLEGE KNOWLEDGE AND NAVIGATION

Advanced ESL

Students apply for post-secondary school and complete an application checklist.

Lesson objectives:

- Apply for post-secondary school
- Complete an application checklist

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *Which post-secondary schools are you interested in attending?* Write Ss' answers on the board.

Presentation

- Give each S a copy of the Activity Worksheet. Explain that Ss should follow the checklist as they apply for post-secondary school.
- Review the checklist and ensure Ss understand the terms. Explain that they should answer each question on the checklist as they go through the application steps.
- If your classroom has a computer projector, pull up an online application from a nearby post-secondary school. Walk Ss through creating a username and password and model how to answer the first few questions on the application. Ensure Ss understand how to fill out an online application.

- If your school has a computer lab, tell Ss they are going to fill out an online application for the school they'd like to attend.
- Tell each S to find the website for the college(s) they are interested in and start filling out the application. Walk around and help Ss fill out the application.
- If a computer lab is not available, bring paper applications from local colleges, universities and post-secondary programs to class if possible. Walk around and help Ss complete the applications.
- Encourage Ss to use and complete the checklist as they go.

Evaluation

- Ss add the completed Activity Worksheet 7F to their Career Portfolio.



COLLEGE KNOWLEDGE AND NAVIGATION

Advanced ESL

Name: _____

Career of interest: _____

College Application Checklist	College 1	College 2
APPLICATION PROCESS		
Do you have all the application forms?		
Can you use a common application?		
When is the application due?		
What is the application fee?		
TRANSCRIPTS		
Do you have your high school transcript?		
Do you have your GED transcript?		
TEST SCORES		
Do you have your SAT score?		
Do you have your ACT score?		
Do you have your TOEFL score?		
LETTERS OF RECOMMENDATION		
Have you requested letters of recommendation?		
Have you sent thank you notes to the people who wrote your letters?		



COLLEGE KNOWLEDGE AND NAVIGATION

Advanced ESL

College Application Checklist	College 1	College 2
ESSAYS		
Did you write you college essay?		
Did at least two people proof your essay for spelling and grammar?		
FINANCIAL AID		
When are the financial aid deadlines?		
Have you filled out and mailed your FAFSA?		
Did you apply for scholarships?		
AFTER YOU SEND YOU APPLICATION		
Have you received an acceptance letter?		
Have you received a financial aid award letter?		
Have you sent the tuition deposit?		
Have you estimated textbook costs?		
Have you gotten required immunizations?		
Have you gotten a parking permit?		
Have you taken a campus tour?		



PROFESSIONAL PRESENTATIONS AND TEAMWORK

Advanced ESL

Students present their career plan to their classmates.

Lesson objectives:

- Present your career plan to your classmates

Warm up

- Before class: write the lesson objective on the board.
- Invite a professional in one of your Ss' careers of interest to come speak to the class about their career path.

Presentation

- Ask the professional to give a short 10—15 minute presentation to the class about their career path: how they landed in their current position, why they chose that career, what education, training and certificates helped them move into the position, why the career is a good fit for their personality and strengths, what their goals are for the future etc.
- Encourage Ss to ask the speaker questions.
- Give each S a copy of the Activity Worksheet.
- Ask Ss to write answers to each question.

- Ss in pairs. Ask each S to practice giving a two to three minute presentation on their career plan incorporating as many of the answers from their Activity Worksheet as possible. Ss take turns giving presentations to their partners.
- After all the Ss have practiced their presentations, each S will give their presentation to the class.
- Remind Ss to speak loudly, slowly and clearly, to smile and to make eye contact with their classmates.
- Encourage the professional speaker to give Ss feedback.
- At the end of each presentation, the class discusses what the S did well and offers feedback and suggestions.

Evaluation

- Ss add the completed Activity Worksheet 8F to their Career Portfolio.



PROFESSIONAL PRESENTATIONS AND TEAMWORK

Advanced ESL

Name _____

Career of Interest _____

1. What career are you interested in?
2. Why is this career a good fit for your personality?
3. How will your current skills and strengths allow you to succeed in this career?
4. What education, training or certifications do you need for this career?
5. Will you attend post-secondary school to prepare for this career? If yes:
 - Which school will you attend?
 - When will you enroll?
 - Which classes will you take?
6. Have you conducted an informational interview or a job shadowing? If yes:
 - Who did you interview / shadow?
 - What did you learn?
7. Where would you like to be in your career in five years?
8. Where would you like to be in your career in ten years?