

Statewide Career Pathways Basic Skills Curriculum

Contextualized Literature & Arts Module

Students will:

OUTCOMES/IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Evaluate information regarding TV careers and stereotypes</p> <p><i>IL STAND: 3.R.CI.1, 4.R.CI.1, 5.R.CI.2, 3.W.TT.1, 4.W.TT.1, 5.W.TT.1, 3.W.TT.1, 4.S.CC.1, 5.S.CC.1, 3.S.CC.1, 3.S.CC.2, 4.S.CC.2, 5.S.CC.1</i></p>	<p>Language use in expressing individual perspectives in response to personal, social, cultural, and historical issues</p>	<ul style="list-style-type: none"> • Discuss how careers are depicted on television. Brainstorm popular TV shows and the occupations they portray. (Some examples of shows are <i>CSI, Modern Family, Mad Men, Grey's Anatomy, etc.</i>) (Consider showing appropriate short clips to supplement/provide examples.) • Divide the class into five groups with an equal number of students in each. These will be the students' "home" groups. For each home group, put one set of five occupation cards (Resources) in a box, and have each student draw a card. Each home group should contain at least one student for each occupation. (Note: If there are not enough students in your class to make this possible, you may choose to eliminate one of the occupations.) Students who drew the same occupation should form an "expert" group. In these new expert groups, discuss the occupation chosen. Brainstorm everything known about the job. Use the Career Clusters site to find descriptions of jobs: https://www.careertech.org/career-clusters • Discuss examples of how the job is portrayed on TV shows. Take note of any stereotypes in how the career is portrayed on television. • Using the Compare/Contrast Graphic Organizer (Resources), compare and contrast the way the job is portrayed on TV with the reality of the job. Make a Venn diagram using this information. • Using the summary worksheet, and answer the questions to summarize their discussions. • Each group will use chart paper to create a display illustrating the occupation studied. Post displays in the classroom. 	<p>Student completion of graphic organizer, summary worksheet, and career display poster</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

Students will:

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>2. Qualify dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.1, 3.R.CI.1, 4.R.CI.1, 5.R.CI.2, 3.W.TT.2, 4.W.TT.2, 5.W.TT.2, 3.W.PD.1, 4.W.PD.1, 5.W.PD.1, 3.S.CC.2, 4.S.CC.2, 5.S.CC.1, 3.S.PK.1, 4.S.PK.1, 5.S.PK.1</i></p>	<p>Comprehension of literary nonfiction text</p>	<ul style="list-style-type: none"> • Leave expert groups and report back to home groups. Do a “gallery walk” in home groups. Each group should walk around the room as if they are in an art gallery looking at the displays. As the group approaches each display, the expert who helped create the display should explain it to his or her home group. • Name one main difference found between television portrayal and reality in careers. • In student groups, select an instruction manual that represents a career field of interest (selection provided by the instructor, contributed by student, or available on the Internet—different manual for each group). (Resources). • Brainstorm which types of careers you think might be associated with the manual, answering questions such as: Who created it? Who designed it? Who produced it? What is the purpose? Who will consume it? (Be sure to represent all roles involved in the process.) • Draft an instruction manual (of group’s choice)—decide which type of career (using Career Clusters), its purpose, audience, contents. Each group will share the completed manual with the class. https://www.careertech.org/career-clusters 	<p>Student completion of instruction manual</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>3. Determine lessons that can be learned through a work situation that may not be ideal</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.2, 3.R.CL.1, 4.R.CL.1, 5.R.CL.2, 3.R.CI.1, 4.R.CI.1, 5.R.CI.3, 4.R.CI.2, 5.R.CI.4, 2.W.TT.1, 3.W.TT.2, 4.W.TT.2, 5.W.TT.2, 3.S.CC.1, 3.S.CC.2, 4.S.CC.2, 5.S.CC.1, 4.S.CC.1, 5.S.CC.1, 4.S.CC.3</i></p>	<p>Critical thinking, descriptive writing</p>	<ul style="list-style-type: none"> • Discuss jobs students have had that they liked the least. Why? Discover if there are similar characteristics and list them. • Read aloud the article, “Drowning in Dishes” (Resources) http://www.nytimes.com/2014/10/12/jobs/drowning-in-dishes-but-finding-a-home.html • Discuss lessons the author learned through a job he disliked. • Write a letter (3 paragraphs) in proper format to your younger self, giving advice on how to handle having a job you don’t like, vis-à-vis the article read. 	<p>Student completion of letter</p>
<p>4. Explore multiple intelligences and consider how these talents could be used in a future career</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.1, 3.R.CL.2, 4.R.CL.2, 5.R.CL.3, 5.R.VA.2,</i></p>	<p>Connections between works, self and related topics; comparing and/or contrasting information; inferences and/or</p>	<ul style="list-style-type: none"> • Read aloud “Who?” and “You are a Marvel.” (Resources) Conduct a question-and-answer session with students regarding how they are marvels. • Discuss what makes them marvels and how these traits are very similar to the multiple intelligences listed on the handout “Eight Ways of Being Smart.” (Resources) • Examine the definitions on the handout and ensure students understand what each intelligence characteristic means. • Complete the “Student Questionnaire” individually using the “Eight Ways of Being Smart” handout. (Resources) • Use “Student Quilt Card” handout (Resources) and write the following 	<p>Student completion of handout, questionnaire and quilt</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>3.R.Cl.1, 4.R.Cl.1, 5.R.Cl.2, 3.R.Cl.3, 4.R.Cl.5, 5.R.Cl.8, 3.R.Cl.7, 4.R.Cl.8, 5.R.Cl.12, 3.W.TT.1, 3.S.PK.2, 4.S.PK.2, 5.S.PK.2</p> <p>5. Analyze skills needed in a particular career path and how they can be transferred</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.2, 3.R.CL.5, 4.R.CL.2, 5.R.CL.5, 5.R.VA.4, 3.R.Cl.1, 4.R.Cl.1, 5.R.Cl.3, 3.W.TT.1, 4.W.TT.1, 5.W.TT.1, 2.W.TT.1, 3.W.TT.2, 4.W.TT.2, 5.W.TT.2, 3.S.CC.2, 3.S.CC.2,</i></p>	<p>conclusions</p> <p>Critical analysis; transferrable skills</p>	<p>color key on the board: Red - Verbal / Linguistic Green - Interpersonal Blue – Logical/Mathematical Black - Intrapersonal Orange - Spatial Brown - Naturalist Purple - Bodily / Kinesthetic Yellow - Musical</p> <ul style="list-style-type: none"> Draw a design on the quilt card and create a piece of graphic art that represents the multiple intelligences. Larger portions of the square should contain colors corresponding to the intelligence traits on which students ranked themselves the highest on the chart. View the short documentary “Courtroom Sketch Artist” found here: http://www.nytimes.com/2014/05/13/opinion/courtroom-sketch-artist.html Discuss the artist—Gary Myrick and the points made in the film. Compare and contrast his drawings with photographs. Using the Career Clusters site/Arts pathway, discover what is necessary to have a career as an artist. Brainstorm possible alternatives for Mr. Myrick, using his training and skills. https://www.careertech.org/career-clusters Alternate assignments: 1) Write a letter to Mr. Myrick, providing him with career advice. 2) Write a brief (one-page) plan for Mr. Myrick, showcasing his current skills and how he could transfer them to alternate careers. 	<p>Instructor observation, student completion of letter or career plan</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>acrostic poem based on research</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.1, 3.R.CI.1, 4.R.CI.1, 5.R.CI.3, 3.R.CI.6, 4.R.CI.7, 5.R.CI.11, 3.W.PD.1, 4.W.PD.1, 5.W.PD.1, 3.S.PK.1, 4.S.PK.1, 5.S.PK.1, 5.R.RS.10, 5.R.RS.11</i></p> <p>8. Evaluate the differences between fact and opinion by looking at various examples related to careers</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.1, 3.R.CI.7, 4.R.CI.8, 5.R.CI.12, 3.W.PD.1, 4.W.PD.1, 5.W.PD.1, 3.S.CC.1, 4.R.CI.10, 5.R.CI.11, 5.R.RS.10, 5.R.RS.11, 5.R.RS.12</i></p>	<p>sources</p> <p>Comprehension of what is read, heard, and/or viewed; restating and summarizing information; comparing and/or contrasting information; drawing inferences and/or conclusions.</p>	<ul style="list-style-type: none"> • Demonstrate using the Occupational Outlook Handbook website by typing the word “surgeon” into the search box in the upper right corner of the web page. Click on “Physicians and Surgeons.” Briefly introduce students to the information categories provided on the page, ensuring that they understand what each heading means. http://www.bls.gov/ooh/ • Hand out the sample acrostic. Show the students how the acrostic was created using information from the “Physicians and Surgeons” page on the website, and tell them they will use the site to research a selected career and create an acrostic about it. Instruct students to choose an occupation from the career list. • Remind students to completely finish their “Guidelines for Researching a Career” handouts before starting acrostics. • When the “Guidelines” handout is completed, students may begin working on acrostics. • Present acrostics to the rest of the class. (Resources) <ul style="list-style-type: none"> • Introduce and brainstorm about facts and opinions in everyday life. • Complete “Fact and Opinion in the Real World” worksheet as a class. (Resources) • Using index cards, create career flash cards — 5 for fact, 5 for opinion — using careers as their topic. (Resources) Students should write the fact or opinion in a complete sentence on one side of the card. On the opposite side of the card, they should write “F” or “O” for fact or opinion. Discuss the importance of questioning whether a statement is fact or opinion. Tell students to be careful when creating “fact” cards, and encourage cooperative learning when cards are being created. • With a partner, exchange flash cards. Swap partners after each has shared their set of cards. Swap as many times as desired. • Discuss together that dealing with fact and opinion is an everyday occurrence. 	<p>handout and acrostic. Student presentation of acrostic.</p> <p>Student completion of “Fact/Opinion” worksheet and career flashcards</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>9. Become familiar with vocabulary terms related to careers and occupations</p> <p><i>IL STAND: 3.W.RB.2, 4.W.RB.2, 5.W.RB.1, 4.S.CC.1, 5.S.CC.1, 3.S.CC.2, 4.S.CC.2, 5.S.CC.1, 3.W.RB.3, 4.W.RB.3</i></p>	<p>generating questions</p> <p>Vocabulary; subject-verb agreement; verb tense; parts of speech; using phrases and clauses correctly</p>	<ul style="list-style-type: none"> • Explain the importance of using appropriate vocabulary when speaking or writing. • Using the career vocabulary list (Resources), explain the importance of the words on the list in relation to chosen careers (importance of an interview, qualifications, etc.) • Review the career brainstorm table (Resources), looking at careers requiring a four-year degree, careers requiring a two-year degree, and careers requiring a high school diploma or equivalency. Brainstorm more careers in the three categories using the career brainstorm table. • Complete the Frayer model (Resources), using three words from the vocabulary list. • Create a career study, using 15 index cards. Write one vocabulary word on the front of each card and on the back draw a graphic that represents the word. Practice putting the cards into categories and organizing them in a sequence of events. (For example, résumé, background, objective and expectations can all be put together in one category. Another category, résumé parts, might consist of the following sequence: objective, background, and references.) 	<p>Student completion of career study</p>
<p>10. Understand how core curriculum areas (English/Language Arts, Math, and Science) are relevant to “real life.”</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.1, 3.R.Cl.5, 4.R.Cl.9,</i></p>	<p>Strategies to achieve future career success and satisfaction; reading comprehension public speaking</p>	<ul style="list-style-type: none"> • Discuss how all the “stuff” learned in school will ever apply in real-world jobs. Using the Graphic Organizer (Resources), choose three careers from the following list, and access the information from the Bureau of Labor Statistics’ Occupational Outlook Handbook: http://www.bls.gov/ooh/ <ul style="list-style-type: none"> ○ Taxi Drivers and Chauffeurs ○ News Analysts, Reporters, and Correspondents ○ Medical Transcriptionists ○ Market and Survey Researchers 	<p>Instructor observation, student completion of skit/ performance</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>5.R.CI.10, 3.W.TT.1, 4.W.TT.1, 5.W.TT.1, 3.W.TT.2, 4.W.TT.2, 5.W.TT.2, 3.W.TT.3, 4.W.TT.3, 5.W.TT.3, 3.S.PK.1, 4.S.PK.1, 5.S.PK.1, 3.S.PK.2, 4.S.PK.2, 5.S.PK.2, 3.S.PK.4, 4.S.PK.4, 5.S.PK.4,</p> <p>11. Conduct short research project to answer a question, drawing on several sources and refocusing the inquiry</p>	<p>Prior knowledge; inquiry and research</p>	<ul style="list-style-type: none"> ○ Jewelers and Precious Stone and Metal Workers ○ Conservation Scientists and Foresters ○ Aircraft Pilots and Flight Engineers ○ Fitness Workers ○ Fire Fighting Occupations ○ Drywall Installers, Ceiling Tile Installers, and Tapers ○ Drafters ○ Desktop Publishers ○ Construction and Building Inspectors ○ Atmospheric Scientists ○ Actors, Producers, and Directors <ul style="list-style-type: none"> ● Determine the connection each one has to the three areas: English/Language Arts, Math, and Science. ● Read through the career information, completing the graphic organizer. ● Imagine performing the tasks the occupation requires without a given background skill in place (a cashier, for example, who isn't able to give correct change.) ● Brainstorm a list of careers not looked at. Discuss two brainstormed careers and share examples of core skills being used in each of the careers. Some examples of skills might include communication abilities, problem-solving, and cause/effect relationships ● Work in small groups to write and act out skits that show an absence of core skills in a given occupation (as in the cashier example above). <ul style="list-style-type: none"> ● Research a specific occupation within a selected career field, using the Career Clusters: https://www.careertech.org/career-clusters. ● Using various resources (e.g., print, electronic, video, professional interview), focus on research questions identified ahead of time, such as: <ul style="list-style-type: none"> • What is the future job outlook for your community and across the state? How much would you expect to be paid starting out? • What are 	<p>Student completion of research; class presentation</p>

Statewide Career Pathways Basic Skills Curriculum Contextualized Literature & Arts Module

OUTCOMES/ IL STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>when appropriate</p> <p><i>IL STAND: 3.R.CL.1, 4.R.CL.1, 5.R.CL.1, 5.R.CL.2, 3.R.CI.1, 4.R.CI.1, 5.R.CI.2, 5.R.CI.3, 4.R.CI.2, 5.R.CI.4, 3.W.TT.2, 4.W.TT.2, 5.W.TT.2, 3.W.PD.1, 4.W.PD.1, 5.W.PD.1, 3.W.PD.3, 4.W.PD.4, 5.W.PD.4, 3.W.RB.1, 4.W.RB.1, 5.W.RB.1, 3.S.PK.1, 4.S.PK.1, 5.S.PK.1, 3.S.PK.4, 4.S.PK.4, 5.S.PK.4</i></p>		<p>the education and training requirements? • What types of classes or activities could you get involved in throughout middle and high school to prepare for this occupation? • What types of skills are needed? What types of technology are used? • What are the typical working conditions? What are some common tasks? • What pathways and related occupations are available within the same career field? • How does this career field, pathway, and occupation align with your interests, skills, abilities, and future goals?</p> <ul style="list-style-type: none"> • Present a summary of research to the class while dressed according to their workplace (e.g., suit, uniform, business casual). 	