

# Workforce Preparation: Lesson Plan on Local Labor Market Information



## Unit Overview

**Instructor/Program:**

**Course/Setting:**

**NRS Level(s):** Low Intermediate to High Intermediate Basic Education  
(NRS ABE Levels 3 and 4)

**Unit Theme:** Preparing to Enter the Workforce Through  
Processing and Analyzing Occupational Information

**Length of Unit** (estimated hours/days): 5 hours over 2 days

**NOTE:** This lesson ideally should be presented after the *O\*NET Interest Profiler* lesson

**Content Area:**

- Civics education
- Workforce preparation
- Financial literacy
- Digital literacy
- Health literacy

**NOTES on Content Area:**

**Main Standards Addressed:**

**CCR Levels C and D:**

- R4: Determine the meaning of technical words and phrases in a text.
- R7: Evaluate content presented in diverse formats.
- R9: integrate information from multiple texts.
- W4: Produce clear and coherent writing.
- W8: Summarize or paraphrase.
- S/L1: Review key ideas expressed and draw conclusions.
- S/L4: Speak clearly and at an understandable pace.
- L2: Use standard English capitalization, punctuation, and spelling.

**ELPS Levels 4 and 5:**

- ELPS 1: Summarize a text.
- ELPS 3: Compose a written informational text.
- ELPS 5: Gather information from multiple print sources.
- ELPS 8: Determine the meaning of technical words and phrases in a text.
- ELPS 9: Introduce and develop an informational topic with facts, details, and evidence.

**Rationale for This Unit** (*Why is this unit important to my students?*):

This unit will help the students process and analyze information in preparation for setting career goals that are realistic and that align with their interests and abilities. The unit activities will build self-awareness and help the students identify specific skills they need to enter the workforce, given the student's specific career goal. Through activities that require team building, communication with peers, and effective use of interpersonal skills, the students will be able to see a connection between the skills they are learning in the classroom and the skills they will use in the workplace.

**Unit Objective(s)** (*What will my students be able to do at the end of this unit?*):

- Identify two occupations that align with the student's individual Holland Code families.
- Compare and contrast the occupational descriptions on O\*NET.
- Give at least three examples of how the occupations are alike and three examples of how the occupations are different.
- Work collaboratively with peers to determine the local labor market need for one of the identified occupations.
- List five statements describing evidence that indicates why the occupation is or is not a good choice for the student.
- Submit an assignment to the teacher via email attachment format with fewer than two grammatical errors.

**Lines of Inquiry (LOI):** (*What essential question(s) form the thread that holds this unit together?*):

- What occupation is a good fit for a student based on the student's interests, location, and salary?
- What other factors may influence career goals, according to information in O\*NET?
- How can a student process and analyze occupational information to make an informed decision about career pathway progression?

**Central Skills of Focus in This Unit** (*Check the skills that are most emphasized in this unit*):

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|--|--|
| <input checked="" type="checkbox"/> Critical thinking                    | <input type="checkbox"/> Navigating systems                    |
| <input checked="" type="checkbox"/> Communication                        | <input type="checkbox"/> Adaptability and willingness to learn |
| <input checked="" type="checkbox"/> Processing and analyzing information | <input type="checkbox"/> Respecting differences and diversity  |
| <input checked="" type="checkbox"/> Self-awareness                       | <input checked="" type="checkbox"/> Interpersonal skills       |
|  | <input type="checkbox"/> Problem solving                       |

**NOTES on Central Skills** (Items underlined are explicitly taught and/or practiced):

Communication: Writing an email to the teacher, writing a paragraph summarizing research

Critical Thinking: Ranking value of job features, determining a living wage

Navigating Systems: Working with O\*Net to navigate local job market

Adaptability and Willingness to Learn: Considering whether a desired job is the right job.

Processing and Analyzing Information: Analyzing the information on O\*Net to determine job value

Respecting Differences and Diversity: Peer feedback on paragraph

Interpersonal Skills: Peer feedback on paragraph, role of partner in decision making.

Self-Awareness: Contrasting "need" and "want," identifying efficiency

Problem Solving: Determining a living wage, working with technology (e.g. O\*Net)

**Common misconceptions/misunderstandings** by learners regarding the content that may interfere with learning:

- Salary ranges based on experience versus entry level versus average
- Interest in jobs and occupations versus skills required



# Lesson Planning Template

<p><b>Standard(s)</b></p> <p><i>Indicate which standards from the unit are targeted in this specific lesson.</i></p>	<p><b>ELA/Mathematics/ELP:</b></p> <p><b>CCR Levels C and D:</b></p> <p>R4: Determine the meaning of technical words and phrases in text.  W4: Produce clear and coherent writing.  W8: Paraphrase.  S/L4: Speak clearly and at an understandable pace.  L2: Use standard English capitalization, punctuation, and spelling.</p> <p><b>ELPS Levels 4 and 5:</b></p> <p>ELPS 1: Summarize a text.  ELPS 2: Ask and answer questions to clarify ideas and conclusions.  ELPS 3: Compose a written informational text.  ELPS 8: Determine the meaning of technical words and phrases in text.  ELPS 9: Introduce and develop an informational topic with facts, details, and evidence.</p>	
<p><b>Lesson as Part of the Unit</b></p>	<p>Where does this lesson fall within the unit? <input type="checkbox"/> beginning <input checked="" type="checkbox"/> middle <input type="checkbox"/> end</p>	
<p><b>Instructional Objective(s) and Learning Target Statements</b></p> <p><i>The former are written in teacher language, are largely derived from content standards, and include evidence of mastery. The latter are written in student-friendly language and help learners reflect on what they are able to do as a result of the lesson.</i></p>	<p><b>Instructional Objective:</b></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Work collaboratively with peers to determine the local labor market need for one of the identified occupations and list five statements describing evidence that shows why the occupation is or is not a good choice for the student.</li> <li>• Submit the assignment to the teacher as an attachment to an email, with fewer than two grammatical errors.</li> </ul>	<p><b>Learning Target Statements (for learners' exit tickets, learning logs, or reflection):</b></p> <p><i>I can process and analyze information to create a career goal that is specific and realistic for me.</i></p> <p><i>Before, I could say that I needed a job to pay my bills; now I can name a specific occupation that exists in my area, that I may have an interest in, and that provides a living wage.</i></p>



<p><b>Assessing Mastery of the Objective(s)</b></p> <p><i>Indicate when and how assessment will occur during the lesson—formative and/or summative.</i></p>	<p><b>Proof of Learning:</b></p> <p><input checked="" type="checkbox"/> Via observation of a team task (e.g. discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input type="checkbox"/> Via team product</p> <p><input checked="" type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p> <p><b>Proof-of-Learning Tools:</b></p> <p><input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other _____</p>	<p><b>Ongoing Formative Assessment:</b></p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing (e.g., Quiz Quiz Trade)</p> <p><input type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input checked="" type="checkbox"/> Other <u>Document with evidence statements</u></p>
<p><b>Language Demands</b></p> <p><i>Include academic language and any language that may affect a student’s ability to access the content in directions, examples, tasks, etc.</i></p>	<p>Depending on the occupation choices, there may be Tier 3 vocabulary on O*NET that the teacher will need to introduce prior to the lesson.</p>	
<p><b>Adaptations and/or Accommodations</b></p> <p><i>How will every student have access to the content of the lesson? Identify differentiation strategies and consider misconceptions from the unit plan.</i></p>	<p>Each student will be provided with a laptop with access to the internet and email. For students with visual impairments, the teacher will show how to enlarge print on the screen or print items from the internet and will provide magnifiers if needed.</p>	<p style="text-align: center;"><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptops</li> <li>• Projector</li> <li>• Whiteboard</li> <li>• Word-processing software</li> <li>• Internet access</li> <li>• Printer</li> <li>• Handheld magnifier</li> </ul>



<p><b>Introduction</b></p> <p><i>How will you introduce the lesson objective and the way it fits into the unit/LOI, and how will you identify its relevance to learners' needs and goals?</i></p> <p><b>Time: 20 minutes</b></p>	<p>The students, as usual, should arrive a few minutes early; sign in with their exact time of arrival; check the board for the day's learning activities and objectives, along with the materials needed; gather the necessary materials; and complete the activities listed on the board:</p> <ol style="list-style-type: none"> <li>1. Today you will need a laptop and pen or pencil.</li> <li>2. Please define the following job values: Salary, benefits, hours, schedule, job security, location, conditions/environment, opportunity for advancement</li> </ol> <p>(The above should be completed by the first 5 minutes of class.)</p> <p>The teacher should review the students' definitions and provide definitions for the values the students were unfamiliar with, particularly low-level students or language learners.</p> <p>After understanding is ensured, the teacher asks the students to rewrite the list in order from most to least important for them. Then the students work in pairs or small groups to share how they ranked the job values and why certain values are most important to them.</p> <p>The teacher will review the day's goals:</p> <ul style="list-style-type: none"> <li>• Research an occupation that was identified in the previous lesson to determine if that occupation has job openings in the local area and if the pay would be a good fit.</li> <li>• Work collaboratively with peers to process and analyze information.</li> <li>• Use digital literacy skills to submit the assignment to the teacher.</li> </ul> <p><b>Central Skill:</b> <u>Critical Thinking</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard</li> </ul>
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<p><b>Explanation and Modeling</b></p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content on their own? When and what types of models will you provide?</i></p> <p><b>Time: 30 minutes</b></p>	<p>The teacher models how to use O*NET online <a href="https://www.onetonline.org/">https://www.onetonline.org/</a> and CareerOneStop <a href="https://www.careeronestop.org/">https://www.careeronestop.org/</a> to search and gather information about salary and wages and local job openings for one occupation from the previous day's Venn diagram or sticky note assignment <b>presented in the O*NET Interest Profiler lesson.</b></p> <p>The teacher will tell the students that they will be working in pairs for this assignment to be able to help each other with digital literacy skills and ask each other questions that one might not consider if working alone. The teacher will explain that using <i>I wonder, I notice, and have you thought of looking at _____?</i> are good discussion starters. The teacher will explain that, in the workplace, sometimes when you have individual work, it might be good to be able to compare your work with the work of someone else who does the same job. The teacher will remind the students that today they will be doing the same individual work but be able to look and see how their peers are working through the same task.</p> <p>The teacher will tell the students that today's activities will give them an opportunity to self-assess whether they approach assignments the way their peers do or if they have unique ideas that help and support their peers.</p> <p><b>Central Skill:</b> <u>Self Awareness, Analyzing and Processing</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> </ul>
<p><b>Guided Practice</b></p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills. How will you structure the tasks or other learning activities to support learners' success?</i></p> <p><b>Time: 30 minutes</b></p>	<p>Using a sample occupation as the guided practice example, the teacher will ask the class to help direct him/her how to gather the wage information on that occupation and local job openings.</p> <p>The teacher will ask the students to share ideas about what other factors they might consider when determining whether or not a job is a good fit for them. Factors may include the job values (salary, benefits, hours, schedule, job security, location, conditions/environment, opportunity for advancement) discussed earlier. When thinking about salary, the students should take into account what their current costs are (rent, transportation, cell</p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard</li> <li>• Word-processing software</li> <li>• Internet access</li> </ul>



phone, clothing, food, etc.). When thinking about hours and schedule, some considerations might include whether the job is full-time or part-time, during the day or overnight, etc. When thinking about location, the students might want to investigate the job's proximity to their home or other important location (like their kids' school) and what sort of transportation is available (e.g., it is on the bus route). The teacher may choose to write some of the things the students think of on the board for reference later.

The teacher will tell the students they are to type a paragraph (7–9 sentences) describing the occupation they researched, if the students think this job is available in the local area. The students are also to type five specific statements of evidence that show why or why not the occupation is a good choice for them. The teacher will remind the students to also think about Holland Code families (introduced in the O\*NET Interest Profiler lesson), past job experience, training required, and current job values when processing and analyzing information to assess whether the occupation is a good choice.

Example: “This occupation would provide a good wage, since I need to make at least \$25,000 a year to cover my costs, and this occupation pays around \$28,000 a year.” Or “I think this occupation would be hard for me because a typical work week is more than 40 hours, and it is important for me to spend time with my family.”

The teacher could have a sample paragraph to review with the students and have them find errors or what information might be missing.

The teacher will tell the students that the document needs to be saved and emailed as an attachment to the teacher.

**Central Skills:** Navigating Systems; Problem Solving



<p><b>Application/Extended Practice</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Time: 60 minutes</b></p>	<p>The students will work on researching an occupation and gathering information to include in their typed paragraphs.</p> <p>The students will share their paragraphs through Google Docs or other document sharing website with one to two partners. The partners will read each other's written documents. Partners should discuss the assignment, compare and contrast one another's work, support one another in correcting any errors, and then save the word-processing document.</p> <p><b>Central Skills:</b> <u>Processing and Analyzing Information, Interpersonal Skills</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Word-processing software</li> <li>• Internet access</li> </ul>
<p><b>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</b></p> <p><b>Time: 10 minutes</b></p>	<p>The students will submit the word-processing document to the teacher by emailing it as an attachment.</p> <p>The students should be reminded to submit the email as if they were in the workplace and to use appropriate language and format, as they do with every assignment.</p> <p><b>Central Skill:</b> <u>Communication</u></p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Word-processing software</li> <li>• Internet access</li> </ul>

