



QUICK FACTS ABOUT WEB DEVELOPERS

2014 Median Pay	\$63,490 per year \$30.52 per hour
Typical Education	Associate's degree (AA) or higher
On-the-job Training	None
Number of Web Developer Jobs in 2014	148,500
Job Outlook, 2014-24	27% (Much faster than average)
Employment Change, 2014-24	+ 39,500 jobs

What do Web Developers Do?

They work on websites. They design and create them. They also maintain them.

Where do Web Developers Work?

Many are self-employed. Others work in computer design companies.

How to Become a Web Developer

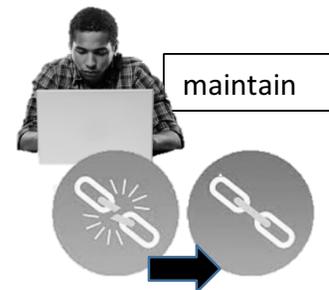
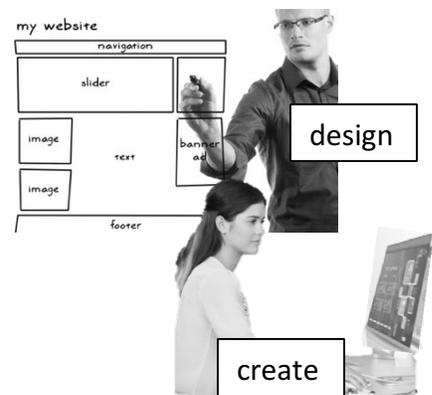
Web developers need an Associate’s Degree (AA). They need to know computer programming and graphic design.

How Much Do They Make?

In 2014, many web developers made about \$30.00 or more per hour. That is about \$63,000 per year.

What is the Job Outlook?

In 2014, there were 150,000 web developers in the U.S. There will be more and more web developers in the future. In the next 10 years, the number of web developer jobs will grow by 27%.



Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition

RE-READ THE TEXT THEN DISCUSS YOUR ANSWERS TO THESE QUESTIONS

1. In your own words, explain the topic of each paragraph.
2. Find the term “self---employed” in paragraph 2. Read the second sentence. How does the second sentence help you understand the meaning of “self-employed”? Use your own words to say what it means.
3. According to the article, is web developer a good job? Cite evidence from the text to support your answer.

LEVEL: Low Intermediate		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners, with support, will be able to interpret information in adapted Occupational Outlook career descriptions to determine the most important facts about a high-growth career and explain why they would or would not want to pursue it.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
What elements of the level descriptor(s) are addressed for each anchor standard?				8
				<ul style="list-style-type: none"> • <i>determine the meaning of general academic and content-specific words and phrases in written texts about familiar topics.</i>
What CCR Standards are the ELP Standards supporting? <i>Reading 1 & 2, Speaking/Listening 1, Language 4</i>				
What vocabulary will you teach? <small>*explain, but not a target word</small>	High frequency: <i>Web, develop/developer, job outlook, median*</i> Academic vocabulary: <i>create, design, maintain,</i>			
What language strategies will you stress?	<i>Selecting text by previewing the title Use subtitles, pictures and labels to help interpret the text Analyzing the parts of a word to determine its meaning Looking for sentences that define a term by contrast</i>			
How will you prompt critical thinking?	<input checked="" type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems <input checked="" type="checkbox"/> Categorizing, ranking, or rating <input checked="" type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other:			
How will you promote academic discourse?	<input checked="" type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Paragraph frames for summarizing <input checked="" type="checkbox"/> Sentence frames and starters for oral and written report-back <input checked="" type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:			
Lesson Outline <ul style="list-style-type: none"> • Warm Up/Introduction: <i>Show image of web developer in his office. Ask "What do you see? [categorize responses into objects, actions, other. What's happening? How do you know?]" State objective and skills learners will work on show images of jobs learners will read about.</i> • Presentation: <i>Have learners do multiple dives into the text: 1) In pairs look for title, source and date of the material to identify focus of article and take turns stating interest in article based on credibility and relevance. 2) Provide direct instruction in vocabulary strategies for target words-analysis, definition by contrast. 3) focus on how text features support meaning</i> • Guided Practice: <i>Learners read the text, highlight responses to text dependent questions in the text and discuss responses.</i> • Free Practice/Application: <i>1) Learners select from 3-5 new job descriptions using the title, source and date to determine their interest: 2) find a partner with the same text and after reading the text, complete a graphic organizer with the key details about the job. 3) Create groups with learners who read different descriptions and have them restate the key details about the jobs using sentence frames.</i> • Evaluation: <i>Have learners record a statement on their cell phones about one job they read or heard about that they'd like and why; and/or one job they read or heard about that they wouldn't like and why. Learners text or email the recording to the teacher.</i> 				