

Using Job Applications and PA CareerLink®

Lesson Overview

Topic	Lesson Information
Lesson Title:	Using Job Applications and PA CareerLink®
Lesson Timeframe:	2 – 4 hours
Content Area(s):	Reading, Speaking, Writing, Digital Literacy
General Topics/Skills Covered:	Completing forms, on paper and online
NRS Level(s):	ESL 3 – 6, ABE 2 – 6
Prerequisite Skills:	Basic computer and keyboarding skills

PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
<u>College and Career Readiness Standards (CCRS):</u>	Reading CCRS Anchor 1, 4, 5 Writing CCR Anchor 4 Speaking and Listening CCRS Anchor 1, 6 Language CCRS Anchor 2
<u>English Language Proficiency Standards (ELPS) (if applicable):</u>	ELP Standards 1, 2, 7, 8, 9
<u>Transferable Skills:</u>	Self-Management 2.3 Using Information 4.1, 4.2
<u>Digital Literacy Skills:</u>	Basic Computer and Mobile 1.3 Internet

Standards / Skills	Standards and Skills Addressed in the Lesson
	2.2, 2.3

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
Lesson Objective(s):	<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Identify information sections on a job application.• Distinguish between information required for each section using skimming and scanning.• Identify patterns by noting current or most recent jobs and education order.• Recognize typical vocabulary used in a job application.• Complete a job application independently.• Optional: Use the application template to register with PA CareerLink® (or update registration).	<ul style="list-style-type: none">• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
Texts, Materials, Resources:	<p>Job Application Template: https://www.paadultedresources.org/job-application-template/ Whiteboard Projector Computers with internet connection Access to - https://www.pacareerlink.pa.gov/jponline/</p>	<ul style="list-style-type: none">• Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
Lesson Vocabulary:	Alternate Summary Objective Attained Course of study Branch Rank Discharge Qualification Issuing organization Expiration References Personal Professional	<ul style="list-style-type: none"> • Include 5 -10 vocabulary terms. • Include instructional strategies below for teaching the vocabulary.
Culturally Responsive Teaching Notes:	<p>Employment applications, whether paper-based or online, contain the same general information. This activity will support students to recall and record this information for future use.</p> <p>Discussion will include the importance of including accurate information and presenting a person's education, work history, and skills in a positive manner.</p>	<ul style="list-style-type: none"> • Is it evident that students will connect content to their own lives and to what they already know? • Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? • Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

Instructional Activities

Topic	Lesson Information	Tips/Questions to Consider
Lesson Introduction:	Opening discussion: The teacher asks the class, “How many students are working now? How many are looking for jobs? Who has worked in the past? What did you need to do to get your job? What information was required? If you are from a different country, how do you apply for jobs there? Why is this necessary? What information do you need to complete the form? Tell us about a time you filled out a job application. Was it easy ... difficult ... annoying? Why or why not?”	<ul style="list-style-type: none">• Explain how the lesson objectives will be shared with learners.• Make connections to learners’ goals and prior and future lessons.

<p>Lesson Body:</p> <ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Independent Practice 	<ol style="list-style-type: none"> 1. Review new vocabulary. Students choose the following options when hearing each word. <ul style="list-style-type: none"> - I do not know this word. - I have seen this word, but I am not sure what it means. - I know this word and can define it / use it in a sentence. 2. Most job applications ask for similar information. Ask students, “Why do you think having a record of your information for job applications is important?” <i>It helps you to fill out the information quickly and accurately.</i> 3. Review the Job Application Template. <ul style="list-style-type: none"> - Students should look for / highlight new vocabulary. - Ask students, “What are the sections of this application? How do you know?” <i>General Information, Professional Summary, Objectives, Work Experience, Education, Military Experience, Qualification / Achievement, Certifications / Licenses, Skills, References. These sections are in bold, a different color.</i> - What type of information would you enter in each section? Review each section. <i>General Information:</i> So, the employer knows your name and how to reach you. <i>Professional Summary*:</i> What would you say about yourself? Skilled laborer, experienced caregiver, etc. <i>Objectives*:</i> What is the purpose of your application? <i>Work Experience:</i> A history of the work you’ve done, the skills you have, the length you’ve been employed. <i>Education:</i> Level of education you have – high school equivalency up to college degree. <i>Military Experience*:</i> The military provides great work and life experience. Some employers offer special preferences to military veterans. <i>Qualifications / Achievements*:</i> Have you received any special recognition? Employee of the month? Student of the month? <i>Certifications / Licenses*:</i> Do you have any special licenses or certifications like CDA, CDL, SERV Safe, CPR/First Aid, etc. <i>Skills*:</i> Do you have any special skills like computer software (MS Office)? Can you operate any special equipment? 	<ul style="list-style-type: none"> • Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. • Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. • Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.
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	<p><i>References*</i>: Personal and professional acquaintances who can speak to your skills. Examples are previous employers or supervisors, clergy, etc. Should you use family or friends? <i>No!</i> Note: Sections marked with an asterisk are optional in PA CareerLink® registration.</p> <ul style="list-style-type: none"> - Why is this information important to an employer? <ol style="list-style-type: none"> 4. The teacher asks the students, “What do you notice about the Work History and Education sections of the application?” <i>There is space for several entries. The instructions tell you to begin with most recent? What does this mean? Start with the last job you had and school you attended.</i> 5. Complete the Job Application Template. The teacher can share the document on a screen and the class can work together through each section. Emphasize the important of correct spelling, grammar, and punctuation. 6. As students complete the Job Application Template, the teacher reviews for edits and corrections. 7. Ask students “Why is it important to have correct information that is free of errors on your application?” <i>Because the employer may check. If something is wrong, you might not get the job. If your application has a lot of spelling or grammar errors, they employer may think that you don’t care about quality.</i> <p>Steps 7 through 13 are for teachers who can extend the instruction to PA CareerLink® registration.</p> <ol style="list-style-type: none"> 8. Introduce the PA CareerLink® system: This is a statewide, online system that helps job seekers and employers. One way it helps is to make connections through posted jobs. Who has heard of this? Is anyone already registered? Have you used the system? 9. Demonstrate accessing the system and creating an account. 10. Students use their reviewed Job Application Templates to complete the registration. The template is in the same order, format, and language as the PA CareerLink® job seeker registration. 11. Students can explore the system: <ul style="list-style-type: none"> - Where is my local CareerLink? - What workshops are coming up? - What some jobs that are available in my area? 	
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	<ul style="list-style-type: none"> - How can I print a resume? 12. Remind students that they can visit the local PA CareerLink® office to additional help with using the system and job search. Has anyone ever done this? What was your experience? 13. If available, or if you are co-located, a PA CareerLink® staff person may be available to join your class to provide additional information. 	
Differentiation:	<ul style="list-style-type: none"> • The teacher can model completion of the application template. • The class can work together to complete the application template. • Students can work in teams or small groups to complete the application template. • The teacher can share the PA CareerLink® website on a screen and guide students through completion. • The teacher can transfer the Job Application Template to Google Forms to give students additional experience with keyboarding. 	<ul style="list-style-type: none"> • How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)? • What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?
Digital Literacy Integration:	Students register with PA CareerLink® or update their existing account.	<ul style="list-style-type: none"> • Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? • Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? • Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

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Lesson Conclusion:	<ul style="list-style-type: none"> The teacher explains that students now have a template that they can use when applying for jobs. The teacher asks, “what are you going to do with this? How will this document be helpful to you? What are your next steps?” <ul style="list-style-type: none"> (If applicable) How are you going to use your new PA CareerLink® registration? What are your next steps? 	<ul style="list-style-type: none"> Review lesson objectives. Provide an opportunity for student reflection. Connect to prior and future learning.
Assessment:	<ul style="list-style-type: none"> Students submit their completed Job Application Template for teacher review. The teacher reviews the template for correct grammar, spelling, and punctuation. After the teacher’s review, if time and student skills permit, student use the template to register with PA CareerLink®. Students print a copy of the PA CareerLink® registration resume and add it to their portfolio. 	<ul style="list-style-type: none"> Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives. Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
Lesson Extension, Homework:	<ul style="list-style-type: none"> Students can complete or update their PA CareerLink® registration (if not completed in class). Students can search for a job using PA CareerLink®. 	<ul style="list-style-type: none"> Include opportunities for learners to practice skills outside of class time.
Lesson Extension, Additional Enrichment/Practice Opportunities:	<ul style="list-style-type: none"> Students can apply for an appropriate job using PA CareerLink®. Students can register for and attend PA CareerLink® workshops that meet their needs. 	<ul style="list-style-type: none"> Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.

Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? How do you know? If not, why?
- What changes should be made for next time the lesson is taught?