



2016 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

Host Institution:	STARTALK Central				
Program Title:	Jobs and Opportunities				
Language(s):	Arabic	Grade(s) of Learners:	9-12 K-2, 3-5, 6-8, 9-12		
Heritage Speakers?	Yes	Non-Heritage Speakers?	No		
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	3 weeks	<i>Contact Hours:</i>	90	
Target Proficiency Level: (by end of program)	Intermediate low	Target Performance Level(s): (during and by end of program)	Intermediate low/intermediate mid		

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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- STARTALK-endorsed Principles for Effective Teaching and Learning**
- Implementing a standards-based and thematically organized curriculum
 - Facilitating a learner-centered classroom
 - Using target language and providing comprehensible input for instruction
 - Integrating culture, content, and language in a world language classroom
 - Adapting and using age-appropriate authentic materials
 - Conducting performance-based assessment



Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students delve into the job market in the Arab world and examine their own expectations about opportunities and work in their own lives in pursuit of answers to questions such as: How are job opportunities and social status related? What professions do you and your family value and why? How is your understanding of your opportunities shaped by your culture and experiences? Students ask these questions and others as they mock apply for jobs and

hire new employees. These experiences are accompanied by ongoing discussions around social class and opportunity as depicted in fictional and documentary depictions of life in the Arab World. Students engage with a variety of authentic readings, ranging from online recruitment sites to advice columns—all centered around matching candidates with appropriate positions. Ultimately, students have the opportunity to consider the challenges of the job market for Arab workers and the reverberations of those challenges in current world events.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i>	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
Interpersonal Speaking	
<p>Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p> <p>-----</p> <p>Intermediate High: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<ol style="list-style-type: none"> 1. I can conduct a job interview, including a socially appropriate opening, questions pertaining to qualifications, past experience, and future aspirations, and I can close the interview politely. 2. I can share and discuss my family's attitudes about and experiences with careers and opportunities. 3. I can exchange information about my daily habits and routines within the context of suitable/desirable work schedules. <p>-----</p> 4. I can present and respond to questions about my qualifications, past accomplishments, and future career goals in an interview setting, and I can answer unexpected questions about these topics.

Presentational Speaking

Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.

Intermediate High: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

5. I can present a political cartoon about the challenges of the job market in the Arab world and my analysis of it.
 6. I can explain the steps needed to achieve a particular career goal.
 7. I can speak about the reasons for my career choices and aspirations.
 8. I can present my qualifications, past accomplishments, and future career goals.
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9. I can explain and express concerns about unemployment, salary/price gap, and nepotism in the workplace.

Presentational Writing

Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.

Intermediate High: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

10. I can write a CV including relevant information about my personal details, education, qualifications, and experience in the appropriate format.
 11. I can write a short email expressing interest in a position and requesting more information about it.
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12. I can write a basic letter of recommendation, including a professional greeting and closing, how I know the person and for how long, the work they did with me, the consistency of their work performance, some skills they have, and the reasons they are a suitable candidate.
 13. I can present information about the challenges of finding a job in multiple contexts and state two reasons for the challenges.

Interpretive Listening

Intermediate Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal

14. I can understand the purpose and main idea of an instructional video about using digital resources for a job search.

interests and studies. I can understand the main idea in conversations that I overhear.

Intermediate High: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

15. I can understand the purpose and main idea of a video advice “column” on YouTube.

16. I can understand the main idea and some statistical details when listening to news analysis of the job market for Arabs in France.
17. I can understand the topic and main idea of a news report on the impact of Syrian workers in the Jordanian job market.

Interpretive Reading

Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.

Intermediate High: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

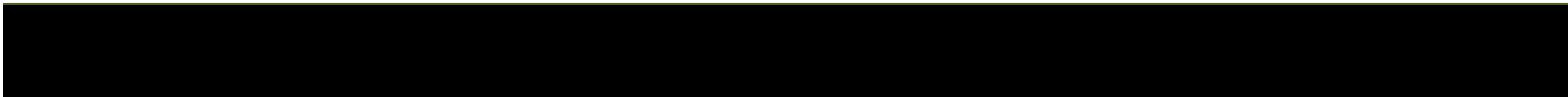
18. I can identify the sections of a CV and gather details about personal information, education, training, and work experience.
19. I can use contextual clues to guess the meaning of individual words and holistic messages in social/political cartoons about the job market and work-related challenges.
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20. I can recognize a job advertisement and understand some details about the position and requirements for candidates.
21. I can analyze and compare multiple LinkedIn profiles of candidates and determine their suitability for a given position.
22. I can scan and understand some details from news articles about seasonal work and the conditions of employment for Syrian refugees in Jordan.

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students will read both a job description and a set of professional profiles from LinkedIn and reason who among the candidate pool is best suited for the job according to what they have understood.	Students will role play as interviewers and interviewees in a job interview in which they must ask and answer questions about their job qualifications, past experience, and desires/expectations about the position.	Students will write their own resumes and present themselves to a potential employer in a brief “elevator pitch.”



Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
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Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Speaking		
<p>1. I can conduct a job interview, including a socially appropriate opening, questions pertaining to qualifications, past experience, and future aspirations, and I can close the interview politely.</p>	<p>Cultural Knowledge</p> <p>Appropriate body language for formal meeting, culturally appropriate attire, courtesies</p> <p>Greetings and Warm up</p> <p style="text-align: right;">السلام عليكم كيف الحال؟ صباح الخير \ النور مساء الخير \ النور إن شاء الله ما لقيت صعوبة في إيجاد المكان</p> <p>Greetings Good morning Good evening I hope you found the location without difficulty</p> <p>Questions and Follow up</p> <p style="text-align: right;">ممکن تحدثنا عن نفسك؟ ممکن تحدثنا أكثر عن ذلك؟ ما السبب لذلك؟ كيف فعلت ذلك؟ لماذا فعلت ذلك؟ متى قمت بذلك؟</p> <p>Can you tell us about yourself? Can you tell us more about that? What’s the reason for that? How did you do that? Why did you do that?</p>	<p>The teacher elicits from the students the outline for a professional job interview: (appropriate opening, warm-up, qualifications and past experience, future aspirations, and closure).</p> <p>After providing the outline, students brainstorm appropriate questions and phrases to each step in the outline.</p> <p>Students “speed date” to practice each phase of the outline, switching partners to practice carrying out each transaction multiple times.</p> <p>The phases are as follows:</p> <ul style="list-style-type: none"> ● Greeting ● General opening questions (see interpretive listening) and follow up questions ● Common questions about professional qualifications and experience ● Closure

When did you do that?

Closure

شكرا على اللقاء \ شكرا لحضرتك
فرصة سعيدة \ أنا أسعد
سوف نعلمك بقرارنا خلال...
مع السلامة \ الله يسلمك

Thank you for meeting

Nice to meet you

Will let you know our decision in... (time)

Goodbye

Response Stems

درست في جامعة ... وتخرجت في سنة ...
عملت في ... لمدة ...

I studied in the University of...and I graduated in...
(year)

I worked in...for... (time)

Giving Reasons

حتى أصبح
كان من اللازم أن
كان من المهم أن
حصل على
أراد أن \ يريد أن
أحب أن \ يحب أن
تمنى أن \ يتمنى أن
عمل \ يعمل
احتاج إلى \ يحتاج إلى

So I can become

It was necessary to

It was important to

To obtain

To want

	<p>To like To hope To work To need</p>	
<p>2. I can share and discuss my family's attitudes about and experiences with careers and opportunities.</p>	<p>Discussion</p> <p>عائلتي تؤمن \ تعتقد \ تظن أن ... يعمل قرّر أن</p> <p>My family believes / think / think that... Works Decided to</p> <p>Family Attitudes</p> <p>تشجّع \ لا تشجّع على العمل في... تحتترم \ لا تحتترم الأشخاص الذين... تعتقد أنّ هذا العمل في ... مناسب \ غير مناسب بسبب ... تنظر إلى العمل في ... كأنه ...</p> <p>(my family) encourages me to (my family) respects people who (my family) considers that this work is appropriate (my family) views working as... as if it is...</p> <p>Opportunities</p> <p>ساعات العمل \ ساعات الدوام قطاع - ات شروط ج شروط وظيفة ج وظائف فرصة ج فرص البطالة شهادة ج شهادات التعليم</p>	<p>The teacher elicits from students phrases specific to attitudes and careers such as 'to hope,' 'to consider,' 'to think,' knowing they will eventually present their own family's attitudes to their classmates.</p> <p>The teacher provides a list of jobs she would like students to discuss. In pairs, students ask each other about their attitudes toward the jobs listed. When they are done with the first pair, each student finds a new person in order to ask the same questions. Each student should find at least 4 other partners. While asking the questions, students take notes on their peers' attitudes. At the end of the activity, students report back to the teacher about the attitudes of their colleagues towards the jobs that are listed in the worksheet.</p> <p>Students interview a family member at home about their career choices and reasons behind them. Students may complete this interview in any language, but they must report back to the class in Arabic.</p> <p>In groups, students share how their family members chose their careers and which career paths they themselves are encouraged to pursue and why.</p>

	<p>سوق العمل يبحث عن \ يبحث عن أزمة متوفر الواسطة</p> <p>Working hours Sector Condition Position/job Opportunity Unemployment Diploma Education The job market Search for Crisis Available Connections/nepotism</p> <p>فرص العمل غير متوفرة \ متوفرة بسبب ... سوق العمل هذه الأيام يحتاج ... يجب السعي إلى واسطة قوية للحصول على فرصة عمل ...</p> <p>Job opportunities are abundant because of... The job market these days needs... You need to search for connections to get a job opportunity</p>	<p>In a larger, full class discussion, students share out common themes and make observations about how career paths are judged and valued.</p>
<p>3. I can exchange information about my daily habits and routines within the context of suitable/desirable work schedules.</p>	<p>Grammar</p> <p>أن + المضارع المنصوب</p>	<p>Students play a matching game in which half the class are recruiters and half the class are job seekers. Each recruiter has specifications about a</p>

Conjugation of hollow verbs; weak verbs;
germinate verbs

Adverbs of Frequency

دائماً
عادةً
أحياناً
لا ... أبداً
كل يوم
نادراً
كل أسبوع

Always
Usually
Sometimes
Never
Every day
Rarely
Every week

Times of Day

في الصباح
بعد الظهر
بالعصر
في المساء
بالليل

In the morning
Afternoon
Late afternoon
In the evening
Night

work schedule, and each job seeker has a preferred schedule. The students must mill about and find the most desirable match for their schedule.

Preferences

فضّل أن
أحبّ أن
بالنسبة ل

Prefer
Like/love
As far as... is concerned

Daily Routines

فاق من النوم
فطر
ذهب
ترك
رجع
نام

Wake
Eat breakfast
Go
Leave
Return
Sleep

Work Schedule

بدأ
انتهى من
حتى
بعد ذلك
قبل ذلك

Begin
Complete
Until
After that
Before that

	<p>Days of the Week</p> <p>أيام الأسبوع</p> <p>Question Words</p> <p>متى ماذا أين مع من لماذا</p> <p>When What Where With whom Why</p>	
<p>4. I can present and respond to questions about my qualifications, past accomplishments, and future career goals in an interview setting, and I can answer unexpected questions about these topics.</p>	<p>Grammar</p> <p>verb tenses: past, present, and future with negation</p> <p>Qualifications/Accomplishments</p> <p>تخرج من حصل على شهادة</p> <p>Graduate from Obtain Diploma</p> <p>Future Career Goals</p> <p>إن شاء الله سوف ثم حتى</p> <p>God willing</p>	<p>Students role play hiring/applying for a specific position and carry out full interviews that include all the phases appropriate for a complete (but brief) job interview. Interviewees can expand their answers to be inclusive of past, present, and future dimensions as they answer interview questions.</p>

	(Future marker) And then Until/ in order to	
Presentational Speaking		
<p>5. I can present a political cartoon about the challenges of the job market in the Arab world and my analysis of it.</p>	<p>Job Market Vocabulary (presented through reading political cartoons)</p> <p>ساعات العمل/ساعات الدوام قطاع - ات شروط شروط وظيفة ج وظائف فرصة ج فرص البطالة شهادة ج شهادات التعليم سوق العمل بحث عن / يبحث عن أزمة متوفر الواسطة</p> <p>Working hours Sector Condition Position/job Opportunity Unemployment Diploma Education The job market Search for Crisis Available Connections/nepotism</p>	<p>After interpreting several political cartoons about the job market (see interpretive reading), students discuss their cartoon and its meaning with a partner, and then they present it to the class as a whole.</p>

	<p>Analysis</p> <p>له علاقة ب أدي ذلك إلى رمز مثل</p> <p>It's related to That led to Symbolize Represent</p>	
<p>6. I can explain the steps needed to achieve a particular career goal.</p>	<p>Steps for Achievement</p> <p>هدف أهداف أصبح يصبح حتى ل</p> <p>A goal Become Until For</p> <p>Goals</p> <p>أريد أن أصبح</p> <p>I want to become</p>	<p>Students select various careers out of a hat and prepare a list of qualifications and experiences for each that would prepare them to take on the job. In small groups, students role play as motivational speakers, telling their audience what they must do to accomplish their goals of becoming a successful business person, lawyer, etc. After everyone has had a turn in small groups, students can volunteer to present to the class as a whole.</p>
<p>7. I can speak about the reasons for my career choices and aspirations.</p>	<p>Reasons</p> <p>بسبب لأن نظرا إلى ذلك ف</p> <p>Because of Because</p>	<p>Students use their interviews with their family members and classmates to develop a list of possible reasons for their career choices. Building on those conversations, students then work in pairs to discuss the possible reasons for their career choices and prepare a short speech presentation about why they are motivated to</p>

	Considering that So	pursue a particular career (can be real or imagined).
8. I can present my qualifications, past accomplishments, and future career goals.	<p>Grammar Control of past, present and future tenses</p> <p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity Training</p>	Students role play meeting the HR manager at their dream job in an elevator and they have one minute to present their qualifications, past accomplishments, and future career goals, thus convincing the HR manager of their suitability for an open internship.
9. I can explain and express concerns about unemployment, salary/price gap, and nepotism in the workplace.	<p>Concerns</p> <p>كبر مشكلة بالنسبة لي المشكلة في سوق العمل أخاف من</p>	Students participate in a three-round debate about which challenge in the workplace is the biggest problem for job seekers. The rounds consist of an opening statement, a response to

	<p>أقلق من الفجوة بين المرتب والسعر البطالة الواسطة قلة الفرص مكان العمل</p> <p>The largest problem For me The problem in the labor market I'm afraid of I worry about The gap between the salary and price Unemployment Connections/nepotism Lack of opportunities The workplace</p>	<p>the other team's statement, and a closing statement.</p>
Presentational Writing		
<p>10. I can write a CV including relevant information about my personal details, education, qualifications, and experience in the appropriate format.</p>	<p>Cultural Knowledge</p> <p>Formatting of CV in Arabic</p> <p>Information to include (gender, nationality)</p> <p>CV Headings</p> <p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة</p>	<p>Students fill in the blanks of a CV following a set form.</p> <p>Students type up the headings of a CV as a class, then complete a copy with their own details in the correct format.</p>

	<p>مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity Training</p>	
<p>11. I can write a short email expressing interest in a position and requesting more information about it.</p>	<p>Cultural Knowledge/Background Email formatting and professional correspondence</p>	<p>Students read a short email requesting more information about a position, then rewrite it by using their own language.</p>
<p>12. I can write a basic letter of recommendation, including a professional greeting and closing, how I know the person and for how long, the work they did with me, the consistency of their work performance, some skills they have, and the reasons they are a suitable candidate.</p>	<p>Letter of Recommendation</p> <p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview</p>	<p>Students choose the most suitable candidate for a position (see interpretive reading below) and take on the character of that candidate's professional reference.</p> <p>Students compose a basic letter of reference in which they include the following sections:</p> <ul style="list-style-type: none"> - Introduction <ul style="list-style-type: none"> - Professional Greeting - How they know the candidate - How long they have known the candidate - Body <ul style="list-style-type: none"> - The work the candidate did

	<p>Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity Training</p>	<ul style="list-style-type: none"> - The consistency of the work performance - Skills the candidate exhibited - Reasons for the suitability of the candidate - Conclusion - Professional closing
<p>13. I can present information about the challenges of finding a job in multiple contexts and state two reasons for the challenges.</p>	<p>Concerns</p> <p>كبر مشكلة بالنسبة لي المشكلة في سوق العمل أخاف من أقلق من الفجوة بين المرتب والسعر البطالة الواسطة قلة الفرص مكان العمل</p> <p>The largest problem For me The problem in the labor market I'm afraid of I worry about The gap between the salary and price Unemployment Connections/nepotism Lack of opportunities The workplace</p> <p>فرص العمل غير متوفرة متوفرة بسبب ...</p>	<p>Students write an introductory paragraph about the many challenges of finding a suitable job.</p> <p>Each student builds on the shared introduction to focus on a particular challenge and how it relates to current events across the globe.</p>

	<p>سوق العمل هذه الأيام يحتاج ... يجب السعي إلى واسطة قوية للحصول على فرصة عمل ...</p> <p>Job opportunities are abundant because of... The job market these days needs... You need to search for connections to get a job opportunity</p> <p>An Awareness of Political Tensions Racism Refugee crisis Classism</p>	
Interpretive Listening		
<p>14. I can understand the purpose and main idea of an instructional video about using digital resources for a job search.</p>	<p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter</p>	<p>Students listen to a short video giving advice about proper conduct in an interview. Based on what they hear, students compile a list of the common questions that are asked in the interview.</p> <p>After compiling the questions, students focus their listening on the advice about how to best behave in an interview and present their understanding in role-play scenarios with positive and negative examples.</p>

	<p>Opportunity Training</p>	
<p>15. I can understand the purpose and main idea of a video advice “column” on YouTube.</p>	<p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity Training</p>	<p>Students listen to a piece of advice from YouTube about how to format and build an appropriate resume. Based on what they understand, students create a template for a resume which they will later complete (see presentational writing).</p>
<p>16. I can understand the main idea and some statistical details when listening to news analysis of the job market for Arabs in France.</p>	<p>مستوى ج مستويات اندماج باندماج الاندماج عرّض يعرّض حصل على برنامج ج برامج متساوي التمييز العنصري</p>	<p>Students brainstorm what they know about Arabs living in France.</p> <p>Students generate vocabulary they would need to discuss Arab experiences in France.</p>

	<p>التمييز علاقة ج علاقات مثل يمثل التمثيل لاجئ ج حون مهاجر ج حون</p> <p>Level To integrate, be incorporated Integration To expose (s.th) to (s.th else) To obtain Program Equal Racial discrimination (racism) Discrimination Relationship To represent Representation Refugee Immigrant</p>	<p>Students listen to a news article about discrimination in the French job market. In pairs, students gather words and ideas they understood.</p> <p>Students share out their understanding and the teacher guides them to expand their understanding on second listen.</p> <p>Extension: close listening and filling in the blanks on statistics about unemployment and introduction to news article</p>
<p>17. I can understand the topic and main idea of a news report on the impact of Syrian workers in the Jordanian job market.</p>	<p>Background Knowledge Syrian Refugees in Jordan and impact on job market</p> <p>Job Market Vocabulary (presented through reading political cartoons)</p> <p>ساعات العمل/ساعات الدوام قطاع - ات شروط ج شروط</p>	<p>Students complete graphic organizer including the subject, main idea, words, and details they understand throughout three to four rounds of listening.</p>

	<p>وظيفة ج وظائف فرصة ج فرص البطالة شهادة ج شهادات التعليم سوق العمل بحث عن / يبحث عن أزمة متوقّر الواسطة</p> <p>Working hours Sector Condition Position/job Opportunity Unemployment Diploma Education The job market Search for Crisis Available Connections/nepotism</p>	
Interpretive Reading		
<p>18. I can identify the sections of a CV and gather details about personal information, education, training, and work experience.</p>	<p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات</p>	<p>Students imagine they are a recruiter with a list of requirements and qualifications for a position they are trying to fill. Each student uses a graphic organizer with a column for each resume they examine</p>

	<p>رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity Training</p>	<p>As a class, and with the guidance of their teacher, students complete the first column of their graphic organizer by checking off and filling out information they understand about the candidate's qualifications.</p> <p>In small groups or pairs students complete the second column of the graphic organizer.</p> <p>Individually, students complete the final column of the graphic organizer.</p> <p>Following the completion of the graphic organizer, students decide which of the three resumes represents the most qualified candidate.</p>
<p>19. I can use contextual clues to guess the meaning of individual words and holistic messages in social/political cartoons about the job market and work-related challenges.</p>	<p>ساعات العمل/ساعات الدوام قطاع - ات شروط شروط وظيفة ج وظائف فرصة ج فرص البطالة شهادة ج شهادات التعليم سوق العمل بحث عن / يبحث عن أزمة متوقّر الواسطة</p> <p>Working hours Sector Condition</p>	<p>As a class, students describe the images in a series of cartoons depicting the challenges of finding employment in the Arab world.</p> <p>The teacher guides students to make guesses about what the vocabulary in the series of images mean based on the imagery they have described.</p> <p>In pairs, students take turns describing political cartoon images to each other before presenting them to the class and sharing their analysis.*</p> <p>*This activity can be differentiated by giving more or less abstract and challenging images to students.</p>

	Position/job Opportunity Unemployment Diploma Education The job market Search for Crisis Available Connections/nepotism	
20. I can recognize a job advertisement and understand some details about the position and requirements for candidates.	<p style="text-align: center;"> وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب </p> Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity Training Job Advertisement Vocabulary	<p>Students read a job advertisement from a recruitment website and highlight the requirements of the position that they understand.</p> <p>Students apply the vocabulary they learned from reading political cartoons and reading resumes to deciphering job adverts.</p> <p>Students read a series of online job advertisements and judge whether they believe the positions described are “good” or desirable jobs and why.</p>

	<p>مطلوب شاغر تفاصيل شروط ميزات</p> <p>Wanted Vacant Details Conditions Perks</p>	
<p>21. I can analyze and compare multiple LinkedIn profiles of candidates and determine their suitability for a given position.</p>	<p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter) Qualifications Experience Skills Recommendation letter Opportunity</p>	<p>Students read a job advertisement from a recruitment website and highlight the requirements of the position that they understand.</p> <p>In pairs, students compare their understanding of the job opening advertised.</p> <p>Each pair of students is given two (or more for differentiation) profiles from LinkedIn. The students read the profiles and create a list of pros and cons for hiring each candidate for the open position.</p>

	<p>Training</p> <p>Job Advertisement Vocabulary</p> <p>مطلوب شاغر تفاصيل شروط مميزات</p> <p>Wanted Vacant Details Conditions Perks</p>	
<p>22. I can scan and understand some details from news articles about seasonal work and the conditions of employment for Syrian refugees in Jordan.</p>	<p>Grammar</p> <p>Root and pattern relationships between nouns and verbs</p> <p>وظيفة ج وظائف سيرة ذاتية مقابلة رسالة التقديم للوظيفة مؤهلات خبرة مهارات رسالة التوصية فرصة / فرص التدريب</p> <p>Employment/position Resume Interview Letter of application (cover letter)</p>	<p>Students scan an article about seasonal workers in Jordan. In groups, they create lists of the following three categories of words: words they understand, words derived from the words they understand, key words they do not understand.</p> <p>Students use the first list of words they understand to guess about the subject of the article. Students must hypothesize about the meanings of the second set of words related to words they know (through root/pattern), then they use what they've understood to guess the meaning of the keywords they did not understand.</p>

	<p>Qualifications Experience Skills Recommendation letter Opportunity Training</p> <p>Job Advertisement Vocabulary</p> <p>مطلوب شاغر تفاصيل شروط مميزات</p> <p>Wanted Vacant Details Conditions Perks</p> <p>فرص العمل غير متوفرة \ متوفرة بسبب ... سوق العمل هذه الأيام يحتاج ... يجب السعي إلى واسطة قوية للحصول على فرصة عمل ...</p> <p>Job opportunities are abundant because of... The job market these days needs... You need to search for connections to get a job opportunity</p>	
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Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Listening texts:

Discrimination in Arab employment in France:

<https://www.youtube.com/watch?v=-HArXbXZChM>

Interview tips for deceptive questions:

https://www.youtube.com/watch?v=tD-DkbWt0_Y

Political cartoons

Wasta images:

<https://drive.google.com/drive/folders/0BxaWb5KqCEknTk5PQThIWWxjMWs?usp=sharing>

Employment challenges cartoons:

<https://docs.google.com/document/d/1fgFZxRDRisBlgXcxjHEsKXikWZy71IBDjwJh8e0swrw/edit?usp=sharing>

If you have a LinkedIn profile, it is possible to change the language to Arabic, and all the headings which are also found in CV's come out in Arabic. If you search for keywords within students' vocabulary, it is quite easy to find a variety of candidate profiles that will challenge students.

<https://www.linkedin.com/>

Articles

Advice column: How do we get our dream jobs:

<https://www.ts3a.com/%D9%83%D9%8A%D9%81-%D8%AA%D8%AD%D8%B5%D9%84-%D8%B9%D9%84%D9%89-%D9%88%D8%B8%D9%8A%D9%81%D8%A9-%D8%A3%D8%AD%D9%84%D8%A7%D9%85%D9%83-%D8%A7%D9%84%D8%AA%D9%8A-%D8%AA%D9%86%D8%A7%D8%B3%D8%A8%D9%83/>

Advice for an interview:

<https://www.youtube.com/watch?v=nSLniFA-9wo>

Advice for how to write a CV:

<https://www.youtube.com/watch?v=UtzHbRcv4so>

<https://www.youtube.com/watch?v=vodOpu6xcX4>

Seasonal work for poor Jordanian families:

<https://www.alaraby.co.uk/economy/2015/11/28/%D8%A7%D9%84%D8%A3%D8%B1%D8%AF%D9%86-%D9%85%D9%88%D8%B3%D9%85-%D8%A7%D9%84%D8%B2%D9%8A%D8%AA%D9%88%D9%86-%D9%81%D8%B1%D8%B5-%D8%B9%D9%85%D9%84-%D9%85%D8%A4%D9%82%D8%AA%D8%A9-%D9%84%D9%84%D9%81%D9%82%D8%B1%D8%A7%D8%A1>

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY

