

Unit 12.2: Walking into the Future
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student learns about the research process while investigating a career (from multiple sources and view points) and the education and preparation required for that career path. The student then prepares and presents a research paper using the writing process (from interviewing and note-taking to publishing) to produce a high-quality report to present in an oral presentation, demonstrating written and oral competency using accurate grammatical structures, high level vocabulary and an understanding of using speech for different purposes—formal for interviews and informal with peers.
Transversal Themes:	Technology, Research, School to Work (Employment), Dedication, Economics, Values.
Integration Ideas:	Technology, Computer Science, Science, History, Environmental Studies

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How do our personal journeys shape society, culture and our work and vice versa?

EU1. Societal, cultural, and institutional change and growth come from our personal journeys over time and influence society as well as our work.

EQ2. What does it mean to be career-minded?

EU2. Successful, career-minded people identify goals and research steps towards meeting those goals.

EQ3. How do my questions and interests guide my research and findings?

EU3. Good research papers are guided by personal questions, include information collected from multiple sources and cited with specific evidence.

Transfer (T) and Acquisition (A) Goals

T1. At the end of this unit, the student will be able to use his/her knowledge of research skills and the writing process to effectively demonstrate information about careers. The student will explore and examine career topics of interest and find sites and sources to read and cite and people to interview in preparation for the research writing and presentation. The student will demonstrate understanding of appropriate speech registers—formal and informal.

The student acquires skills to...

A1. Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.

A2. Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.

A3. Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, and relationships within and across texts.

A4. Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and college profile research (for job and university search).

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Puerto Rico Core Standards (PRCS)	
Listening	
12.L.1	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
12.L.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
Speaking	
12.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.
12.S.2	Respond orally through closed and open-ended questions to real life situations.
12.S.3	Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories, personal experiences and current, social, college, and career events.
12.S.6	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
Reading	
12.R.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
12.R.7I	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing	
12.W.4	Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.
12.W.5	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
12.W.6	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation and college profile research (for job and university search).
Language	



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12.LA.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
12.LA.1b	Express their thoughts in grammatically correct sentences and phrases in both oral and written form.+
12.LA.2a	Use punctuation rules correctly.
12.LA.2b	Spell correctly.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 12.L.1 12.S.1 12.S.2 12.R.1 12.R.7I 12.W.4 12.LA.1b 12.LA.2a 12.LA.2b</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A2 A3</p>	<ul style="list-style-type: none"> Organizational techniques for expository essays. The writing process. Voice in writing. Research techniques. How to explain a process. How to listen to, sort, and prioritize information. How to distinguish between fact and opinion. How to organize, synthesize, outline, and evaluate information to write a research paper. How to demonstrate voice and knowledge of topic throughout 	<ul style="list-style-type: none"> Career names and titles/labels— i.e. psychologist, orthodontist, veterinarian, etc. Fact and opinion Primary and secondary source materials Primary and secondary sources Voice beginnings and endings –“bio,” “psych,” “ist,” “ology” 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Occupational Summaries</p> <ul style="list-style-type: none"> The class works together to compile a book of occupational summaries. Each student writes summaries of three different occupations. (The teacher may decide to have the student write more than three summaries.) Using The Occupational Outlook Handbook, produced by the U.S. Dept. of Labor Statistics, (http://www.bls.gov/k12/index.htm – if internet resources are not available to the student, materials from the website can be printed for student use) the student reads about their chosen careers and writes a summary of the job which will include: 	<p>Literacy Journals</p> <ul style="list-style-type: none"> Daily Quick-Writes Reading Log – The student records titles and pages read of the books he/she reads individually. The teacher may choose to add response questions to the daily log or the response questions can be answered in the Response Log. (See suggestions for books about specific careers in the Literature Connections section.) Reading Response Log – The student responds to what he/she reads individually and what he/she listens to in the read alouds in this section of the Literacy Journal. Personal Word Wall – The student records new words learned throughout the unit. <p><i>Fact or Opinion</i></p>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Organizational Techniques for Expository Writing</p> <ul style="list-style-type: none"> The teacher explains that a statement of purpose helps to guide research and writing. Using the CRLS Research Guide (http://www.crlsresearchguide.org/09_writing_state_of_purp.asp) as an aid, the teacher helps the student understand how to write an effective statement of purpose for their Career Option research project. The teacher explains how using an outline helps to plan an essay. Using attachment 12.2 Learning Activity – Outline Worksheet, the teacher demonstrates how to produce an outline. The student is given a topic he/she knows a lot about in order to practice outlining (example: Music I Like). (The student does not write a full essay at this point – this activity is just for practice with the pre-writing technique of outlining.) This site has invaluable information to support a research study: http://www.crlsresearchguide.org/00_Introduction.asp

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	<p>the writing.</p>		<ul style="list-style-type: none"> ○ The training and education needed ○ How much money one can expect to earn in this job ○ What workers do on the job ○ Any additional information the student finds interesting ● The student can use attachment 12.2 Performance Task – Note-Taking to record information gathered while reading about the different careers. ● The student should organize each summary into an appropriate expository essay format. ● As a class, the summaries should be printed, alphabetized, and compiled into an informational resource that can be kept in the classroom or in the school library as a reference for other students. ● This resource provides useful organizers for note-taking, referencing citations and keeping on track to complete assignments. 	<ul style="list-style-type: none"> ● The teacher reads multiple reviews of a college or university and completes a T-chart with column headings of “Fact” and “Opinion” with examples from the reviews. <p><i>Career Quiz</i></p> <ul style="list-style-type: none"> ● The teacher gives the class a vocabulary quiz about career names and career-related vocabulary (teacher-created based on vocabulary taught during the unit). 	
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			http://www.readwrite-think.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=4#tabs		
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
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<p>PRCS: 12.L.1a 12.S.2 12.S.3 12.S.6 12.R.1 12.R.7I 12.W.5 12.W.6 12.LA.1 12.LA.1b 12.LA.2a 12.LA.2b</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A1 A4</p>	<ul style="list-style-type: none"> Organizational techniques for expository essays. The writing process. Voice in writing. Research techniques. How to explain a process. How to listen to, sort, and prioritize information. How to distinguish between fact and opinion. How to organize, synthesize, outline, and evaluate information to write a research paper. How to demonstrate voice and knowledge of topic throughout 	<ul style="list-style-type: none"> Career names and titles/labels— i.e. psychologist, orthodontist, veterinarian, etc. Fact and opinion Primary and secondary source materials Primary and secondary sources Voice Word beginnings and endings –“bio,” “psych,” “ist,” “ology” 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Career Option Research Paper</p> <ul style="list-style-type: none"> The student chooses one career to focus on for this project. He/she uses books, websites, and personal interviews to find information about the career. The student should compile their information and use attachment 12.2 Learning Activity – Outline Worksheet to organize their paper. In the essay, the student must: <ul style="list-style-type: none"> Identify the title of the chosen career. Provide a job description for the career. List and explain the necessary skills required to perform the duties of the career. Identify the educational 	<p><i>Extension activities can be added, such as...</i></p> <ul style="list-style-type: none"> Writing a college entrance essay Writing a resume Writing cover letters or letters of interest Performing mock interviews 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Writing Process – Editing</p> <ul style="list-style-type: none"> The student practices spotting mistakes in writings by editing the paragraphs on the printable worksheets found here: http://www.superteacherworksheets.com/proofreading.html. He/she practices using basic editing marks to mark the mistakes in the paragraphs. The student uses attachment 12.2 Learning Activity – Self and Peer Editing to review paragraphs or essays written by their peers (or themselves). This checklist should also be used when editing essays and paragraphs for the performance tasks.



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	the writing.		<p>requirements to obtain a job and advance in that career</p> <ul style="list-style-type: none">• Identify both the public and private settings that provide employment for the career.• Identify the starting pay and expected maximum pay for the career.• Identify and explain jobs you can do while in high school and college that might build the skills needed for the career.• Identify specific academic or vocational schools that will prepare one for the career.• Include what was learned from the interviewee about the career.• The student will be evaluated on a teacher-created rubric or attachment 12.2 Performance Task – Career Project Rubric.• The student will present their Career Option research orally to the class. (If computers and projection equipment are available, the student should produce a Power Point presentation to support his/her oral presentation.)		
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			<ul style="list-style-type: none">• The student should incorporate his/her own opinions into the presentation. (For example, “I think the salary for teachers is not very high considering how important their job is.”)• The student writes a response to each presentation in which he/she sorts and prioritizes the information learned and identifies three facts and one opinion from each presentation.• The presentations are assessed using a rubric and the responses will be informally assessed for comprehension of fact and opinion using an Exit Slip.		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Susan Maltz and Barbara Grahn**
 - *A Fork in the Road: A Career Planning Guide for Young Adults*
- **A. Bronwyn Llewellyn and Robin Holt**
 - *The Everything Career Tests Book: 10 Tests to Determine the Right Occupation for You (Everything Series)*
- **Nicholas Lore**
 - *Now What?: The Young Person's Guide to Choosing the Perfect Career*
- *Literature Timeless Voices, Timeless Theme, Silver*
- **John Seabrook page 42 (Context Clues)**
 - *E-Mail from Bill Gates*
- **Zuni page 49 (Context Clues)**
 - *The Girl Who Hunted Rabbits*
- **Mark Twain page 109 (Conflict Between Characters)**
 - *Club Pilot on the Mississippi*
- **Arthur C. Clarke page 122 (Science Fiction)**
 - *The Secret*
- **Ann Petry page 132 (Set a Purpose, Third-Person Narrative)**
 - *Harriet Tubman: Guide to Freedom*
- **Anton Chekhov page 174 (Characters)**
 - *The Ninny*
- **Neil Simon pages 176 (Characters)**
 - *The Governess*
- **Langston Hughes page 186 (Characters, Theme)**
 - *Thank You, Ma'am*
- **page 241 (Informative Essay)**
 - *Brown vs. Board of Education*
- **Toni Cade Bambara page 292 (Predict, Major and minor Characters)**
 - *Raymond's Run*

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- **Henry Wadsworth Longfellow page 306 (Heroic Characters)**
 - *Paul Revere's Ride*
- **John Greenleaf page 311 (Heroic Characters)**
 - *Barbara Frietchie*
- **Elizabeth Blackwell by Eve Merriam pages 314 (Heroic Characters)**
 - *Whittier*
- **Thomas Jefferson page 321 (Heroic Characters)**
 - *Young Jefferson Gets Some Advice From Ben Franklin*
- **J. Frank Obie page 400 (Setting in Fiction and Poetry)**
 - *Sancho*
- **William Jay Smith page 405 (Setting in Fiction and Poetry)**
 - *The Closing of the Rodeo*
- **Jesse Stuart page 410 (Predict, Character Traits)**
 - *A Ribbon for Baldy*
- **Gish Jen pages 414 (Predict, Character Traits)**
 - *The White Umbrella*
- **Issac Bashevis Singer page 558 (Identify With a Character, Characterization)**
 - *The Day I Got Lost*
- **Naomi Shihab Nye page 562 (Identify With a Character, Characterization)**
 - *Hamadi*

Additional Resources

- Personality/Career Inventories:
 - <http://jobsearch.about.com/od/careertests/a/careertests.htm>
 - <http://www.iseek.org/careers/skillsAssessment>
- Links To Colleges (College Applications):
 - <http://www.50states.com/college>
- Resume and Interview Guides On-Line:
 - <http://www.clacareer.umn.edu/resumes/index.html>
 - <http://jobsearchtech.about.com/od/interview/l/aa041000.htm>



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- Bibliography Guides On-Line:
 - <http://www.easybib.com/>
 - <http://www.noodletools.com/>
 - <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>
- CRLS Research Guide: http://www.crlsresearchguide.org/00_Introduction.asp
- Bureau of Labor Statistics job guide: <http://www.bls.gov/oco/> (in simpler language: <http://www.bls.gov/k12/index.htm>)
- Free Books Online: <http://www.fullbooks.com/>
- 100 Potential Job Interview Questions: <http://career-advice.monster.com/job-interview/Interview-Questions/100-Potential-Interview-Questions/article.aspx>
- Learn English - A Successful Job Interview [English Conversation] FULL: <https://www.youtube.com/watch?v=xkPTJwSWnJ8>

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Performance Tasks

Career Option Research Paper

- The student chooses one career to focus on for this project. He/she uses books, websites, and personal interviews to find information about the career.
- The student should compile their information and use attachment 12.2 Learning Activity – Outline Worksheet to organize their paper.
- In the essay, the student must:
- Identify the title of the chosen career.
- Provide a job description for the career.
- List and explain the necessary skills required to perform the duties of the career.
- Identify the educational requirements to obtain a job and advance in that career
- Identify both the public and private settings that provide employment for the career.
- Identify the starting pay and expected maximum pay for the career.
- Identify and explain jobs he/she can do while in high school and college that might build the skills needed for the career.
- Identify specific academic or vocational schools that will prepare one for the career.
- Include what was learned from the interviewee about the career.
- The student is evaluated on a teacher-created rubric or attachment 12.2 Performance Task – Career Project Rubric.
- The student presents their Career Option research orally to the class. (If computers and projection equipment are available, the student should produce a Power Point presentation to support his/her oral presentation.)
- The student should incorporate his/her own opinions into the presentation. (For example, “I think the salary for teachers is not very high considering how important their job is.”)
- The student writes a response to each presentation in which he/she will sort and prioritize the information learned and identifies three facts and one opinion from each presentation.
- The presentations is assessed using a rubric and the responses will be informally assessed for comprehension of fact and opinion using an Exit Slip.

Occupational Summaries

- The class works together to compile a book of occupational summaries. Each student writes summaries of three different occupations. (The teacher may decide to have the student write more than three summaries.)
- Using The Occupational Outlook Handbook, produced by the U.S. Dept. of Labor Statistics, (<http://www.bls.gov/k12/index.htm> - if internet resources are not available to the student, materials from the website can be printed for student use) the student reads about their chosen careers and writes a summary of the job which will include:
 - The training and education needed
 - How much money one can expect to earn in this job
 - What workers do on the job
 - Any additional information the student finds interesting
- The student can use attachment 12.2 Performance Task – Note-Taking to record information gathered while reading about the different careers.
- The student should organize each summary into an appropriate expository essay format.
- As a class, the summaries should be printed, alphabetized, and compiled into an informational resource that can be kept in the classroom or in the school library as a reference for other students.



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Suggested Sample Lessons

- Scaffolding Methods for Research Paper Writing: <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html>
 - Research Paper Scaffold from the lesson above could be very useful for the Performance Task in this unit.
- Adding Strong Voice to Your Writing: <http://www.scholastic.com/teachers/lesson-plan/adding-strong-voice-your-writing>