

LESSON PLANS FOR READING & WRITING IN THE TRANSPORTATION, DISTRIBUTION, & LOGISTICS Career Bridge I (For High Intermediate ABE classrooms)

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed

Copyright © 2014 by Women Employed and City Colleges of Chicago and licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](https://creativecommons.org/licenses/by-nc-sa/3.0/)

Development and distribution of these bridge lesson plans is supported in part by JP Morgan Chase, The Joyce Foundation, and the Lloyd A. Fry Foundation.

Table of Contents

5	Introduction to the Transportation, Distribution, & Logistics Career Bridge I
15	Condensed Standards for National Reporting System (NRS) Level 4
25	Theme: Global Supply Chains -- Reading
25	Week 1, Lesson 1
31	Handout: TDL Reading and Writing Bridge: Goals and Course Features
33	Week 1, Lesson 2
41	Handout: Additional Supply Chain Management Graphics
43	Handout: Coffee Production Falling
45	Week 1, Lesson 3
51	Theme: How Global Supply Chains Affect You -- Writing
51	Week 2, Lesson 1
55	Handout: GED Essay Scoring Rubric
57	Week 2, Lesson 2
59	Handout: Activities for Teaching Writing Skills
73	Week 2, Lesson 3
77	Handout: The Writer/Audience Situation
79	Theme: TDL Career Paths -- Reading
79	Week 3, Lesson 1
85	Handout: Sample of Career Specialties/Occupations in Transportation, Distribution & Logistics Pathways and Clusters
87	Handout: Understanding Distribution Centers: Questions
89	Handout: AAR Job Descriptions
95	Handout: Career Paths, Clusters and Pathways (Missouri)
97	Handout: Illinois Career Cluster Framework
99	Handout: City Colleges of Chicago: Transportation, Distribution & Logistics Career Path
101	Handout: Matching City Colleges TDL Programs with TDL Jobs
103	Week 3, Lesson 2
109	Week 3, Lesson 3
113	Theme: Why Working in the TDL Sector Is Right for You -- Writing
113	Week 4, Lesson 1
117	Week 4, Lesson 2
119	Week 4, Lesson 3
123	Handout: Learning Styles Explained Multiple Intelligences Teacher Multiple Intelligences Palette Tips for Better Learning

133 Theme: Choosing the Best TDL Career Path for You -- Reading

133 Week 5, Lesson 1

137 Handout: Skills Identification Checklist

139 Week 5, Lesson 2

143 Week 5, Lesson 3

147 Theme: Your Chosen Career Path -- Writing

147 Week 6, Lesson 1

151 Week 6, Lesson 2

153 Week 6, Lesson 3

157 Theme: Developing a Realistic Timeline -- Reading

157 Week 7, Lesson 1

161 Handout: Abraham Maslow

169 Week 7, Lesson 2

175 Week 7, Lesson 3

179 Handout: Career Pathways Worksheet

181 Handout: City Colleges of Chicago: Transportation, Distribution & Logistics
Career Path

183 Handout: TDL Planning Timeline

185 Handout: Maslow's Pyramid

187 Theme: Your Strategies to Meet Your Goals -- Writing

187 Week 8, Lesson 1

191 Week 8, Lessons 2 and 3

Introduction to the Transportation, Distribution, and Logistics (TDL) Career Bridge I

Reading and Writing Lessons for High Intermediate ABE

Welcome to the Transportation, Distribution, and Logistics (TDL) Career Bridge I Reading and Writing lessons! These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges of Chicago (CCC) at the sixth- to eighth-grade literacy level, while exposing those students to key TDL issues that are relevant to their lives and the TDL field. This intensive eight-week course will prepare students to:

- Advance to a ninth grade or Low Adult Secondary Education (ASE) reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet Illinois ABE/ASE Content Standards for Reading, Writing, Language, and Listening and Speaking for the National Reporting System (NRS) Level 4. All skills for this level are correlated with 2014 GED skills.
- Progress to the TDL Bridge II, which prepares students who have reached the secondary level for the 2014 GED, college studies, and the COMPASS (CCC's college entrance exam).
- Fully articulate their personalized training and employment plan in the TDL field.

These High Intermediate ABE lesson plans, as well as two higher TDL Bridge levels, were created through a collaborative project between CCC and Women Employed (WE).

Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridges as programs that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** that includes career exploration, career planning, and understanding the world of work.
- **Transition services** that provide students with information and assistance to successfully navigate the process of moving to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services.

Bridge Program Student Qualifications

The TDL Career Bridge I is designed for:

- High Intermediate Adult Basic Education (ABE) students who score at the 6.0 to 8.9 level on the TABE test in reading and math.
- English as a Second Language (ESL) students in high intermediate ESL or above who are able to score approximately 6.0 to 8.9 on the TABE. Note that valid TABE pre-tests (and post-tests) for the fiscal year are required in the bridge, even for ESL students.
- Highly motivated students who are interested in entering or advancing in a TDL career and are able to devote at least 20 hours per week plus homework time for the duration of the program.

Sample Schedule for the TDL Career Bridge I

	Mon	Tues	Wed	Thurs	Fri
1:00-3:00p	Fundamentals of Supply Chain Management (3 cr)			Forklift Operation (2 cr – Basic Certificate upon completion)	
3:00-6:00p	TDL Bridge High Intermediate Math (4 cr)	TDL Bridge High Intermediate Lang Arts (3 cr)	TDL Bridge High Intermediate Math	TDL Bridge High Intermediate Lang Arts	TDL Bridge High Intermediate Math

Upon enrollment, City Colleges transition specialists or other trained staff members should have already talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include discharge of current debt to the college before entering this course. Should any of these issues arise after classes begin, students should be referred to the transition specialist or a trained staff member who can help address them.

Expectations of Bridge Program Students

Through the recruitment and orientation process, students are made aware of and agree to meet the following expectations:

- Attend all classes. If a student must be absent, they must notify the instructor and request missed work.
- Arrive to class on time and stay until class ends.
- Respect instructor, classmates, and self.
- Complete all assigned work; ask questions when not sure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

TDL Career Bridge I Program Benefits to Students and to CCC

During this Bridge I Reading and Writing course, students will:

- Improve their basic reading and writing skills using materials related to the TDL industry.
- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing processes to turn rough drafts into improved rewritten drafts.
- Because these lessons do not call on the instructor to lecture from the front of the class, students may need time to become comfortable with the active learning activities and contextualized nature of these lessons.
- Gain experience in using computers, as a number of classes will take place in a computer lab.
- Explore TDL career options and incorporate them into a personalized career plan that outlines achievable goals to further advance their education and career.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.

Additional resources available for bridge program students include:

- Transition specialists, career services, financial aid, and college advisors.
- Free tutoring.
- Transition specialists who will meet with students to work through challenges and make future plans.

- Academic, financial aid, and/or career advisors to help students learn the steps to enroll in college occupational programs and learn about available jobs in their chosen occupation.

At the conclusion of this course, students will be prepared to enter TDL Career Bridge II at the Low Adult Secondary Education level (literacy level 9.0 to 10.9). When followed by TDL Career Bridge II and Bridge III, students should be able to pass the Reading and Writing portions of the 2014 GED test, which is a prerequisite for financial aid for college level courses. In addition, these courses provide relevant interactions with Social Studies and Science materials that are also required for the 2014 GED. When followed by TDL Career Bridge II and Bridge III, students should also be able to score high enough on the COMPASS (City Colleges of Chicago's college entrance exam) to enter college-level courses and earn credit towards degrees or certificates. The graphic below illustrates how the three levels fit together into a comprehensive TDL bridge that prepares students for the 2014 GED and for college-level course work.

Bridge I	Bridge II	Bridge III
Contextualized Lang Arts - High Intermediate	Contextualized Lang Arts - Low ASE	Contextualized Lang Arts - High ASE
Contextualized Math - High Intermediate	Contextualized Math - Low ASE	Contextualized Math - High ASE
Warehousing Emplmt Skills (JKD)	Forklift	Bus 155
General Skills ABE (more JKD)		AE support course for Bus 155 or mandatory embedded tutoring

TDL Career Bridge I Correlation with State and National Standards

To ensure that the Bridge I lessons meet state and national learning standards, curriculum designers compared the *Illinois ABE/ASE Content Standards*¹ in Reading, Writing and Language, and Speaking and Listening with the NRS (National Reporting System²) descriptors for the High Intermediate ABE level (sometimes referred to as Level 4). This comparison was then condensed into a document called the "Condensed NRS Level 4 Standards," which are contained within these lessons. These condensed standards can be used to:

- Understand the relationship between each lesson and the required standards. To do this, this curriculum document includes a listing of associated standards at the beginning of each lesson.
- Connect classroom activities and assignments to formal standards that describe the skills students are learning.
- Understand the relationship between Bridge I skill-building standards and 2014 GED skill requirements.

While specific 2014 GED skills are not explicitly incorporated in the Condensed NRS Level 4 Standards, this framework is directly tied to the 2014 GED skills. Therefore, what students learn in the Bridge I course lays the foundation that students will need for specific 2014 GED learning covered in Bridges II and III.

At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons. The handouts for Week 1, Lesson 1 include a version of these standards that teachers can share with students on a regular basis.

Principles for Lesson Plans

The principles that these lessons are based on include:

¹ The *Illinois ABE/ASE Content Standards* were created to ensure students receive the same level of preparation that high schools are expected to deliver, and that they are ready for the new GED test and for college-level work.

² As a state and federally-funded program, CCC's adult education programs must use the National Reporting System in classifying instructional levels and student performance and in demonstrating student progress.

- All work must be grounded in students' experiences, decisions, and goals.
- Teachers must ask, not tell. Teachers should avoid having the answers. They should instead set up situations where students can pose questions, find their own answers, and propose ways of discovering additional information. This will help students develop the critical skills they will need to do well on the 2014 GED and in college-level courses.
- Classrooms must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.
- Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom.
- Students need to work in pairs and groups to hear, see, and work with material before they present considered answers to the class.
- Students can learn to teach and learn from each other through pair and group work.
- Writing first drafts must be free of worry. Work on penmanship, spelling, and grammar need to be part of the rewriting process, not the initial drafting process.
- Grammar is best learned in the context of a writing project in which students are invested in communicating something that is important to them.

Lesson Plan Layout

The full eight-week course is organized into four units with one Reading week and one Writing week per unit. A summary of themes and activities through this eight-week course is contained on the next pages:

THEME FOR UNIT 1	PURPOSES	READING/VISUAL MATERIALS	WRITING/PRESENTATIONS
Week 1 - Reading: Global Supply Chains	<ul style="list-style-type: none"> • Introduce course goals and standards. • Introduce global supply chains for different kinds of products. • Look at some impacts of globalization on China. • Look at impacts of globalization on individuals. 	<ul style="list-style-type: none"> • Video overview of global supply chains. • Readings that introduce why companies manufacture products overseas. • Images of global supply chains for specific product types. • Video introduction to supply chain management. • A video and a picture essay on big changes in China. • Readings on smog in Beijing. 	<ul style="list-style-type: none"> • Treasure Hunt: Search your home for products from other countries and list what you find. • Treasure Hunt: Find a chart of a global supply chain on the Internet.
Week 2 - Writing: How Global Supply Chains Affect You	<ul style="list-style-type: none"> • Set criteria for evaluating essays, including two components from the <i>GED Essay Scoring Rubric</i>. • Create two peer evaluations for each student essay. • Study grammar to improve student writing. • Practice editing. • Define the writing situation. • Create a rewriting plan. • Rewrite essays based on peer and teacher feedback. 	<ul style="list-style-type: none"> • Review two of the GED Essay Scoring components. • Grammar exercises selected by teacher/students. • Student essays. 	<ul style="list-style-type: none"> • Write a multi-paragraph essay: <ul style="list-style-type: none"> ○ Paragraph 1: Define globalization. ○ Paragraphs 2-4: Write three paragraphs that explain how globalization has affected your life. ○ Paragraph 5: State how you think things will change in the future. • Have a writers' conversation about students' rewriting plans.

THEME FOR UNIT 2	PURPOSES	READING/VISUAL MATERIALS	WRITING/PRESENTATIONS
Week 3 - Reading: TDL Career Paths	<ul style="list-style-type: none"> Identify the types of TDL career paths. Understand the CCC programs' career foci. Understand how distribution centers work and what jobs they offer. Connect distribution center career paths to higher level career paths in logistics. Research and map career paths in distribution centers and logistics using Jobs for Logistics, ONET, and Illinois WorkNet. 	<ul style="list-style-type: none"> Visual of TDL as part of a whole system of possible pathways. CCC flowchart of TDL programs. Visual of CCC programs matched with resulting jobs. Flowcharts of distribution center basic function. Ten videos that show how distribution centers work. Videos on FedEx and Amazon distribution centers. Distribution center job descriptions that describe a career path. Reading on careers in logistics. 	<ul style="list-style-type: none"> Write a paragraph: How would a warehouse or distribution center be a good environment for you? Research groups present personal career paths based on reading and research.
Week 4 - Writing: Why Working in the TDL Sector Is Right for You	<ul style="list-style-type: none"> Expand criteria for evaluating essays, including three components from the <i>GED Essay Scoring Rubric</i>. Create two peer evaluations for each student essay. Study grammar to improve student writing. Practice editing student work. Create a rewriting plan. Rewrite essays based on peer and teacher feedback. 	<ul style="list-style-type: none"> Review three of the GED Essay Scoring components. Grammar exercises selected by teacher/students. Student essays. 	<ul style="list-style-type: none"> Write a five-paragraph essay: <ul style="list-style-type: none"> Paragraph 1: What is the TDL sector and why is it right for you? Paragraphs 2-4: Explain in more detail why TDL is right for you. Each paragraph should have a clear topic sentence and good, clear explanations or examples. Paragraph 5: How will a TDL career improve your life? Have a writers' conversation about students' rewriting plans.

THEME FOR UNIT 3	PURPOSES	READING/VISUAL MATERIALS	WRITING/PRESENTATIONS
Week 5 - Reading: Choosing the Best TDL Career Path for You	<ul style="list-style-type: none"> • Explore students' multiple intelligences and strongest skills. • Understand the skills and skill hierarchies specific to the TDL career cluster. • Choose a career path based on specific skill profiles. • Work in groups to research and present personal career paths. 	<ul style="list-style-type: none"> • Readings and exercises on multiple intelligences and skills identification. • Analysis of the TDL Competency Model visual and description of skills at various skill and employment levels. 	<ul style="list-style-type: none"> • Group presentations on personal career paths.
Week 6 - Writing: Your Chosen Career Path	<ul style="list-style-type: none"> • Expand criteria for evaluating essays, including three components from the <i>GED Essay Scoring Rubric</i>. • Create two peer evaluations for each student essay. • Study grammar to improve student writing. • Practice editing student work. • Create a rewriting plan. • Rewrite essays based on peer and teacher feedback. 	<ul style="list-style-type: none"> • Review three of the GED Essay Scoring components. • Grammar exercises selected by teacher/students. • Student essays. 	<ul style="list-style-type: none"> • Write a five-paragraph essay; <ul style="list-style-type: none"> ○ Paragraph 1: Declare and briefly describe the TDL career path that fits you best. ○ Paragraphs 2-4: Explain why this career path interests you. ○ Paragraph 5: What will your life be like in five years? What will you be doing, and what will have changed?

THEME FOR UNIT 4	PURPOSES	READING/VISUAL MATERIALS	WRITING/PRESENTATIONS
Week 7 - Reading: Developing a Realistic Timeline	<ul style="list-style-type: none"> Identify motivational strategies and develop theories for why they work. Understand Abraham Maslow's theory of human development, apply it to students' own lives, and evaluate it based on their own theories. Develop realistic timelines based on CCC schedules, job requirements, and realistic self-motivation strategies. 	<ul style="list-style-type: none"> Motivational readings found by students. Reading on Abraham Maslow's theory. Visual on Maslow's pyramid. Visual of CCC TDL programs with space to put in job plans. A timeline to outline personal issues that will take time to resolve; a realistic plan for training and employment, and a plan to stay motivated. 	<ul style="list-style-type: none"> Write a letter to Abraham Maslow and tell him what you think about his theory in three paragraphs.
	<p>Final Writing Assignment: Write a letter to your fellow classmates and your strongest supporters outside of class to tell them as clearly as possible what you plan to do with your career and how you plan to do it. Make this essay your formal declaration of how you want to move into your future:</p> <ul style="list-style-type: none"> Paragraph 1: Introduce yourself as a student interested in a career path in the TDL field. Tell your reader you have a realistic plan for making it happen, taking training opportunities at CCC and job opportunities into consideration. Paragraph 2: State your training goals and explain the steps you will take toward those goals. Present a timeframe for your progress. Paragraph 3: State your work goals and explain your intended career path. Present a realistic plan to integrate work with training. Paragraph 4: State the stresses you anticipate as you pursue all these goals. Describe the issues you must address in order to make time for your goals and stay strong, including juggling work and school. Paragraph 5: Explain how you will stay motivated and take care of yourself so you can meet your goals. Give examples of how you will respond to stresses. 		
Week 8 - Writing: Your Strategies to Meet Your Goals	<ul style="list-style-type: none"> Reestablish writing criteria. Students evaluate each other's essays. Conduct writers' workshops. 	<ul style="list-style-type: none"> Student essays. 	<ul style="list-style-type: none"> Students present final essays to the class.

Strategies for Structuring the Course

The strategies for structuring these High Intermediate ABE lessons include:

- Each course includes four units, each with a Reading week followed by a Writing week.
- The content covered and the short writing tasks assigned during the Reading weeks serve as pre-writing assignments that are incorporated into the formal writing assignments in the Writing weeks.
- A variety of readings are assigned during each Reading week for students to analyze individually, to compare, and to use to draw information and form conclusions.
- Students create a final written product at the end of each Writing week. In the final weeks of the course, the accumulated writings from the course will help the students create their final presentations.
- Students use the writing workshop pattern of drafting, evaluating, editing, and rewriting for writing assignments. In order for students to become comfortable with writing and this process, work on penmanship, spelling, and grammar should not be part of the initial drafting process.
- Appropriate conventions of standard English, word usage, vocabulary, and spelling are covered as ongoing homework. Knowledge of the conventions of standard English can be reviewed in the context of editing exercises.
- Writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research skills are incorporated into the Reading weeks. Therefore, some lessons require access to a technology lab. Icons appear at the beginning of each lesson to identify days that should be taught in the technology lab.
- Activities are designed to ensure that students are learning presentation skills in both the Reading and Writing weeks.
- All 2014 GED standards work is covered in the Bridge II and Bridge III courses.

Assumptions about Program Delivery

The lesson plan activity instructions contain full descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher understand the intention and flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom. To adapt the lesson plans to a useable outline, we suggest that teachers use the following process for preparing for each day:

- Familiarize yourself with the materials and issues in whole units before teaching them.
- Read all assigned material; view all videos; work through all charts and graphs so that you understand all that is to be presented.
- Go through all the activities to make sure you can answer any study questions or would feel comfortable leading any of the activities presented there.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or the emphasis of each activity to best fit the needs of your class.
- Bring a highlighted outline or create a separate outline that can remind you how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials so presentation of each activity can go smoothly.

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs of the actual students they have. The following guidelines should help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the

Writing weeks.

- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
- Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.
- Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.

This document begins with the condensed standards for reference. Each section that follows presents the full curriculum for each week, including the standards the week covers and daily lesson plans that include activities and worksheets.

Those with questions about the design of the bridge program or customization of the lessons should contact Christina Warden, Senior Program Manager, Women Employed at (312) 782-3902 ext. 228, cwarden@womenemployed.org.

Teachers who have questions are encouraged to talk to the curriculum writer Stephanie Sommers (ssommers11@gmail.com).

Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary, and Usage, and Speaking and Listening

CONDENSED READING STANDARDS FOR NRS LEVEL 4

TEXT IDEAS AND DETAILS

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

CRAFT AND STRUCTURE

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

CONDENSED READING STANDARDS FOR NRS LEVEL 4 (cont.)

INTEGRATION OF KNOWLEDGE AND IDEAS

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).
7. Integrate information from texts, charts, and graphs/different media or formats to:
 - a. Draw a conclusion
 - b. Develop a coherent understanding of a topic or issue.
 - c. Apply information sources to solve occupational and educational tasks.
 - d. Compare and contrast different portrayals of the subject.
 - e. Evaluate the advantages and disadvantages of using different mediums.

CONDENSED WRITING STANDARDS FOR NRS LEVEL 4

TYPES AND PURPOSES

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with clear and logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont.)

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.

6. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.

7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.

8. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

- a. Appropriately link to and cite sources in published written works.
- b. Write and edit paragraph(s) using a word processing program.
- c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.
- d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).

CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont.)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.

10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.

a. Draw evidence from informational texts to support analysis reflection and research.

RANGE OF WRITING

11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions.

CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of English grammar and usage when writing.

- a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Explain the function of phrases and clauses in general and in specific sentences.
- d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- e. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- f. Recognize and correct inappropriate shifts in pronoun number and person.
- g. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- h. Recognize variations from Standard English in their own and other's writing and speaking, and identify and use strategies to improve expression in conventional language.
- i. Form and use verbs in the active and passive voice.
- j. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- k. Recognize and correct inappropriate shifts in verb voice and mood.
- l. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
- b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not He wore an old[,] green shirt).
- c. Use punctuation (comma, ellipsis, dash) to indicate pause or break.
- d. Use an ellipsis to indicate an omission.
- e. Spell correctly.

CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4 (cont.)

KNOWLEDGE OF LANGUAGE

3. Use knowledge of language and its conventions when writing.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
 - b. Maintain consistency in style and tone.
 - c. Vary sentence patterns for meaning, reader/listener interest, and style.
 - d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

VOCABULARY USAGE

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - e. Recognize and understand clipped and shortened words (e.g., examination).
5. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4

COMPREHENSION AND COLLABORATION

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - g. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
 - a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 - b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. Demonstrate active listening skills.
 - a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4 (cont.)

5. Comprehend key elements of oral information for:

- a. Cause and effect
- b. Compare and contrast
- c. Conclusions
- d. Context
- e. Purpose
- f. Charts, tables, graphs
- g. Evaluation/critiques
- h. Mood
- i. Persuasive text
- j. Sequence
- k. Summaries
- l. Technical subject matter

6. Identify and evaluate oral information for:

- a. Accuracy
- b. Adequacy/sufficiency
- c. Appropriateness/clarity
- d. Conclusions/solutions
- e. Fact/opinion
- f. Assumptions
- g. Propaganda
- h. Relevancy
- i. Validity
- j. Relationship of ideas

7. Predict potential outcomes and/or solutions based on oral information regarding trends.

PRESENTATION OF KNOWLEDGE AND IDEAS

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.

9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

10. Present formal and informal speeches, including discussion, information requests, interpretation, and persuasion.

CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4 (cont.)

11. Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.

Reading Week 1, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Global Supply Chains

OBJECTIVES

- Introduce the TDL Career Bridge.
- Create preliminary charts of global supply chains.
- Introduce a formal global supply chain.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Standard 1.a. is not covered here.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

4. Demonstrate active listening skills.

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

5. Comprehend key elements of oral information for:

- a. Cause and effect

- b. Compare and contrast
- c. Conclusions
- d. Context
- e. Purpose

MATERIALS

- Classroom Resources: Paper or flip charts for half of the class, as students will be using them while working in pairs.
- Classroom Resources: Colored markers, enough for each student pair to have one.
- Handout (attached): Make one copy for each student.
TDL Reading and Writing Bridge: Goals and Course Features.
- Handout: Make one copy for each student.
Theme for Unit 1 chart that appears on page 9. Eventually you will use all of the charts from pages 10-13; you may wish to copy all the charts at the same time and keep them for future classes.
- Handout: Make one copy for each student.
Condensed Standards for NRS Level 4 (attached to Introduction)
- Video: *Keeping the Global Supply Chain Moving* (running time: 06:07)
<http://www.youtube.com/watch?v=OVYcx1rDgE>
- Handout: Make one copy for each student.
Satisfying Our Demands
<http://ngm.nationalgeographic.com/earthpulse/satisfying-demands-text>
- Handout: Make one copy for each student.
Domestic vs. Foreign Manufacturing
<http://wholesalers.about.com/od/SourcingOverseas/a/Domestic-Vs-Foreign-Manufacturing1.htm>
- Handout: Make one copy for each student.
The Pros and Cons of Manufacturing Overseas
<http://www.sourcingoverseas.com/the-pros-and-cons-of-manufacturing-overseas/>

ACTIVITY #1: Introductions – 40 minutes.

Activity #1, Part 1: Student Goals

- Welcome students to the TDL Career Bridge I.
- Introduce yourself and explain why you will be a strong and supportive teacher.
- Write the following question on the board: What are the reasons you have decided to take this course? Consider your personal, academic, and career goals.
- Put students into pairs and tell them to discover at least three reasons their partner is in the course.
- Go round robin to have students introduce their partners and the three reasons they are in the course.
- Put students into groups of three or four to compile a master list with no duplicated reasons. The more reasons the better.
- Set up the board to record reasons in three categories: personal, academic, and career goals.

- Go round robin asking groups to give a reason to take the course; each group should come up with a different reason. Write the reasons on the board in the goal category the group determines is appropriate.
- Ask: Are there any other reasons you can add to the board?

Activity #1, Part 2: Compare Student Goals to Formal Course Goals and Connect Academic and Career goals to Personal Goals

- Pass out *TDL Reading and Writing Bridge: Goals and Course Features*.
 - Read each goal from the handout aloud. For each goal, ask:
 - Is that goal already on the board? (Check it off if it is, add it if it is not.)
 - Review by asking: Which of your own goals/reasons is being met?
 - Have students regroup to identify connections between the academic and career goals with personal goals. Write on the board:
 - If I achieve (training or career goal) it will help me to (personal goal)_____."
 - Go round robin to ask groups for one connection, and put a check next to the personal goal/reason on the board that has been "connected." Make sure to call on a new student each time.
-

ACTIVITY #2: Preliminary Global Supply Chains – 30 minutes.

- Pass out *Theme for Unit 1* on page 9 of this document. Explain that this is the plan for the next two weeks. Go over the plan for today,
- Tell students what they will be focusing on today and have them check off those items on the chart.
- Tell students they need to save this chart so they can check off their course accomplishments at the end of each unit.
- Tell students:
 - The unit will focus on defining global supply chains and identifying some of their impacts.
 - Videos, readings, and graphics will help establish working definitions and concepts.
 - The primary writing assignment will be on how global supply chains have affected you.
- Ask: What is a global supply chain? List student answers on the board.
- Put students into pairs and have them select an item they have with them. It can be any item (e.g., a pen, a hat, etc.).
- Go round robin to have students call out the item they will be working on. Try to make sure that the items are all different.
- Tell students to talk through a process of how they think that item got to them.
 - What were all the steps in the process of getting that item to the store where you bought it?
 - Draw a draft picture of the process.
- After they have drafted their picture, pass out colored markers and flip chart paper to each pair. Tell groups to:
 - Draw your process pictures on the flip chart paper for quick presentations to the class.
 - Make sure you each have a part to play in the quick presentation.
- Have each pair present their process picture.
- When they are finished, tell the class to compare the drawings. Ask:
 - Which drawings do you think are the clearest? The most likely to be true?
 - What would you add or subtract on the different drawings?
 - As a class, do you have similar or different ideas about what global supply chains are and how they work?

- Ask: What questions do you still have about the basic definition of global supply chains? List their questions on the board. Students should write these in their notebooks as they will be used again in later classes.
-

ACTIVITY #3: Watch and Respond to the Video – 30 minutes.

- Tell students they will be watching a video that will hopefully answer some of their questions about supply chains. Instruct students to jot down new ideas they learn.
 - Play the video once.
 - Go round robin and ask students new things they learned from the video. List these on the board.
 - Ask: Might these ideas change your process drawings? In what ways?
 - Tell students you are going to play the video again, but this time they are to take notes on global supply chains from different points of view.
 - Put students into new pairs and assign each pair one of the following players in the global supply chain: retail-store owner, customer, government. There will be multiple pairs working on each topic.
 - Tell students to take notes on the concerns of each of these players in the global supply chain while they are watching the video. Write on the board:
 - Treasure hunt: What can interrupt the smooth functioning of a global supply chain? (They should take notes on this too.)
 - Play the video again.
 - After the video, tell pairs to meet, compare notes, and come up with a full answer about the concerns of their player.
 - Put three columns on the board: retail-store owner, customer, and government.
 - First discuss the concerns of the retail-store owner. Have each pair give their description, adding to the description of the pairs that have already spoken. Take notes on the board from their answers.
 - Repeat for the customer and the government.
 - Ask for answers to the treasure hunt question. List these on the board as well. Students should write these in their notebooks as they will be used again in later classes.
-

ACTIVITY #4: Introduce Homework – 20 minutes.

- Introduce all the homework items. (All reading assignments are required. The treasure hunt and one-paragraph description should be assigned based on teacher appraisal of student capacity and time management for Week 1, Lesson 2.)
 - Have students estimate how long each of these assignments should take.
 - After each item is introduced, go round robin to ask each student when they plan to schedule these activities to complete before the next class.
-

HOMEWORK

MATERIALS: Tell students they will need a notebook and a place to keep all course assignments and papers. Let them know they are responsible for keeping all their work and handouts with them for each class.

CONDUCT TREASURE HUNT: Chart the countries that have impacted your home by checking clothing, food, appliance, and other labels to come up with 10 countries where various items were made. List each

item and the country where it was made. Choose one item and make a sketch of how that item came from overseas and got to you.

READ: Have students read the following articles.

Satisfying Our Demands. Have students:

- Underline words they do not know.
- Highlight the impacts of international trade (global supply chains).
- List other impacts the article makes them think of.

Domestic vs. Foreign Manufacturing. Have them read as if they were an employer trying to decide where to manufacture their goods and tell them to:

- Underline words they do not know.
- Highlight the impacts of international trade (global supply chains).
- Answer: What kinds of companies are likely to manufacture their products overseas?

The Pros and Cons of Manufacturing Overseas. Have them read as if they were an employer trying to decide where to manufacture their goods and tell them to:

- Underline words they do not know.
- Highlight the impacts of international trade (global supply chains).
- Answer: What kinds of companies are likely to manufacture their products overseas?

TEACHER NOTE: Teachers can elect to use the *Condensed Standards for NRS Level 4* as part of a regular Pre-Activity. In these Pre-Activities, students choose the standards that describe skills they have used in the prior class. The benefit of this repetitive activity is that students will come to understand the names for the skills they are learning during class activities and why they are important. The template for this Pre-Activity is detailed in Week 1, Lesson 2, Activity #1. Teachers may repeat this pre-activity at regular intervals of their choosing to reinforce students understanding that they are being prepared for the GED exam. Below is the homework needed to start this optional process:

- Read over the *Condensed Standards for NRS Level 4* and put a check next to those skills you think you practiced in your first class.
- Underline those standards that you do not understand.

If you choose to use this activity, hand out the *Condensed Standards for NRS Level 4* (attached to Introduction) and tell students to bring it to the next class.

TEACHER PREPARATION: Preview the materials for the following day and make decisions about optional materials. Coordinating the technical aspects with the questions and activities will help ensure that the day flows well.

This Page Intentionally Left Blank

TDL READING AND WRITING BRIDGE: GOALS AND COURSE FEATURES

Bridge I Reading and Writing Course Goals

Academic:

- Improve your test scores in reading on both the Test of Adult Basic Education (TABE) and, for those going on to college, the COMPASS (City Colleges' college entrance exam).
- Practice skills needed to pass your GED exam, including Science and Social Studies skills as they apply to Transportation, Distribution, and Logistics (TDL).
- Learn to use the Internet as a research tool for answering questions.
- Develop strong writing skills appropriate for the new 2014 GED, and to meet new state Content Standards.
- Fully prepare for the GED, the COMPASS test, and college-level TDL training programs that lead to good-paying jobs.
- Support students' commitment to life-long learning and earning.

Career:

- Become familiar with career options in the TDL field.
- Understand your skills and learning styles and match them with City Colleges of Chicago (CCC) training and jobs in the TDL field.
- Create a realistic career path with a timeline and implementation steps.
- Learn effective problem-solving and team-building skills by working in groups.

Bridge I Reading and Writing Course Features

- Four units, each with a reading, research, and fact-finding week followed by a writing week.
- Four full writing projects.
- Writing completed during the "reading" weeks can be used again for formal writing. Classes build on one another, so attendance is critical.
- All activities are tied to the Illinois Common Core Content Standards and are directly related to the 2014 GED, COMPASS, and TABE requirements.
- All activities are tied to your experience, questions, and goals.

All brilliant ideas, insights, questions, and new answers welcome!

This Page Intentionally Left Blank

Reading Week 1, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Global Supply Chains

OBJECTIVES

- Recognize skills in the *Condensed Standards for NRS Level 4*.
- Identify employer reasons for going and not going overseas.
- Identify vocabulary.
- Identify impacts of international trade.
- Review graphics and data on global supply chains.
- Review a video definition of supply chain management.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Test and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical

READING: Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

READING: Integration of Knowledge and Ideas

7. Integrate information from texts, charts, and graphs/different media or formats to:
 - a. Draw a conclusion
 - b. Develop a coherent understanding of a topic or issue.
 - c. Apply information sources to solve occupational and educational tasks.

- d. Compare and contrast different portrayals of the subject.
- e. Evaluate the advantages and disadvantages of using different mediums.

LANGUAGE, VOCABULARY, AND USAGE: *Vocabulary and Usage*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- e. Recognize and understand clipped and shortened words (e.g., exam-examination).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING: *Comprehension and Collaboration*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe, and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

4. Demonstrate active listening skills.

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

5. Comprehend key elements of oral information for:

- a. Cause and effect
- b. Compare and contrast
- c. Conclusions
- d. Context
- e. Purpose
- f. Charts, tables, graphs

MATERIALS

- Classroom resource: Dictionaries.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Condensed Standards for NRS Level 4 (attached to Introduction)
- Graphic: Project this chart in the classroom or make one copy for each student.
Top 15 Apparel Exporters to the United States
<http://americanhistory.si.edu/sweatshops/ffchain/4t264.htm>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Domestic vs. Foreign Manufacturing
<http://wholesalers.about.com/od/SourcingOverseas/a/Domestic-Vs-Foreign-Manufacturing1.htm>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Pros and Cons of Manufacturing Overseas
<http://sourcingoverseas.com/the-pros-and-cons-of-manufacturing-overseas>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Satisfying Our Demands
<http://ngm.nationalgeographic.com/earthpulse/satisfying-demands-text>
- Graphics: See list of non-coffee flow chart graphics for global supply chains for display in Activity #4.
- Graphic of *Coffee Producing Countries* map for display during Activity #4:
http://www.coffeebeans.ie/stg/userupload/site2030/where_coffee_is_grown.jpg
- Graphic of *Top Ten Coffee-Producing Countries* for display in Activity #4:
<http://mcdn.coffeeforless.com/media/coffee-production-map.jpg>
- Graphic of *Coffee Demand* for display in Activity #4:
<https://www.dropbox.com/1nveONmpLMdW9GInF0Ftrnn>

- Graphic (attached): *Coffee Production Falling: Colombia, Central America & Kenya* for display in Activity #4.
 - Graphic (attached): *The Money Inside Your Daily Fix* for display in Activity #4:
<http://www.good.is/posts/infographic-the-money-inside-your-daily-fix>
 - Teacher Resources (attached): This list can be used to quickly find additional graphics to display as needed during class.
"Additional Supply Chain Management Graphics"
 - Video: *Module 1: What is Supply Chain Management?* (running time: 08:05)
<https://www.youtube.com/watch?v=M1lQBxVjZAw&feature=endscreen&NR=1>
 - Handout: Make one copy for each student.
Beijing smog: When growth trumps life in China: <http://www.bbc.co.uk/news/magazine-21198265>
-

ACTIVITY #1: Identify Standards from Previous Lesson – 10 minutes.

- Tell students to take out their *Condensed Standards for NRS Level 4*.
 - Ask:
 - What are the categories of standards we used in the previous lesson?
 - Can you pick out a few standards in a category we addressed in the previous lesson?
 - What did we do to meet that standard?
 - Are there standards you do not understand?
 - Briefly discuss any standards that the students do not understand.
 - If they cannot identify standards addressed in the previous class, tell them a standard and ask them what part of class covered that standard.
 - Make sure you or the students identify the standards covered and check them off.
 - This exercise can be repeated at the beginning of class as often as you choose.
-

ACTIVITY #2: Identify Employers' Reasons for Going or Not Going Overseas – 20 minutes.

- Briefly, tell students to get out their homework (i.e. the list of items that they found in their home and the countries those items came from).
- Go round robin to have students read an item aloud and the country the item came from. List the countries on the board.
- If a country is repeated, put a check next to it for each time it is identified. Keep going around until all the items and countries have been read aloud to the class.
- Ask the class: What have we learned about international trade through this exercise? Have students look at the board and come up with inferences.
- Project the chart *Top 15 Apparel Exporters to the United States* in the classroom and ask:
 - What are your comments on how much people are paid in other countries? Any surprises?
 - Why do you think some of the wages are so low?
 - Why do you think some of the wages are so much higher?
 - Where do you think you would buy some of these clothes items?
- Divide the class in half. Tell one half they are a small employer and the other half they are a large employer.
- Tell students to pair up with someone within their large group.

- Each pair should review *Domestic vs. Foreign Manufacturing* and *The Pros and Cons of Manufacturing Overseas*, and then make a single list of pros and cons for why their employer type would or would not go overseas.
 - Each pair should meet with another pair to validate the single list of reasons.
 - Have the two halves face each other (small employers facing large employers) and ask each pair for a different reason why they would manufacture in the US or go overseas.
 - Ask the class: What are some names of companies that you know manufacture overseas? List these on the board.
-

ACTIVITY #3: Review *Satisfying Our Demands* – 30 minutes.

Activity #3, Part 1: Vocabulary First

- Have students take out *Satisfying Our Demands*.
- Go round robin to have students identify the words they underlined that they did not understand. Write these words on the board.
- Ask the class: Does anyone know any of the definitions? Write these definitions on the board next to the words.
- Identify the words that students still do not understand.
- Have students read the sentences/paragraphs where the words occur.
- Tell students to guess the meaning of the words from the context. Put these definitions on the board.
- Assign students to look up words they still do not know.
- Tell students as a group to pick at least 10 words from the list on the board that are most important to learn.
- Tell students to write down these words and definitions in their notebooks.
- Record these words and definitions so that you can use them for pop quizzes later in the course. (Teachers can give these quizzes at their own discretion).

Activity #3, Part 2: Impacts of International Trade

- Have students move to find new partners.
 - Put two columns on the board: Stated Impacts, and Inferred Impacts.
 - Tell pairs to go through their articles to identify those impacts of international trade they highlighted and impacts they inferred from the reading. They should come up with a common list, and be prepared to cite the specific part of the reading that either states the impact or that made them think of additional impacts.
 - Provide a specific example: Read a line from the article that states an impact and add an additional impact that it makes you think of. Write these impacts on the board in the appropriate column.
 - When pairs have completed their lists, go round robin to each pair:
 - Tell one of the partners to cite an impact from the article by reading a sentence.
 - Tell the other partner to add any impacts that they infer from the statement.
 - Ask the class if there are additional impacts.
 - Write all impacts on the board in the appropriate columns. Students should write these in their notebooks as they will be used again in later classes.
 - Go to other partners to repeat this same process.
-

ACTIVITY #4: Review the Supply Chain Graphics – 40 minutes.

- Show each non-coffee flow chart graphic for global supply chains in the order laid out below and conduct the following short exercise for each. View as many graphics as needed to gain students' interest and help them understand how the whole industry works regardless of the product being produced.
 - For each graphic, identify a volunteer to narrate the process on the flow chart.
 - Use the pointer to follow the student's narration on the board.
 - Ask: How is this flow chart different from the others we have viewed?

Non-coffee flow chart graphics for global supply chains:

- International, Global Supply Chain:
http://3.bp.blogspot.com/_ksKKFLQzBZs/R_qSYK6KBTI/AAAAAAAAAH0/wzn-AhJetIE/s320/GlobalSupplyChain.gif
 - International Supply Chain:
<https://www.dropbox.com/l/X7IofTfSo9qXE9EYicNuSn>
 - Global & Domestic Supply Chains:
http://www.neeley.tcu.edu/uploadedImages/News_and_Events/Neeley_Publications/eNews/November_12/News/supply%20chain%20chart.jpg
 - Target Supply Chain Distribution Flow:
<http://www.today.mcombs.utexas.edu/sites/today.mcombs.utexas.edu/files/resize/sites/default/files/Pelley-slide-499x387.jpg>
 - Dell Supply Chain:
<http://www-pam.usc.edu/images/world.gif>
 - Pharmaceutical Supply Chain:
http://procureinsights.files.wordpress.com/2011/10/pharm_supply_chain.jpg
 - **A list of “Additional Supply Chain Management Graphics” with links are attached to this lesson if teachers choose to use them.**
- Next ask:
 - How many of you drink coffee?
 - Where do you think that coffee comes from?
 - How do you think coffee gets to you?
 - Ask students to walk you through a flow chart that they think might be in operation for getting coffee to consumers in Chicago. Draw their flow chart as they explain it and get feedback from them to make sure the drawing on the board matches their prediction about what this supply chain looks like.
 - Show the map of [Coffee Producing Countries](#) and ask:
 - What are the names of some of the countries that produce coffee?
 - What do you notice about the placement of countries that produce coffee? (Answer: Most are just below the equator.)
 - Show the graphic of the [Top Ten Coffee-Producing Countries](#) and ask: What country grows the most coffee? Next most? Next most?
 - Show the graphic of [Coffee Demand](#) and ask: What is the general trend for coffee consumption?
 - Show the graphic of *Coffee Production Falling* (attached) and ask:
 - What do the different colored lines mean?

- What has happened to Columbia's production? Mexico's? Kenya's?
 - Which country is struggling the most?
 - How are they all similar?
 - How does this graph compare to *Scarcity vs. Starbucks*?
 - What could be some impacts of these opposite trends?
 - What do you think is happening in the consuming countries?
 - What do you think is happening in these producing countries?
 - Show [The Money Inside Your Daily Fix](#) and ask:
 - What do you think that means – “the money inside your daily fix”?
 - What is the name of the cup of coffee on the left?
 - Who is involved in making that cup of coffee?
 - What is the supply chain for that cup of coffee?
 - What about the cup of coffee on the right?
 - What is the difference between who gets paid for these two cups of coffee?
 - What is the point of this graphic?
-

ACTIVITY #5: Watch the Video – 20 minutes.

- Introduce the video, *Module 1: What is Supply Chain Management?* Tell students that just as in the production of coffee, there are many people and things along the supply chain that need to be paid as part of the process. Ask:
 - What do you think supply chain management is?
 - Do you think there is a supply chain management entry-level job that you could get now or does it require college study? (Answer: Supply chain managers are the top of the TDL career path and require college study.)
 - Watch the video and ask:
 - What is supply chain management?
 - What do supply chain managers manage when it comes to water and hotel services?
 - What is involved in the cost a consumer pays for a product?
 - Put students in pairs to answer the three questions. Have the class share answers.
-

HOMEWORK

Before assigning homework, find out if each student has access to a computer and when they can schedule time to use it.

TREASURE HUNT: Have students do computer research to look up a product they use and figure out its supply chain. Hint: Go into Google and search for “(name of the product) Production.” The Google images that come up can be very useful.

Once students have chosen and researched the product they will use, they should describe the flow of the supply chain in a paragraph and draw what that process flow looks like. Students should be prepared to show their process flow (these will be taped to the board in the next lesson) and read their paragraph in week 1, lesson 3.

READ: Have students read *Beijing smog: When growth trumps life in China*. Tell them to:

- Underline words you do not know.
- Highlight passages that show how China is changing.

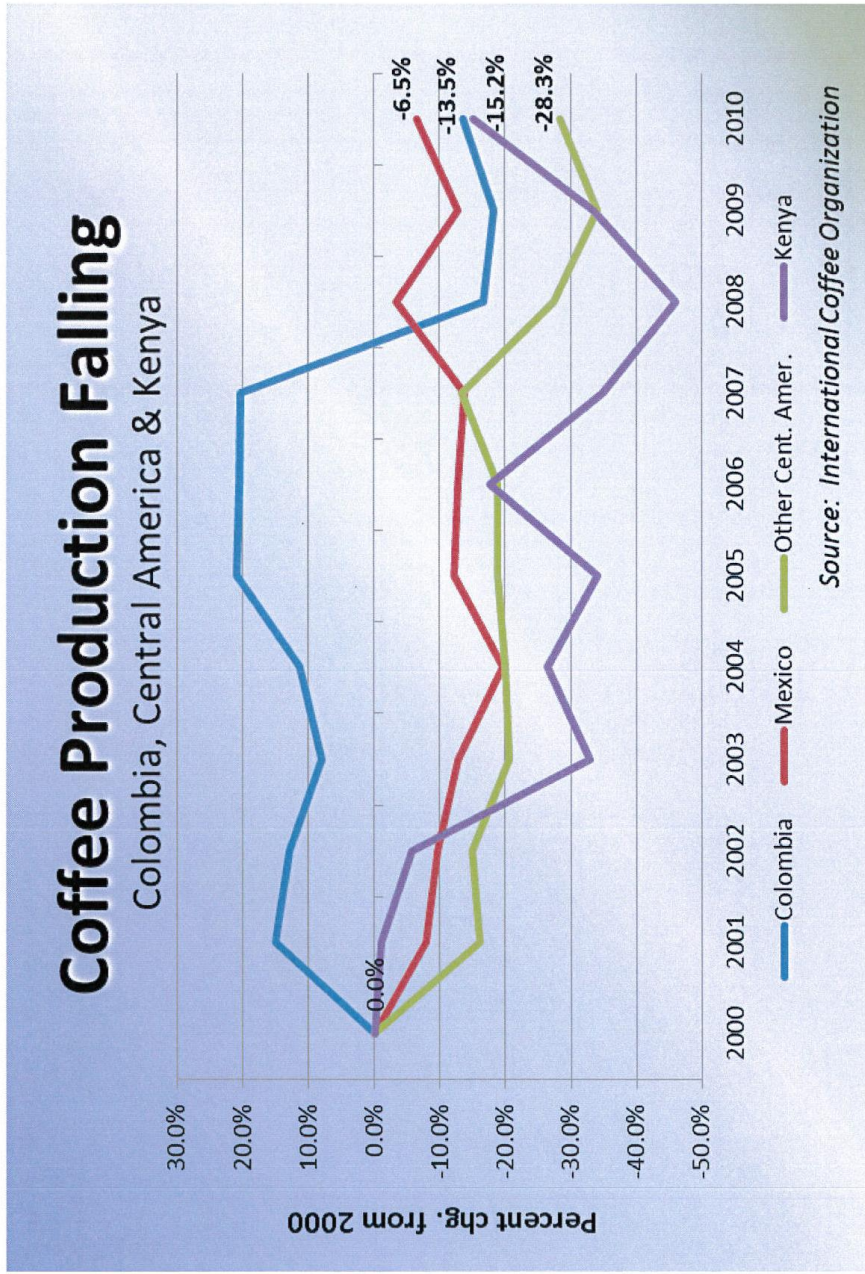
OPTIONAL: Review the *Condensed Standards for NRS Level 4* and check off those skills that were used in class today. (See TEACHER NOTE on page 29 regarding this option.)

This Page Intentionally Left Blank

Additional Supply Chain Management Graphics

Teachers can use this list to quickly identify additional supply chain management graphics to display during class.

- Google image search for ["food supply chains"](#)
- *Clothing Supply Chain*: http://www.soumu.go.jp/menu_seisaku/ict/u-japan_en/images/r_process/new_r_i01chart.gif
- *Book Supply Chain*: <http://www.go-explore-trans.org/wp-content/uploads/SupplyChainFlowchart.png>
- *Beer Supply Chain*: <http://image.slidesharecdn.com/heizerom10ch11r-121201162141-phpapp02/95/mcdonalds-supply-chain-5-638.jpg?cb=1354379008>
- *Where the Parts Come From* (by Boeing):
http://4.bp.blogspot.com/_5I9Wf6SdIOE/StSux-YWbpl/AAAAAAAAABAs/PncEwYFKPN0/s320/boeing.gif
- *General Supply Chains Today*: <http://logisticsviewpoints.com/wp-content/uploads/2016-Future-Supply-Chain-Today.jpg>
- Google image search for ["World coffee production statistics"](#)



This Page Intentionally Left Blank

Reading Week 1, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Global Supply Chains

OBJECTIVES

- Match standards to activities in the previous lesson (optional).
- Infer impacts of globalization/global supply chains on China.
- Review readings on impact of globalization.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.

READING: Integration of Knowledge and Ideas

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).
7. Integrate information from texts, charts, and graphs/different media or formats to:

- a. Draw a conclusion
- b. Develop a coherent understanding of a topic or issue.
- c. Apply information sources to solve occupational and educational tasks.
- d. Compare and contrast different portrayals of the subject.
- e. Evaluate the advantages and disadvantages of using different mediums.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Classroom Resources: Tape for posting students' charts to the board or the walls.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Condensed Standards for NRS Level 4 (attached to Introduction)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Beijing smog: When growth trumps life in China
<http://www.bbc.co.uk/news/magazine-21198265>
- Handout: This reading is optional. Teachers may provide hard copies or email students the link.
China's Instant Cities
<http://ngm.nationalgeographic.com/2007/06/instant-cities/hessler-text/13>
- Handout: Make one copy for each student.
Pop Culture: Six ways Globalization has impacted my life
<http://julianb-popculture.blogspot.com/2009/05/six-ways-globalization-has-impacted-my.html>
- Handout: Make one copy for each student.
The effect of globalization on my life
<http://changmarip.blogspot.com/2008/05/effect-of-globalization-on-my-life.html>

- Photos: *China's Instant Cities*
<http://ngm.nationalgeographic.com/2007/06/instant-cities/leong-photography>
 - Video: *China's Yiwu Mall* (running time: 02:03)
<http://ngm.nationalgeographic.com/2007/06/instant-cities/yiwu-mall-interactive>
 - Video: *Globalization: You're living IT* (running time: 1:04)
<https://www.youtube.com/watch?v=g2Sei7F61U8>
-

ACTIVITY #1: Identify Standards from the Previous Lesson (Optional) – 10 minutes.

- Tell students to take out their *Condensed Standards for NRS Level 4*.
 - Ask:
 - What are the categories of standards we used in the previous lesson?
 - Can you pick out a few standards in a category we addressed in the previous lesson?
 - What did we do to meet that standard?
 - If they cannot identify standards addressed in the previous lesson, tell them a standard and ask them what part of class covered that standard.
 - Make sure you or the students identify the standards covered and check them off.
 - This exercise can be repeated at the beginning of class throughout this course per the Teachers Note on page 29.
-

ACTIVITY #2: Infer Impacts of Market Globalization on China – 50 minutes.

Activity #2, Part 1: Review the Product Flow Homework

- Tell students to get out their charts of the product they mapped for homework. Give each student a piece of tape and have them tape their chart to the board or wall.
- Tell students to go around the room and view their classmates' maps.
- Have each student stand up to read their process flow chart.
- Ask:
 - Which flow charts were the easiest to understand? Why?
 - Which descriptions were the clearest? Why?

Activity #2, Part 2: Review *Beijing smog: When growth trumps life in China*

- Tell students to get out *Beijing smog: When growth trumps life in China*.
- Go round robin to have students read aloud words they underlined. List these on the board. Tell students they will return to the list at the end of the exercise.
- Put students in pairs to:
 - Go over things they highlighted that show how China is changing.
 - Read their highlights to each other and write down the changes on their list. These can be just what the article says or changes they think about as a result of the article.
- Put two columns on the board: "In the Text" and "Inference."
- Ask: What is an inference? Take their definitions and choose one to use for the class discussion.
- Go through the following process to explain the reading:
 - Ask one person in a pair: What is one change happening in China?
 - Ask the second person in the pair: Can you please read the specific part of the text that tells you or makes you think of this?

- Ask the pair: Is this change something right from the text or is it an inference?
- Write their example on the board in the column they indicate.
- Go from pair to pair repeating the process above. Ask each new pair for a new change that has not been shared yet.
- When pairs have run out of offerings, ask the class: Are there any more inferences you want to add to the list now that you have thought about the whole list?
- Ask additional questions to fill out the inference list as much as possible.

Activity #2, Part 3: Short Video and Pictures

- Watch *China's Yiwu Mall*. Before starting the video, have a student read the introduction line at the top of the page.
- After the video, ask:
 - What impression of China do you get from this video?
 - What gives you that impression?
 - What changes do you infer have happened in China recently?
- Add more inference items to the list on the board as students offer them.
- Divide the class up quickly into four groups. Assign each group one of the following:
 - Music.
 - Pace.
 - People.
 - Advertisements.
- Tell the class to watch the video again, paying special attention to the specific part of the video their group was assigned.
- After showing the video for the second time, ask each group:
 - What did you notice about the element you focused on?
 - What effect did that have on how you experienced the video?

Activity #2, Optional

- Click on "Photo Gallery" on the National Geographic *China's Instant Cities* page.
- Look at the first nine pictures using this process:
 - Go round robin and have the first student read a caption of the first photo.
 - Ask the next student: What is happening in this photo?
 - Ask the next student: What change in China is "in the text" or do you "infer" from this caption and photo?
 - If there is space, write their answers in the columns on the board.
 - Repeat this process for each photo.
- Tell students that those who are interested can read the article that goes with the video and photos. Tell them it is 18 pages long and gives a great feel for what is going on in China right now. You can e-mail them this link to the article, *China's Instant Cities*:
<http://ngm.nationalgeographic.com/2007/06/instant-cities/hessler-text/13>.

ACTIVITY #3: Infer Impacts of Globalization on You – 30 minutes.

- Ask: What do you suppose "globalization" means? Collect student definitions on the board.
- Watch the short video *Globalization: You're living IT*. Tell students to pay attention to the companies mentioned in the video.
- Ask: How does the video define globalization?
- Finalize a definition.

- Ask: What companies were featured in the video to demonstrate the definition? Write the companies they mention on the board.
 - Put students in pairs to complete a list of large global companies that create the products they use most.
 - Go round robin to have each pair name a different company and list them on the board. Keep going around until they have run out of countries.
 - Ask the class: Which of these companies have had the greatest impact on your life? How have they changed your life?
 - Tell each student to choose a company and to free write for five minutes on how that company has impacted their life. Students are not to worry about grammar, spelling, or penmanship. They should just write down what comes to mind, and be sure to give specific examples of what they mean—e.g. how Facebook uses up all their time, etc.
 - Tell students to repeat the exercise for another company.
-

ACTIVITY #4: Review Readings on Impact of Globalization – 30 minutes.

- Pass out *The effect of globalization on my life* and tell students:
 - Read the article to yourselves and highlight the different ways the author feels that globalization has affected her life.
 - Compare your highlighted areas in pairs and come up with a final listing.
 - Go round robin having students share findings and list these on the board.
 - Pass out *Pop Culture: Six ways Globalization has impacted my life* and repeat the same process.
 - Ask:
 - How has globalization impacted your life in ways that are similar or different from these two authors?
 - What kinds of global influences are strongest in your life?
 - Ask: Which of these essays is a better essay? Why?
 - Ask:
 - What is a topic sentence? (Answer: A general statement that tells the reader what all the other sentences in the paragraphs will be about.)
 - What topic sentences in the second reading are helpful?
 - Do these sentences make the essay easier to follow?
 - What makes this essay interesting?
 - What do you think makes a good essay? List these descriptors on the board.
 - What makes an essay interesting? What makes you want to read it? List these on the board.
 - Tell students to write these criteria for good, interesting essays down in their notebooks because the class will continue to use them and build upon them in later lessons.
-

HOMEWORK

READ: *China's Instant Cities* is an optional reading for students who expressed an interest during Activity #2.

WRITE: Have students write a multi-paragraph essay as follows:

- Paragraph 1: Define globalization.
- Paragraphs 2-4: Explain how globalization has affected your life.
- Paragraph 5: State how you think things will change in the future.

Students should e-mail their drafts to you before the next class, as appropriate. They must also bring a copy with them to the next class. Hints for writing this essay easily:

- Use some of the material that you have already written.
- Use free writing techniques to get yourself relaxed around writing.
- Be sure to give good, specific examples to make it interesting.
- Create clear topic sentences for each paragraph.
- Try to say something that others would want to know.
- Have fun. Do not focus on penmanship, grammar or spelling. Focus on saying something interesting. No one's first draft is ever perfect.

Let students know that these essays will be read by their peers. Their feedback will be used to rewrite the essay.

Define plagiarism briefly and tell students that if they use this technique, they will have to rewrite their essay from scratch.

REMINDER: Tell students to bring their copies of *Pop Culture: Six ways Globalization has impacted my life* and of *The effect of globalization on my life* for the next class.

Reading Week 2, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: How Global Supply Chains Affect You

OBJECTIVES

- Set criteria to evaluate multi-paragraph essays, including two elements of the *GED Essay Scoring Rubric*.
- Evaluate others' multi-paragraph essays according to the criteria.
- Select top grammar concerns.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

WRITING: Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Handout (attached): Make one copy for each student.
GED Essay Scoring Rubric
- Handout: Make one copy for each student. Note that the teacher may need to make copies of three grammar assignments that the class chooses in Activity #3 to assign for homework.
The Table of Contents from the grammar text chosen for this course.

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Pop Culture: Six ways Globalization has impacted my life
<http://julianb-popculture.blogspot.com/2009/05/six-ways-globalization-has-impacted-my.html>
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The effect of globalization on my life
<http://changmarip.blogspot.com/2008/05/effect-of-globalization-on-my-life.html>
-

ACTIVITY #1: Set Criteria for Multi-Paragraph Essays – 40 minutes.

- Ask:
 - How did your essay writing go?
 - What went well? What was difficult?
 - How did you overcome your difficulties?
 - Who found new ideas through the process of writing?
 - Tell students to remember the criteria for a good multi-paragraph piece of writing discussed in the last class. Write these items on the board.
 - Pass out the *GED Essay Scoring Rubric*. Tell students this is a rubric that has been used to judge GED essays. The class will only work with two of the requirements today: “Organization” and “Development and Details”. As students approach the GED, they will need to pay attention to more aspects of the rubric.
 - Tell students to read the different descriptions of “Organization” and “Development and Details” out loud.
 - Put students in pairs and assign them one of these categories from the *GED Essay Scoring Rubric*: “Effective,” “Adequate,” “Marginal,” and “Inadequate.” Tell them to describe “Organization” and “Development and Details” for that particular level, then relate their descriptions to their criteria written on the board.
 - Go round robin to the different pairs starting with “Effective” for “Organization.” Then have the “Adequate,” “Marginal,” and “Inadequate” pairs give their descriptions.
 - Repeat for “Development and Details.”
 - Tell students to get out *The effect of globalization on my life* and *Pop Culture: Six ways Globalization has impacted my life*.
 - In new pairs, rate these essays in terms of “Organization” and “Development and Details”, and prepare to answer why you gave that rating.
 - Go round robin to the different pairs to give their ratings and reasons. Ask questions about differences in ratings. Come to consensus if possible on ratings on these two essays.
-

ACTIVITY #2: Evaluate the Multi-Paragraph Essay – 60 minutes.

- Tell students they will assist other students by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.
- Put students into groups of three. Have them each get out two blank sheets of paper.

- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. They should:
 - Read the multi-paragraph essays and use the criteria to answer the three questions on the board.
 - After you evaluate the first essay, pass it to the left and evaluate a new essay.
 - Next, give your evaluations to the authors and read the comments on your own work.
 - At this point, the class should come together to answer some questions:
 - Did your evaluators say the same or different things?
 - Did your evaluators give you ideas for how to improve your essay?
 - Did your evaluators confuse you? Please ask for clarification.
 - Put students back in their groups to talk through differences and to get clarification. Students should also select two or three excellent/interesting/well-developed paragraphs to read to the class and explain why they were selected.
 - Go round robin to have groups read the chosen paragraphs and explain why they were selected.
 - Tell students that you will evaluate their essays too, so they will have three sets of input to help them rewrite. Collect their essays with the two sets of evaluations.
-

ACTIVITY #3: Select Top Grammar Concerns – 20 minutes.

- Ask: What are some of the major grammar issues you have or that you saw in other students' writing? Write their answers on the board.
 - Ask: Which area is the class having the most difficulty with: punctuation, sentence structure, or spelling?
 - Pass out the Table of Contents of the grammar text you have selected for this course. Find the grammar issues identified by the class and check them off in the Table of Contents.
 - Ask: What do you think we should do to improve the class' grammar?
 - Go around the room to get ideas from all students.
 - Based on student answers, assign three grammar exercises for homework.
 - Tell students that there will be grammar homework for each day of each Writing week.
-

HOMEWORK

COMPLETE: Have students complete the three grammar assignments they assigned themselves from the course's chosen grammar text.

TEACHER PREPARATION #1: Evaluate student essays so you can hand them back to students during Week 2, Lesson 3. Write these evaluations on a separate piece of paper, and answer the same three questions the students answered:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

GED Essay Scoring Rubric

This tool is designed to help readers score an essay. Two readers read the GED essay, each giving a score between 1 and 4. The average of the two is the final score for the essay portion of the test. The score must be at least 2 to pass the test. Remember that an essay off of the given topic receives no score.

	Effective 4	Adequate 3	Marginal 2	Inadequate 1
Response to prompt	Presents a clearly focused main idea that addresses the	Uses the writing prompt to establish a main idea	Addresses the prompt, though the focus may shift	Attempts to address prompt but with little or no success in
Organization	Establishes a clear and logical organization	Uses an identifiable organizational plan	Shows some evidence of an organizational	Fails to organize ideas
Development and Details	Achieves coherent development with specific and relevant details and examples	Has focused but occasionally uneven development; incorporates some specific detail	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations	Demonstrates little or no development, usually lacks details or examples or presents irrelevant information
Conventions of EAE (Edited American English)	Consistently controls sentence structure and the conventions of EAE	Generally controls sentence structure and the conventions of EAE	Demonstrates inconsistent control of sentence structure and the conventions of EAE	Exhibits minimal or no control of sentence structure and the conventions of EAE
Word Choice	Exhibits varied and precise word choice.	Exhibits appropriate word choice	Exhibits a narrow range of word choice, often including inappropriate selection	Exhibits weak and/or inappropriate words

Source: <http://www.unm.edu/~tinan/writing/rubric.htm>

This Page Intentionally Left Blank

Reading Week 2, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: How Global Supply Chains Affect You

OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Edit student work.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

LANGUAGE, VOCABULARY, AND USAGE: *Conventions of Standard English*

1. Demonstrate command of the conventions of English grammar and usage when writing.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

SPEAKING AND LISTENING: *Comprehension and Collaboration*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Student Work: Make one set of copies for each student.
Choose two paragraphs of student writing that demonstrate the kinds of grammar and spelling challenges most students are having. Type up these paragraphs with the mistakes intact and print them as a two-sided handout.
- Teacher Resource (attached): *Activities for Teaching Writing Skills*

ACTIVITY #1: Teacher-Chosen Grammar Lesson – 40 minutes.

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached) that clearly addresses a significant class grammar challenge.
-

ACTIVITY #2: The Editing Game – 40 minutes.

- Pass out typewritten copies of a paragraph of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
 - Have students read the paragraph and underline the grammar and spelling issues they find. While they do that, copy the paragraph on the board.
 - Put students into three or four teams. Have them compare the issues they identified and talk about what the problems are for each of the underlined items.
 - Choose a member from one team to underline and correct a problem on the board.
 - Ask the student who made the correction: What grammar or spelling rule are you applying?
 - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
 - Go around to all the teams and repeat the process, bringing a different student to the board each time.
 - Keep team scores on the board.
-

ACTIVITY #3: Repeat the Editing Game – 40 minutes.

- Have students form new teams.
 - Repeat the editing game described above with a different paragraph of student writing.
-

HOMEWORK

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

ACTIVITIES FOR TEACHING WRITING SKILLS

Adapted From The *Intensive GED Curriculum*

Written by Stephanie Sommers

Published by Women Employed

The purpose of these activities is to help students learn to:

- Clearly define a sentence.
- Learn the rules of punctuation.
- Recognize noun/verb agreement.
- Be able to edit paragraphs with multiple problems.
- Be able to analyze questions and answers on a GED Writing Skills Practice Test.

This excerpt is organized so that teachers can use any individual exercise to teach or reinforce students understanding and application of the rules of grammar, punctuation, and the conventions of Standard English.

Teachers should use supplementary texts to back these lessons with materials that support student weaknesses. Contemporary's GED Test 1: Writing Skills is recommended, but there are a variety of other GED grammar texts that can be useful. Supplement class work and GED preparation with homework that targets specific student needs.

Competencies

Through the use of these activities, students should learn to:

1. Identify nouns, verbs, and adjectives.
2. Recognize and capitalize proper nouns.
3. Identify subjects and predicates, and differentiate between whole sentences and sentence fragments.
4. Use the six comma rules correctly.
5. Use semicolons and colons correctly.
6. Correlate nouns and verbs for agreement.
7. Use both the active and passive voice.
8. Use possessive nouns and pronouns correctly.
9. Improve spelling.
10. Take GED Writing Skills Practice Tests.

1. Identify nouns, verbs, and adjectives.

Materials. Find or create:

- A list of increasingly complex sentences with multiple nouns, verbs, and adjectives.
- Two short readings.

Activity Description.

- To get students limbered up, use the following surprise exercise:
 - Ask: What is a noun?
 - Have students call them out all at once or go around and have each student say one at a time – but fast. Challenge students by saying, “Name 5,000 nouns. Go!”
 - Repeat procedures as above.
 - Ask: What is a verb? “Name 5,000 verbs. Go!”
 - Ask: What is an adjective? “Name 5,000 adjectives. Go!”
- Pass out a short reading.
- Have students quickly underline all the nouns. Give them only a few minutes and make them stop when the time is up. Again, challenge them by saying, “On your mark, get set, go!”
- Go around the room and have each student tell you the number of nouns in the reading; mark these numbers on the board.
- Repeat the procedure for verbs and adjectives; mark down the numbers.
- Go through the reading and identify first the nouns, then the verbs, and then the adjectives to verify the counts.
- Write one of the prepared sentences from the materials list on the board.
- Write one of the multi-noun/verb/adjective sentences on the board.
- Write each student’s name on the board in a place where you can keep score.
- Ask: How many nouns are in this sentence?
- Go around the room for each student’s number; write number next to student name.
- Ask: How many verbs are in this sentence?
- Mark students’ numbers down again.
- Repeat for adjectives.
- Go back to nouns; say, “The correct number is _____.”
- Go around the room to have the students pick out one noun at a time; underline them as you go.
- Repeat the same procedures for verbs and adjectives, but circle verbs and put a box around adjectives.
- Repeat these procedures for all the sentences.
- Give a short reading for homework; have students underline nouns, circle verbs, put quotes around adjectives. Students should also count the number of nouns, verbs, and adjectives.

2. Recognize and capitalize proper nouns.

Materials. Find or create a reading with proper nouns that are not capitalized.

Activity Description.

- Have students line up at the board; have them each write a proper noun and pass the chalk.
- Ask:
 - What is the rule for proper nouns?
 - Were all of these proper nouns written correctly?
- Give out a reading which has proper nouns that are not capitalized; have students correct the reading; have them go fast.
- Ask:
 - How many errors are in the first sentence?
 - Ask one or more students to answer. Then ask others: Is that correct?
 - What are the errors?
- Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns; have them each give their paragraph to another pair to correct; then have the authors correct their corrected paragraphs.

3. Identify subjects and predicates; differentiate between whole sentences and sentence fragments.

Materials. Find or create:

- A list of mixed full sentences and sentence fragments.
- Blank index cards.

Activity Description.

- Pass out the list of mixed full sentences and sentence fragments; have students check off the full sentences.
- Ask:
 - What is a sentence?
 - What is a subject? (The noun the sentence is about the subject.)
 - What is a predicate? (The rest of a simple sentence; it comes after the subject.)
 - What is always in the predicate? (A verb.)
 - What are the two requirements to be a sentence? (A noun and a verb.)

- Go over these questions again and have students repeat the answers loudly together.
- Ask a student for a full sentence from the list; write the sentence on the board; have students identify the subject, predicate, and verb in the sentence; write the skeleton sentence.
- Continue with these procedures to identify all the full sentences in the list.
- Have students find a partner and give each pair a set of six blank index cards; have them write three full sentences and three fragments on the cards.
- Have a representative from a pair choose a card from those written by the pair on their left; write the contents of the card on the board.
- Ask the student: Is this a sentence? How do you know?
- Give a point for each correct answer.
- Ask the class to reply in unison:
 - What are the two requirements to be a sentence?
 - Does it have a noun for a subject?
 - Does it have a verb in the predicate?
- Repeat these procedures until it is clear that students grasp the concept.

4. Follow the six comma rules.

- Explain that commas separate phrases that add information from the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
- Write “she fell asleep” on the board.
- Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one.
- Put another simple sentence on the board.
- Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one.
- Repeat this procedure and have students put phrases that add information in the middle of the sentence; show where the comma goes for each one.
- Put a different sentence on the board; put students into pairs.
- Have pairs write phrases that could add information in the front, middle, or end of the sentence.
- Have a representative from each group come to the board and add a phrase; give a point to each group that punctuates the sentence correctly with a new phrase.
- Continue until it is clear that all students understand how to use commas in this context.

- Introduce the first 3 comma rules:
 1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
 2. Commas go around a prepositional or verb phrase that is in the middle of sentence.
 3. Commas go before a prepositional phrase that is at the end of a sentence.

Comma Rule #1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.

Materials. Find or create a list of sentences with introductory phrases, but no commas.

Activity Description.

- Pass out list of sentences; do one as a class to model the exercise; have students insert the commas after the introductory phrase.
- Go around the room and ask each student the following list of questions:
 - What is the main sentence?
 - What is the introductory phrase?
 - Where does the comma go?

Comma Rules #2. Commas go around a prepositional or verb phrase that is in the middle of sentence.

Materials. Find or create:

- A list of sentences with phrases in the middle, but no commas.
- A list of sentences with phrases at the end, but no commas.

Activity Description.

- Pass out the list of sentences; punctuate one as a class to model the exercise.
- For each student, ask:
 - What part of the sentence is added?
 - Where do the commas go?
- Divide students into two teams.
- Have one student from the first team come up and write a sentence on the board.
- Have a student from the second team add a prepositional phrase in the middle of the sentence.
- Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.
- Review what is on the board and ask students for corrections; note any additional corrections.

- Repeat these procedures for **Comma Rule #3: Commas go before a prepositional phrase that is at the end of a sentence.**

Comma Rule #4. Place commas between all items in a list of 3 or more.

Materials. Find or create:

- Index cards with questions whose answers will elicit sentences with lists in them.
- A list of sentences with lists in them, but no commas.

Activity Description.

- Present Comma Rule #4:
 - Lists must be of like objects or actions.
 - The last item in a list has the word “and” or “or” before it.
 - Example: She liked apples, bananas, and cherries.
- Ask students to make a clicking noise with their tongues.
- Ask students to make “pppputttt” sound with their lips.
- Explain that the clicking noise is a comma and a “pppputttt” sound is a period.
- Deal out one index cards to each student that will elicit a list as an answer.
- Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.
- Pass out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- For each question, ask:
 - How many items are in the list?
 - Do you need to use a comma?
 - Read me the sentence with the correct punctuation.
- Inform students that Oxford commas won’t appear in some of the sources they read (newspaper articles), but the students should still use them.

Comma Rule #5. Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” and “so” when combining two full sentences into a single compound sentence.

Materials. Find or create:

- A list of paired sentences that could be joined with a comma and one of the words highlighted in comma rule #5. Mix into this list other pairs where one is a fragment and one is a sentence.
- Index cards with the linking words (and, but, yet, or, nor, for, so) written on separate cards.
- Blank index cards.

Activity Description.

- Present Comma Rule #5.
- Pass out the list of sentences; have students put checks by the pairs of sentences and Xs by the fragment and sentence pairs.
- Identify these differences as a class.
- Have students find a partner and pass out the blank index cards; assign sets of paired sentences; have the partners write each individual sentence on a separate card.
- Write the linking words on separate cards as well.
- Take all the sentences, mix them up, and lay them face-up on the table; lay out the linking words at the top.
- Put students on two teams.
- Ask first one student from one team then another student from another team to combine two sentences and a linking word into a single sentence; have blank cards available if students want to write their own sentences to link up with the prewritten ones.
- Ask each student:
 - Where does the comma go?
 - Why?
- Ask the class:
 - Is that correct?
- Give one point to the team for each correct answer.

Comma Rule #6 and Semicolon Rule #1. Place a semicolon before and a comma after the following words when used to connect two sentences: “moreover”, “furthermore”, “in addition”, “however”, “nevertheless”, “therefore”, “consequently”, “otherwise”, “for instance”, “for example”, and “then”.

Materials. Find or create:

- Index cards with the linking words for Comma Rule #6 written on them. Each word(s) should be written on a separate card.
- Blank index cards.

Activity Description.

- Present Comma Rule #6. Tell students that while practicing comma rule #6, they will also be learning semicolon rule #1.
- Put students into pairs and deal out the cards; have each pair write three compound sentences using their given word.
- Have each group write a compound sentence on the board.
- Ask the class what the linking word means and check with them to see if the punctuation is indeed correct.
- Give each team two blank index cards; have them write pairs of sentences on each card WITHOUT linking words.
- Make sure the linking words are on the board.
- Put the cards in a deck; have pairs pick cards; have them come to the board and link the sentences with correct linking words and punctuation.
- Ask:
 - Is the first part a sentence?
 - Is the second part a sentence?
 - Is this a good linking word for these two sentences?
 - Is it punctuated correctly?

Comma Rule Practice:

Materials. Find text from a book with lots of commas.

Activity Description.

- Pass out a copy of some text from a book (your choice) with lots of commas in it.
- Ask students to circle all the commas in the text.
- Have them write the number of the relevant comma rule next to each.
- Divide students into pairs to review and correct each other's work.
- Read each sentence aloud and go around the room to have different students tell you the comma rules applied in each.
- For each comma, ask:
 - What comma rule does this use?
 - Is that answer correct?
 - Does anyone have a different answer?
 - Which is the correct answer?
 - Why?
- Repeat this exercise as necessary.

5. Use semicolons and colons correctly.

Activity Description.

Semicolon Rule #2.

- Remember that semicolon rule #1 is combined with comma rule #6.
- For semicolon rule #2, ask:
 - What is a semicolon?
 - When do you use semicolons?
- Tell students that semicolons mean: I know a period goes here (point to the “period” in the semicolon), but these two sentences are so related that I want you to read it as if it were only a comma (point to the “comma” in the semicolon).
- Repeat this definition with the pointing many times.
- Give some examples on the board.
- Show how this logic was already used in Semicolon Rule #1.
- Have students all make a clicking noise together. This noise will represent a semicolon.
- Tell students to choose a partner, and have partners write five pairs of closely related sentences.
- Have them switch sentences with another group and correctly punctuate the new set of sentences.
- Have them read their sentences aloud using the correct noise for semi-colons.

Colon Rule: Use colons after a complete sentence that presents a list.

- Present the Colon Rule.
- Tell students that colons mean, “I know a period goes here (point to one of the periods), but here comes a list. Emphasize that colons can only be used after a sentence.”
- Put a variety of examples on the board.
- Put students in pairs to make up six full sentences that prepare for a list.
- Have a student put a sentence on the board and a student from another pair QUICKLY come to the board to write a list with the correct punctuation.
- Ask for each:
 - Is the first part a sentence?
 - Is the colon in the right place?
- Are the commas in the right places? Are any commas missing?

6. Correlate nouns and verbs for agreement.

Materials. Find or create:

- Index cards with singular and plural verbs from the following tenses. Each card should contain a single verb conjugated in all these tenses:
 - Present (play, plays).
 - Present continuous (is/are playing).
 - Past continuous (was/were playing).
 - Present perfect (has/have played).
 - Past perfect (had played).
 - Future (will play).
 - Future perfect (will have played).
- List of time-specific sentences.

Activity Description.

- Put students in pairs; deal out cards.
- Put the names of the tenses on the board.
- Have students give examples of sentences in each tense.
- Have each pair “play” a card by: 1) putting the verb on the card in a sentence, 2) identifying the verb tense, and 3) identifying other words in the sentence that identify the tense, if there are any.
- Give a point for each “right” answer after asking:
 - What is the sentence?
 - What tense is the sentence in? How do you know?
 - What words in your sentence tell you that this is the correct tense?
- Record words that identify each tense on the board as they come up.
- Put a sentence on the board; put students into pairs; assign each pair a tense; go around the room and have the different pairs say the sentence in their tense.
- Rotate tenses among the pairs; put another sentence on the board.
- Rotate until all groups have worked with all the tenses.
- Put a time-specific sentence on the board; have the student pair assigned to that tense say the correct sentence.
- Do a series of sentences in this way.
- Put students on teams to create 10 time-specific sentences; have a representative from a team put the sentence on the board leaving out the verb; have a representative from the other team fill in the sentence; give points for correct answers.

7. Practice Using an Active Voice.

Materials. Find or create:

- A list of sentences in the passive voice.
- A hat and scissors.
- A paragraph with a variety of voice problems.

Activity Description.

- Write a sentence in the passive voice on the board.
- Ask:
 - Which noun is the doer in this sentence?
 - Which noun is just letting things happen to it?
 - How would you rewrite this sentence to make sure the noun that is the doer takes responsibility for its actions?
- Write an active voice sentence on the board; ask students to rewrite it in the passive voice.
- Divide students into teams and have each team write five active voice sentences and five passive; encourage the sentences to be wild.
- Have students cut the sentences into separate strips and put them in a hat.
- Have each student choose a sentence from the hat.
- Have each student read the sentence and then “translate” it into the opposite voice.
- Give a point to each team that does it correctly.
- Pass out the paragraph.
- Have students underline and correct words in the wrong voice.
- Put students in pairs to check each other’s answers.
- Go over the answers as a class.

8. Use possessive nouns and pronouns correctly.

Materials. Find or create:

- A list of mixed sentences using its/it's, whose/who's, your/you're, their/there/they're.
- A set of index cards with each of the words above written on them.
- Blank index cards.

Activity Description.

- Write on the board: its/it's, whose/who's, your/you're, their/there/they're.
- Read sentences from the list aloud; have different students pick the right word and explain their answers.

9. Improve spelling.

Materials. Find or create:

- A list of spelling words on p. 285-289 in Contemporary's Test 1.
- Blank index cards.

Activity Description.

- Pass out the list of spelling words.
- Put students into two teams; give them each 15 cards; have each team pick 15 words they think are the hardest for the other team to spell and put them on the cards. Also have students study the words to prepare for the spelling bee.
- Have each team gather their cards together; have a representative of one team pick THEIR OWN card; have them read it aloud; have a representative of the other team spell the word; if it is incorrect, go back and forth between the teams until someone gets it correct.
- Give five points if the first student asked gets it right, four if the second, etc.
- Have a representative from the second team pick a card from THEIR OWN deck and continue as above.

10. Take GED Writing Skills Practice Tests.

Materials. Find a series of single readings with questions from GED Writing Skills Practice Tests.

Activity Description.

- Pass out a reading and questions from a GED Writing Skills Practice Test.
- Write “Punctuation, Noun/Verb Agreement, Spelling” on the board.
- Use the following procedure to “take” this portion of the test:
 - Have students:
 - Read the passage carefully and underline those words or phrases where they think something is wrong.
 - Read the question and make the correction if they can BEFORE they read the possible answers.
 - If they know they are right, circle the answer.
 - If they aren’t sure, cross out answers they know are wrong and circle their answer.
 - Write “Punctuation,” “Noun/Verb Agreement,” OR “Spelling” next to each question to designate the kind of problem being tested.
- Go over the tests.
 - Ask: How many underlines did you make in the reading?
 - Go around the room and have each student give their numbers.
 - Ask:
 - Who could correct the problem before reading the answers?
 - Who used the process of elimination?
 - What is the answer?
 - Is that the correct answer?
 - How do you know?
 - What was the problem: punctuation, noun/verb agreement, or spelling?
 - After going over all the questions , ask:
 - How many of the places you underlined in the reading turned out to be questions asked in the test?
 - What area (punctuation, noun/verb agreement, or spelling) are you strongest in?
 - What area are you weakest in?
 - Give homework assignments based on expressed weaknesses.
 - Repeat these procedures for subsequent readings and questions from GED Writing Skills Practices Tests.

Source: Adapted from *The Intensive GED Curriculum, 2002* written by Stephanie Sommers for Women Employed.

Reading Week 2, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: How Global Supply Chains Affect You

OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Review *The Writer/Audience Situation*.
- Create a rewriting plan.
- Have a writer's conversation.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

WRITING: Production and Distribution of Writing

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.
5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.

MATERIALS

- Student Work: Student multi-paragraph essays on globalization with student and teacher comments.
- Handout (attached): Make one copy for each student.
The Writer/Audience Situation
- Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).

ACTIVITY #1: Teacher-Chosen Grammar Lesson – 30 minutes.

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar challenge.

ACTIVITY #2: Set up the Rewriting Situation – 30 minutes.

- Tell students they are going to create a rewriting plan in class today. To help with the rewriting plan, they are going to analyze the rewrite situation.
- Ask: So, what is the point of writing? Write answers on the board.
- Pass out *The Writer/Audience Situation*.
- Ask:
 - What do you think is the point of this silly drawing?

- What is the point of writing? (Answer: To communicate something of interest to an audience!)
 - Who is the audience? (Answer: The reader!)
 - What does the reader need from the writer? (Answer: Enough description to be interested and to understand your topic well!)
 - What will keep the reader reading? What will keep the reader from tossing the essay aside?
 - What kinds of things could you do to get the reader's attention or get the reader interested in your topic? List student ideas on the board.
 - Why is what you are saying important enough for someone else to read?
 - How could you change your essay to get the reader interested?
-

ACTIVITY #3: Come Up With a Rewriting Plan – 30 minutes.

- Hand students' essays back with your comments as well as the peer evaluations.
 - Tell the students to read through all the comments.
 - Ask:
 - What is your response to all the feedback?
 - What kinds of rewriting ideas do you have? (Write their ideas and suggestions on the board.)
 - Write the following on the board:
 - What is your rewriting plan?
 - What strategies are you going to use to get your reader interested in your topic?
 - Put students in their original evaluation groups. Tell students to:
 - Review the teacher and student evaluations.
 - Pass the essays and evaluations to the left so you can read teacher evaluations along with your original evaluations.
 - Pass the essays and evaluations to the left until all students in the group have reviewed all the evaluations.
 - Discuss the similarities and differences between the teacher evaluations and the student evaluations.
 - Take turns discussing your rewriting plans.
 - As a class, have students talk through some of their writing plans and strategies. Write some of these approaches and strategies on the board.
 - Tell students to write down their rewriting plans in note form.
-

ACTIVITY #4: Write with a Partner Audience – 30 minutes.

- Have students get out their notebooks to do some writing.
 - Write the following questions on the board:
 - What is your plan to improve your introduction? How can you get your reader's attention?
 - What is your plan to improve the paragraphs that explain the ways globalization has affected you?
 - What is your plan to improve how you think things will change in the future?
 - Put students into pairs.
 - Have students write the first question in their notebooks and write an answer to it. When students have finished their first answer, they should give their writing to their partner. Stress that this writing is a draft and everyone expects drafts to have mistakes. The partner must read the answer and write down any questions they may have for clarification. They may NOT comment on penmanship, spelling, or grammar.
 - Have students repeat this process with the other questions on the board, passing their notebooks each time.
-

HOMEWORK

WRITE: Have students rewrite their essays based on teacher and student comments and grammar and spelling corrections.

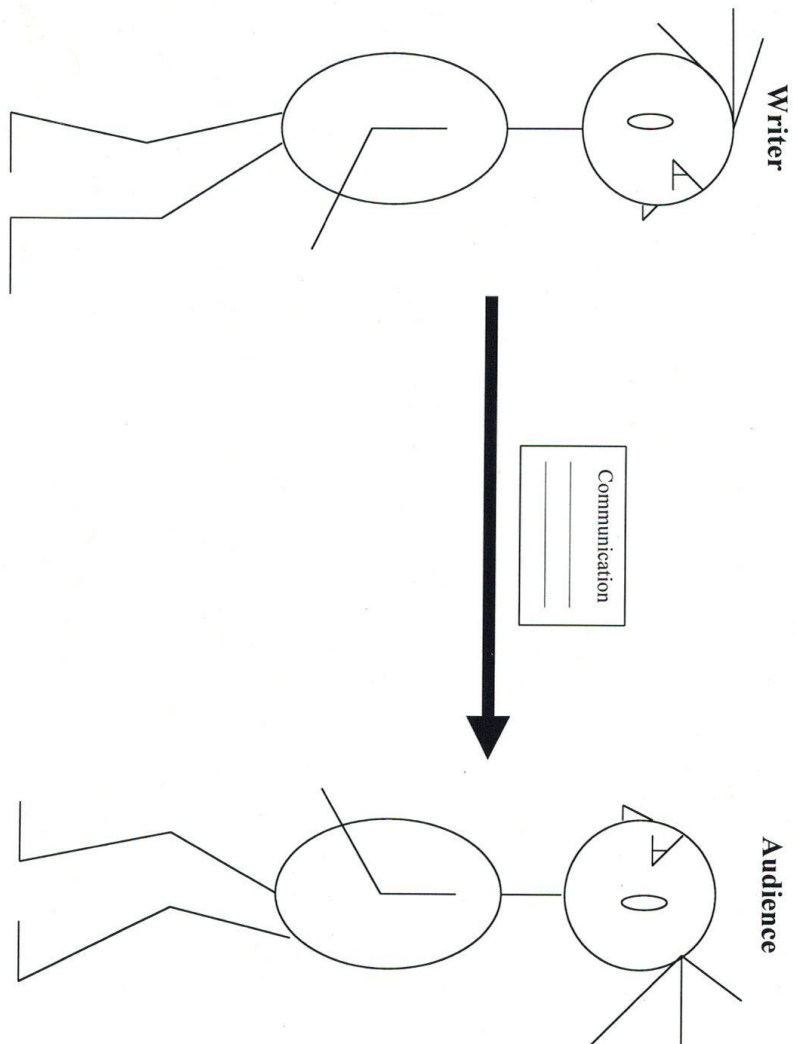
COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

REMINDER: Tell students to bring their copy of the *Theme for Unit 1* from Week 1, Lesson 1 to the next class.

TEACHER PREPARATION NOTE: Review the graphics at the *Warehousing/Distribution Center* link in the materials list for Week 3, Lesson 1 and choose one to project for the beginning of Week 3, Lesson 1, Activity #3.

This Page Intentionally Left Blank

The Writer/ Audience Situation



This Page Intentionally Left Blank

Reading Week 3, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: TDL Career Paths

OBJECTIVES:

- Identify the TDL career cluster.
- Identify jobs students can prepare for in CCC programs.
- Watch 10 short videos on distribution centers and answer some basic questions.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: *Integration of Knowledge and Ideas*

7. Integrate information from texts, charts, and graphs/different media or formats to:
- a. Draw a conclusion
 - b. Develop a coherent understanding of a topic or issue.
 - c. Apply information sources to solve occupational and educational tasks.
 - d. Compare and contrast different portrayals of the subject.
 - e. Evaluate the advantages and disadvantages of using different mediums.

MATERIALS:

- Handout: Make one copy for each student.
Theme for Unit 2 chart on page 10
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Theme for Unit 1 from Week 1, Lesson 1 (also on page 9.)
- Handout (attached): Make one copy for each student.
Understanding Distribution Centers: Questions
- Handout (attached): Make one copy for each student.
AAR Job Descriptions
- Handout (attached): Make one copy for each student.
Sample of Career Specialties/Occupations in Transportation, Distribution & Logistics Pathways and Clusters
- Handout (attached): Make one copy for each student or project in class.
https://dese.mo.gov/sites/default/files/MCE_Career_clusters_centerfold.pdf
- Handout (attached): Make one copy for each student.
"Illinois Career Cluster Framework"

- Handout (attached): Make one color copy for each student or project in class.
<https://www.dropbox.com/1/FAi5aGkGxDqBZ2azpkayon>
 - Handout (attached): Make one copy for each student.
Matching City Colleges TDL Programs with TDL Jobs
 - Graphic: [*Warehousing/Distribution Center*](#)
 - Graphic: [*Warehouse Process Flow FastFetch Picking*](#)
 - Videos: *Understanding Distribution Centers* (10-part YouTube series)
https://www.youtube.com/playlist?list=PLr_8KvjtlYCp1kiU4ueXhlj8peZvl5jvF
 - *Distribution Jobs*
<http://www.jobsinlogistics.com/cgi-local/search.cgi?term=www.google.com&from=link&SessID=1172-9487132-66017&action=fpCatSearch&Cat=Dist&TypeOfUser=browse>
 - ONet Quick Search for TDL
<http://www.onetonline.org/find/quick?s=Transportation%2C+Distribution%2C+and+Logistics>
 - *Illinois workNet – TDL*
http://www.illinoisworknet.com/VOS_PORTAL/industry/en/home/tld
-

PRE-ACTIVITY: Check-In

- Tell students to get out their *Theme for Unit 1* sheet from Week 1, Lesson 1.
 - Have students read the sheet to themselves and check off what they have completed.
 - Read each item aloud and ask:
 - Did we complete this item?
 - Was completing this item useful to you? Why or why not?
 - Pass out *Theme for Unit 2* from page 10 and preview the next two weeks with students.
-

ACTIVITY #1: Identify the TDL Career Cluster – 30 minutes.

- Tell students that this week is focused on understanding TDL career opportunities with an emphasis on those they can prepare for in CCC programs.
- Ask: What are the categories of jobs in TDL? Write their answers on the board.
- Put students in pairs to list all the jobs they can think of in TDL.
- Go round robin asking each pair to name a different job. Write the jobs on the board.
- Pass out or project *Missouri Career Paths, Career Clusters and Pathways*.
- Ask:
 - What different career paths can a person take according to this system?
 - What are the “Foundation Knowledge & Skills” needed for all the paths? Have someone read these out loud.
 - Why would someone choose one career path over the other?
 - What do you think the “creative,” “business,” “nature,” “helping,” “building and fixing,” and “health” paths are?
 - How might you know which kind of path you belong to?
 - What do you think a career cluster is? What are some examples of career clusters?

- What are the career clusters for “Industrial & Engineering Technology”?
 - Have someone read the categories under the TDL career cluster.
 - Assign a new pair or small group, depending on class size, to each of the seven categories in the TDL career cluster. Give them each a different symbol (e.g., check, star, asterisk, happy face, big dot, dollar sign, plus sign). Have them go to the board and put their symbol next to the jobs that they think go in that category. It’s okay for some jobs to be in multiple categories.
 - Tell pairs to go back to their seats to list the jobs they chose for their category. If they think there are some jobs missing they should add more jobs to their list.
 - Go from pair to pair to read these aloud.
 - Pass out *General Listing of all types of TDL Jobs*.
 - Tell students to read aloud the “Cluster Knowledge and Skills” and ask: Are they the same or different from the first sheet? (Answer: They are the same.)
 - Tell students to compare the categories in *Missouri Career Paths, Career Clusters and Pathways* with the categories at the bottom of this chart, and ask: How are they the same or different?
 - Tell each pair to go through the skills list and underline those jobs they did NOT have on their lists.
 - Go round robin to have pairs report on what kinds of jobs were missing on their list.
 - Ask: Is TDL a big category? (Answer: Yes it is.)
-

ACTIVITY #2: Identify the CCC TDL Programs and the Jobs They Prepare You For – 30 minutes.

- Ask: Which categories do you think CCC’s programs focus on?
- Tell students that the CCC programs focus on:
 - Warehousing and Distribution Center Operations.
 - Logistics Planning and Management Services.
 - Some Sales and Service.
- Pass out or project the CCC *Flowchart of TDL Pathways*. Go round robin and ask:
 - What kind of information is in the green squares?
 - What kind of information is in the pink squares?
 - What is the name of the adult education program?
 - What are the names of the college credit programs?
 - How long is the basic Certificate Program? The Advanced Certificate? The Associate Degree? The Bachelor’s Degree?
 - How long would it take you to complete all the programs?
 - What kinds of Continuing Education Programs are available?
 - Which of these programs would cost you anything?
 - What do the blue dots mean?
 - When you finish the bridge program, what kind of job could you get?
 - How many of these jobs are in the Chicago area?
 - How much do they pay?
- Repeat this line of questioning for each of the credit programs.
- Ask: What is an entry-level job? Have them give examples from their lists.
- Repeat for Entry Level Plus, Mid-Level Management, and Upper Management.
- Ask:
 - What are the academic requirements for getting financial aid at the Basic Certificate level and above?
 - How much is the cost of all the programs if you have a GED or high school diploma?
- Pass out *Matching City Colleges TDL Programs with TDL Jobs*.
- Tell pairs who worked together on the last activity to search this graphic for the jobs they listed before.
- Go from pair to pair to report their findings.

- Tell the class to make conclusions about the scope of the CCC program. Ask: What does it do? What does it not do?
-

ACTIVITY #3: Visuals and 10 Short Videos on Distribution Centers – 40 minutes.

- Choose and project a process flow chart from the *Warehousing/Distribution Center* link in the materials list.
 - Put students into pairs to discuss the process that is being described in the visual.
 - Call on the first pair to give their description.
 - Ask other pairs: Does anyone have a different description or something to add to the first description? Allow others to give their descriptions, adding information or ideas as appropriate. Repeat in order to hear as many different descriptions as possible.
 - Project *Warehouse Process Flow FastFetch Picking*.
 - Assign each pair a different function from the boxes in the flowchart.
 - Tell pairs to discuss what they think is happening to complete their given function.
 - Go from pair to pair letting students describe their version of the warehousing and distribution process. It is fine if they do not know. They will know much more soon.
-

ACTIVITY #4: Answer Questions Based on the 10 Short Videos – 20 minutes.

- Tell students they will now watch a set of 10 short videos twice.
 - The first time they watch the videos, try to get a sense of the information.
 - The second time, listen for the answers to specific questions.
 - Watch all 10 videos. In the playlist, one will start right after the other is finished.
 - Ask: What have you learned? List answers on the board.
 - Next, pass out *Understanding Distribution Centers: Questions*. Assign different pairs different questions to listen for while they see the videos again. Tell them to take notes.
 - Watch all 10 videos again.
 - Tell pairs to talk with each other to prepare the answers to their questions.
 - Read each question aloud and have the assigned pair answer. Tell students to take notes so they can hand in a completed sheet by the end of the period.
 - After each question, ask: Does anyone want to add to that answer?
-

HOMework:

READ: Have students read *AAR Job Descriptions* and:

- Underline new vocabulary words.
- Highlight key aspects of each job.

WRITE: Have students write one detailed descriptive paragraph on how working in a warehouse or distribution center may be a good environment for them.

REMINDER: Tell students to bring their copies of *Matching City Colleges TDL Programs with TDL Jobs* and *AAR Job Descriptions* to the next class.

TEACHER PREPARATION: Email students *Matching City Colleges TDL Programs with TDL Jobs* for use in the next class. This document has links embedded in it that will be useful for the Treasure Hunt in the next lesson.

Also, send the following links along in the email. These links are part of the same exercise. Become familiar with what they link to so you can give students clear instructions about how to use them.

- *Distribution Jobs*
<http://www.jobsinlogistics.com/cgi-local/search.cgi?term=www.google.com&from=link&SessID=1172-9487132-66017&action=fpCatSearch&Cat=Dist&TypeOfUser=browse>
- *ONet Quick Search for TDL*
<http://www.onetonline.org/find/quick?s=Transportation%2C+Distribution%2C+and+Logistics>
- *Illinois workNet – TDL*
http://www.illinoisworknet.com/VOS_PORTAL/industry/en/home/tdl

This Page Intentionally Left Blank



Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Sample of Career Specialties / Occupations	Air/Space Transportation: Transportation Managers (Air) Commercial Pilots Flight Engineers Flight Attendants Dispatchers (Air) Traffic Managers Air traffic Controllers Aircraft Cargo Handling Supervisors Airfield Operations Specialists Rail Transportation: Transportation Managers (Rail) Dispatchers (Rail) Traffic Managers Locomotive Engineers Locomotive Firers Railyard Conductors and Yardmasters Railroad Brake, Signal and Switch Operators Railyard Engineers, Dinkey Operators, and Hostlers Water Transportation: Transportation Managers (Water) Dispatchers (Water) Traffic Managers Captains Mates Pilots of Water Vessels Sailors and Marine Oilers Able Seamen Ordinary Seamen Ship and Boat Captains Ship Engineers Bridge and Lock Tenders Road Transportation Transportation managers (Road) Dispatchers (Truck/Bus/Taxi) Traffic Managers Truck Drivers (Tractor- Trailer) Truck Drivers (Light or Delivery Services) Bus Drivers (Transit and Intercity) School Bus Drivers Taxi Drivers and Chauffeurs Transit Systems: Transportation Managers (Mass Transit) Dispatchers (Bus) Traffic Managers Dispatchers (Rail) Traffic Managers Bus Drivers (Transit and Intercity) Subway and Streetcar Operators	Logisticians Logistics Managers Logistics Engineers Logistics Analysts Logistics Consultants International Logistics Specialists	Warehouse Managers Storage and Distribution Managers Industrial and Packaging Engineers Traffic, Shipping and Receiving Clerks Production, Planning, Expediting Clerks First-line Supervisors/ Managers of Helpers Laborers, and Material Movers (Hand) First-line Supervisors /Managers of Transportation and Material (Moving Machine and Vehicle Operators) Laborers and Freight, Stock and Material Movers (Hand) Car, Truck and Ship Loaders Packers and Packagers-hand	Facility: Facility Maintenance Managers and Engineers Industrial Equipment Mechanics Industrial Electricians, Electrical/Electronic Technicians Mobile Equipment: General-- Mobile Equipment Maintenance Managers Electrical and Electronic Installers and Repairers (Transportation Equipment) Mobile Heavy Equipment Mechanics Air/Space-- Aerospace Engineering and Operations Technicians Aircraft Mechanics and Service Technicians Airframe Mechanics Power plant Mechanics Aircraft Engine Specialists Avionics Technicians Water-- Ship Mechanics and Repairers Motorboat Mechanics Automotive/Truck Mechanics and Body Repairers Rail-- Rail Car Repairers Signal and Track Switch Repairers Rail Locomotive Mechanics and Repairers Road-- Electronic Equipment Installers and Repairers (Motor Vehicle) Automotive Body and Related Repairers Automotive Service Technicians and Mechanics Automotive Master Mechanics Automotive Specialty Technicians Bus and Truck Mechanics and Diesel Engine Specialists Motorcycle Mechanics Bicycle Repairers	General--Intermodal-- Urban and Regional Planners Civil Engineers Engineering Technicians Surveying and Mapping Technicians Government Service Executives Environmental Compliance Inspectors Air/Space-- Air Traffic Controllers Aviation Inspectors Road-- Traffic Engineers Traffic Technicians Motor Vehicle Inspectors Freight Inspectors Rail-- Railroad Inspectors Water-- Marine Cargo Inspectors Vessel Traffic Control Specialists Transit-- Public Transportation Inspectors Other--- Regulators Inspectors and other federal/state/local transportation agency jobs	Health and Safety Managers Industrial Health and Safety Engineers Environmental Scientists and Specialists Environmental Science and Protection Technicians Environmental Managers and Engineers Environmental Compliance Inspectors Safety Analysts	Marketing Managers, Sales Managers Sales Representatives of Transportation /Logistics Services Reservation, Travel and Transportation Agents Cargo and Freight Agents Customer Service Managers Cashiers, Counter and Rental clerks
	Transportation Operations	Logistics Planning and Management Services	Warehousing and Distribution Center Operations	Facility and Mobile Equipment Maintenance	Transportation Systems/ Infrastructure Planning, Mgt, and Regulation	Health, Safety and Environmental Management	Sales and Service
Cluster K&S	<h2>Cluster Knowledge and Skills</h2> <p>◆ Academic Foundations ◆ Communications ◆ Problem Solving and Critical Thinking ◆ Information Technology Applications ◆ Systems</p> <p>◆ Safety, Health and Environmental ◆ Leadership and Teamwork ◆ Ethics and Legal Responsibilities</p> <p>◆ Employability and Career Development ◆ Technical Skills</p>						

UNDERSTANDING DISTRIBUTION CENTERS: QUESTIONS

NAME: _____

1. What are customers' expectations?
2. What is the difference between a distribution center and a warehouse?
3. What are the three types of distribution?
4. How are the processes different for each type of distribution?
5. What makes a good distribution center?
6. How does product get to the distribution center?
7. What role does the computer play in the distribution center?

8. What is order picking and what do pickers do? What are some of the variables?

9. What happens in the staging process?

10. What do packers do?

11. How are small, medium, and large shipments shipped?

12. What is cross docking and how does it work?

13. What are some of the ordering processes?

14. What does “just in time” production mean?

AAR
Job Description

Job Title: Clerk, Warehouse
FLSA Status: Non-Exempt
Last Approved Date: 16-JUN-06
Job Family: WHSE
Job Code: 3007
Salary Grade: 11

SUMMARY

Ensure that all inventory is properly categorized and accounted for. Receive inventory as needed and ensure that the entire shipment is unloaded.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Unload incoming inventory from trucks.
- Stock inventory onto shelf locations.
- Pick inventory for shipment to customers or repair vendors.
- Perform inventory cycle counts.
- Research missing parts and report any discrepancies.
- Operate forklift equipment.
- All other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

CORE COMPETENCIES

- Commitment to company values and ethics.
- Dependability: personally responsible, completes work in a timely manner, and performs tasks accurately.
- Motivation: must maintain a positive attitude and strong work energy.
- Time management: ability to organize and manage multiple priorities and effectively deal with tight deadlines and pressure
- Organization: very detail oriented and always comes prepared
- Communication: excellent interpersonal and oral and written communication skills

EDUCATION and/or EXPERIENCE

- High school diploma or general education degree (GED) required. Must have a minimum of 1 year related experience and/or training.

SKILLS AND EXPERIENCE

- Required: Minimum of 1 year related experience and/or training.

PHYSICAL DEMANDS/WORK ENVIRONMENT

The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, bend, reach and move about the facility, and lift and carry up to 75 pounds and comply with OSHA standards. The environmental characteristic for this position is a warehouse setting. Candidates should be able to adapt to a traditional warehouse environment.

SIGNATURE

I understand that I am expected to adhere to all company policies and to act as a role model in the adherence to policies. I have read and agree that the contents of this job description accurately reflect my understanding of what is expected of me in this position.

Employee's Name: _____

Employee's Signature: _____ Date: _____

AAR Job Description

Job Title: Sr Clerk, Warehouse
FLSA Status: Non-Exempt
Last Approved Date: 29-JUN-09
Job Family: WHSE
Job Code: 2030
Salary Grade: 12

SUMMARY

Ensure that inventory is properly categorized and accounted for. Receive inventory as needed and ensure that the entire shipment is unloaded.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Unload incoming inventory from trucks.
- Stock inventory onto shelf locations.
- Pick inventory for shipment to customers or repair vendors.
- Perform inventory cycle counts.
- Research missing parts and report any discrepancies.
- Operate forklift equipment.
- Perform a variety of complicated tasks.
- A wide degree of creativity and latitude is expected.
- Rely on experience and judgment to plan and accomplish goals.
- All other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- At least 5 years previous experience in warehousing, handling inventory and bar code equipment.
- Knowledge of a variety of practices and procedures within the aviation field.
- Computer keypunch experience preferred.

CORE COMPETENCIES

- Commitment to company values and ethics.
- Dependability: personally responsible, completes work in a timely manner, and performs tasks accurately.
- Motivation: must maintain a positive attitude and strong work energy.
- Time management: ability to organize and manage multiple priorities and effectively deal with tight deadlines and pressure
- Organization: very detail oriented and always comes prepared
- Communication: excellent interpersonal and oral and written communication skills

EDUCATION and/or EXPERIENCE

- High school diploma or general education degree (GED) required. Must have a minimum of 1 year related experience and/or training.

SKILLS AND EXPERIENCE

- Required: At least 5 years experience in warehousing, handling inventory and bar code equipment.
- Preferred: Computer keypunch experience
- Required: Knowledge of a variety of practices and procedures within the aviation field.

PHYSICAL DEMANDS/WORK ENVIRONMENT

The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, bend, reach and move about the facility. The environmental characteristic for this position is a warehouse setting. Candidates should be able to adapt to a traditional warehouse environment.

SIGNATURE

I understand that I am expected to adhere to all company policies and to act as a role model in the adherence to policies. I have read and agree that the contents of this job description accurately reflect my understanding of what is expected of me in this position.

Employee's Name: _____

Employee's Signature: _____ Date: _____

AAR Job Description

Job Title: Lead, Warehouse
FLSA Status: Non-Exempt
Last Approved Date: 20-JUL-06
Job Family: WHSE
Job Code: 3005
Salary Grade: 13

SUMMARY

Ensure that all inventory is properly categorized and accounted for. Receive inventory as needed and ensure that the entire shipment is unloaded.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Ensure that all warehouse personnel follow policies and procedures for inventory-handling.
- Direct warehouse personnel as necessary.
- Unload incoming inventory from trucks.
- Stock inventory into shelf locations.
- Pick inventory for shipment to customers or repair vendors.
- Perform inventory cycle counts.
- Research missing parts to find current locations.
- Operate fork lift equipment.
- All other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Logistics and government property experience a plus.
- Aviation depot level repairable.
- Must adhere to the safety policy.
- Computer keypunch experience.
- Previous experience in warehousing, handling inventory, and bar code equipment.
- Must have great organization, communication and time management skills.

CORE COMPETENCIES

- Commitment to company values and ethics.
- Dependability: personally responsible, completes work in a timely manner, and performs tasks accurately.
- Motivation: must maintain a positive attitude and strong work energy.
- Time management: ability to organize and manage multiple priorities and effectively deal with tight deadlines and pressure
- Organization: very detail oriented and always comes prepared
- Communication: excellent interpersonal and oral and written communication skills

EDUCATION and/or EXPERIENCE

- High school diploma or general education degree (GED) required. Must have a minimum of 1 year related experience and/or training.

SKILLS AND EXPERIENCE

- Required: Aviation depot level repairable.
- Required: Computer Keypunch
- Preferred: Logistics and government property experience
- Required: Minimum of 1 year related experience and/or training.
- Required: Must adhere to the safety policy.
- Required: Previous experience in warehousing, handling inventory, and bar code equipment.

PHYSICAL DEMANDS/WORK ENVIRONMENT

The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, bend, reach and move about the facility, and lift and carry up to 75 pounds and comply with OSHA standards. The environmental characteristic for this position is a warehouse setting. Candidates should be able to adapt to a traditional warehouse environment.

SIGNATURE

I understand that I am expected to adhere to all company policies and to act as a role model in the adherence to policies. I have read and agree that the contents of this job description accurately reflect my understanding of what is expected of me in this position.

Employee's Name: _____

Employee's Signature: _____ Date: _____

AAR
Job Description

Job Title: Sr Lead, Warehouse
FLSA Status: Non-Exempt
Last Approved Date: 11-JUL-06
Job Family: WHSE
Job Code: 3003
Salary Grade: 15

SUMMARY

Ensure that all inventory is properly categorized and accounted for. Receive inventory as needed and ensure that the entire shipment is unloaded.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Ensure that all warehouse personnel follow policies and procedures for inventory-handling.
- Direct warehouse personnel as necessary.
- Unload incoming inventory from trucks.
- Stock inventory into shelf locations
- Pick inventory for shipment to customers or repair vendors.
- Perform inventory cycle counts
- Research missing parts to find current locations.
- Operate for lift equipment.
- All other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Previous experience in warehousing, handling inventory, and bar code equipment.
- Computer keypunch experience.

CORE COMPETENCIES

- Commitment to company values and ethics.
- Dependability: personally responsible, completes work in a timely manner, and performs tasks accurately.
- Motivation: must maintain a positive attitude and strong work energy.
- Initiative: plans work and carries out tasks without detailed instructions, prepares for problems or opportunities in advance, undertakes additional responsibilities
- Organization: very detail oriented and always comes prepared
- Communication: excellent interpersonal and oral and written communication skills

EDUCATION and/or EXPERIENCE

- High school diploma or general education degree (GED) required. Must have a minimum of 1 year related experience and/or training.

SKILLS AND EXPERIENCE

- Required: Computer Keypunch
- Required: Computer Keypunch

PHYSICAL DEMANDS/WORK ENVIRONMENT

The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, bend, reach and move about the facility. The Employee is occasionally required to lift and carry up to 75 pounds and comply with OSHA standards. The environmental characteristic for this position is a warehouse setting. Candidates should be able to adapt to a traditional warehouse environment.

SIGNATURE

I understand that I am expected to adhere to all company policies and to act as a role model in the adherence to policies. I have read and agree that the contents of this job description accurately reflect my understanding of what is expected of me in this position.

Employee's Name: _____

Employee's Signature: _____ Date: _____

AAR Job Description

Job Title: Supervisor, Warehouse
FLSA Status: Exempt
Last Approved Date: 19-JUL-06
Job Family: WHSE
Job Code: 712
Salary Grade: 19

SUMMARY

The Warehouse Supervisor, under the direction of the Program Manager, will work with the Warehouse personnel (if applicable), in conjunction with the Program Manager or, to monitor, direct, and ensure that all incoming shipments are received properly and all outgoing shipments are sent in a timely and proper fashion.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Design and implement work methods and procedures to increase productivity and improve service in the warehouse
- Ensure cross training of duties is conducted to the lowest level.
- Ensure support equipment is maintained and serviceable.
- Work with Management to ensure program metrics are met.
- Motivate warehouse and shipping personnel to ensure that predetermined productivity, cost and quality standards are achieved or exceeded
- Ensure safety and housekeeping
- All other duties assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SUPERVISORY RESPONSIBILITIES

Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

CORE COMPETENCIES

- Commitment to company values and ethics.
- Dependability: personally responsible, completes work in a timely manner, and performs tasks accurately.
- Motivation: must maintain a positive attitude and strong work energy.
- Initiative: plans work and carries out tasks without detailed instructions, prepares for problems or opportunities in advance, undertakes additional responsibilities
- Strong judgement and decision making
- Organization: very detail oriented and always comes prepared
- Communication: excellent interpersonal and oral and written communication skills

EDUCATION and/or EXPERIENCE

- Associate's degree (A.A.) or equivalent from two-year college or technical school; or a minimum of four years related experience and/or training; or equivalent combination of education and experience.

PHYSICAL DEMANDS/WORK ENVIRONMENT

The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, bend, reach and move about the facility. The Employee is occasionally required to lift. The candidate for this position should be able to lift a minimum of 75 pounds. They must also comply with the standards set by OSHA for lifting. The environmental characteristic for this position is a warehouse setting. Candidates should be able to adapt to a traditional warehouse environment.

SIGNATURE

I understand that I am expected to adhere to all company policies and to act as a role model in the adherence to policies. I have read and agree that the contents of this job description accurately reflect my understanding of what is expected of me in this position.

Employee's Name: _____

Employee's Signature: _____ Date: _____

AAR Job Description

Job Title: Manager, Warehouse
FLSA Status: Exempt
Last Approved Date: 10-JUL-06
Job Family: WHSE
Job Code: 717
Salary Grade: 22

SUMMARY

Direct warehousing activities for organization by performing the following duties personally or through subordinate supervisors.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Establish operational procedures for activities such as verification of incoming and outgoing shipments, handling and disposition of materials, and keeping warehouse inventory current.
- Inspect physical condition of warehouse and equipment.
- Prepare work order for repairs and requisitions for replacement of equipment.
- Confer with department heads to ensure coordination of warehouse activities with activities of other functions such as production, sales, records control, and purchasing.
- Participate in planning personnel safety and plant protection activities.
- Safety Committee lead.
- All other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Previous experience in warehousing, handling inventory, and bar code equipment.

SUPERVISORY RESPONSIBILITIES

Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

CORE COMPETENCIES

- Commitment to company values and ethics.
- Dependability: personally responsible, completes work in a timely manner, and performs tasks accurately.
- Motivation: must maintain a positive attitude and strong work energy.
- Initiative: plans work and carries out tasks without detailed instructions, prepares for problems or opportunities in advance, undertakes additional responsibilities
- Strong judgement and decision making
- Organization: very detail oriented and always comes prepared
- Communication: excellent interpersonal and oral and written communication skills

EDUCATION and/or EXPERIENCE

- Bachelor of Arts degree (B.A.) or Bachelor of Science degree (B.S.) from four-year college or university; or eight years related experience and/or training; or equivalent combination of education and experience.

SKILLS AND EXPERIENCE

- Required: Previous experience in warehousing, handling inventory, and bar code equipment.

PHYSICAL DEMANDS/WORK ENVIRONMENT

The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, bend, reach and move about the facility. The Employee is occasionally required to lift and/or move more than 100 pounds. The environmental characteristic for this position is a warehouse setting. Candidates should be able to adapt to a traditional warehouse environment.

SIGNATURE

I understand that I am expected to adhere to all company policies and to act as a role model in the adherence to policies. I have read and agree that the contents of this job description accurately reflect my understanding of what is expected of me in this position.

Employee's Name: _____

Employee's Signature: _____ Date: _____

Paths, Clusters & Pathways

Career Paths

Missouri has identified six Career Paths as a way to help students become aware of and explore careers in a logical and meaningful way.

Career Clusters

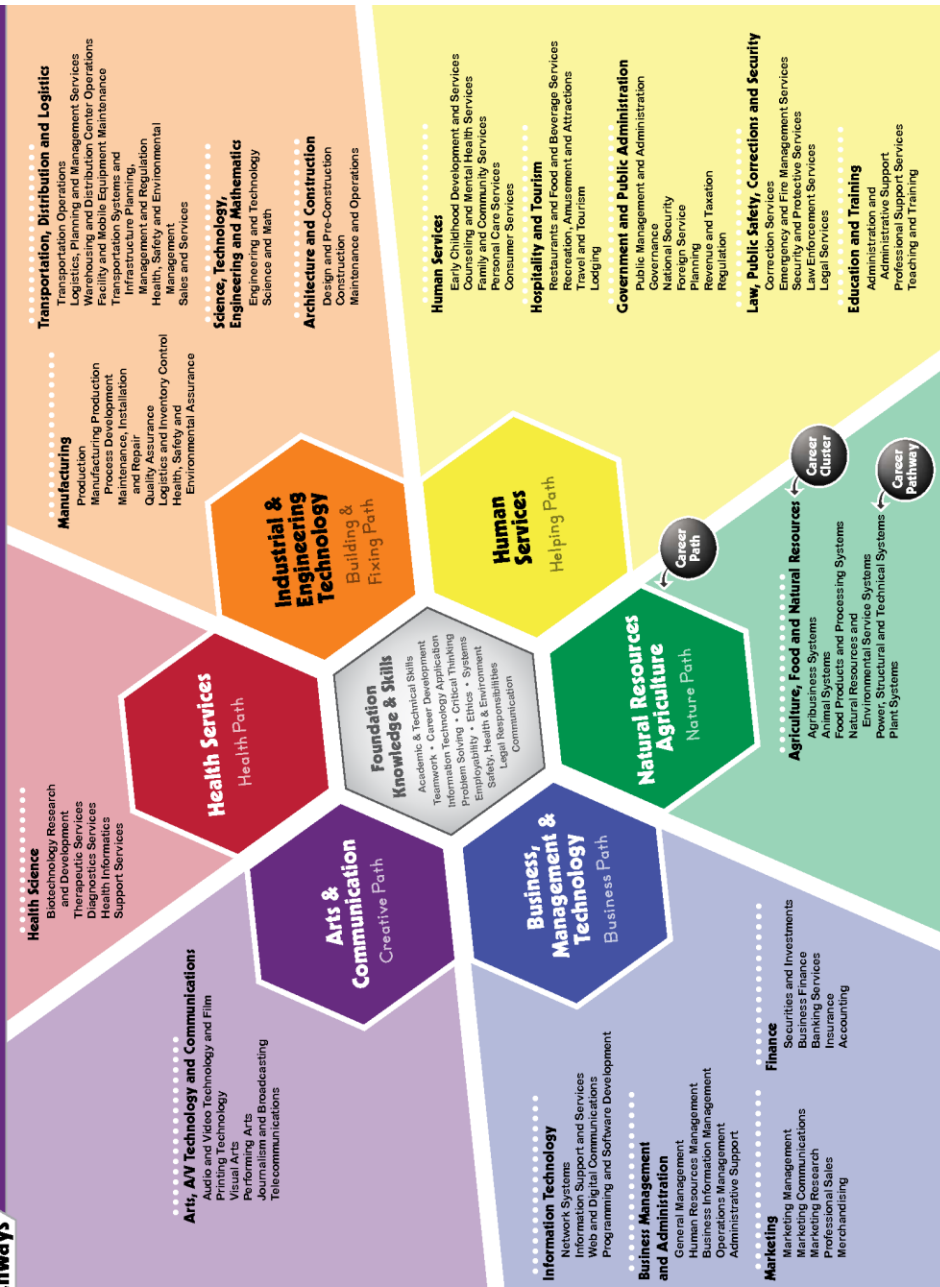
Missouri uses 16 Career Clusters as a way of organizing occupations and careers to assist educators in tailoring rigorous coursework and related activities for all students. The Career Clusters include all occupations, even those not usually found in career and technical education. Career Clusters may be used beginning in grades 7, 8 or 9, and can continue as a framework for students planning through postsecondary education.

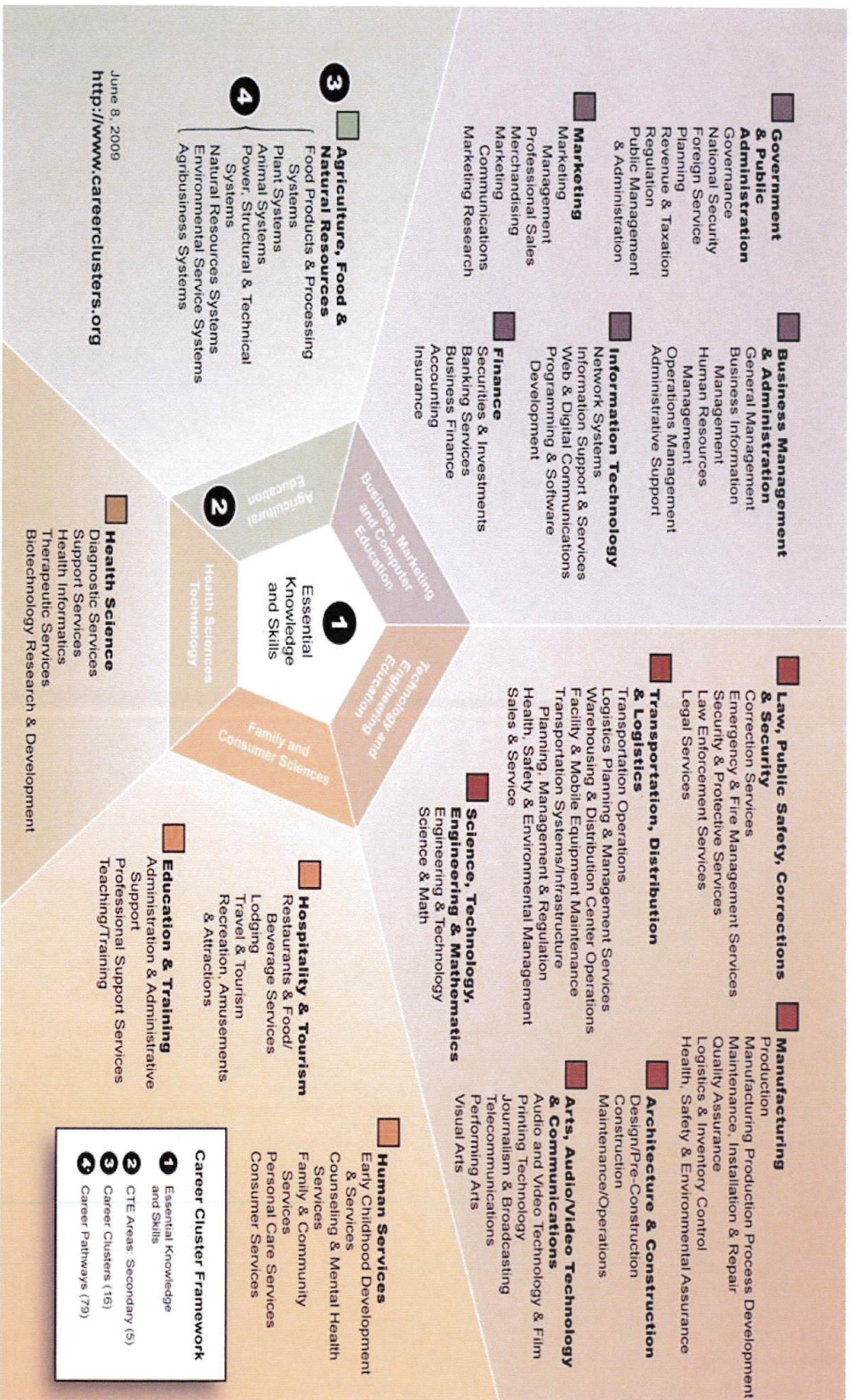
Career Pathways

Occupations within a Career Cluster that have grouped according to shared common traits such as skill sets or common roles. This grouping is called a Career Pathway. Each cluster contains two to seven Career Pathways. Career Pathways assist educators in the development of a coordinated and non-duplicate sequence of courses that identifies both secondary and postsecondary education elements; includes challenging academic and career and technical education content; and culminates in one or more of the following: technical skill proficiency, a credential, a certificate, or a degree at the secondary or postsecondary level.

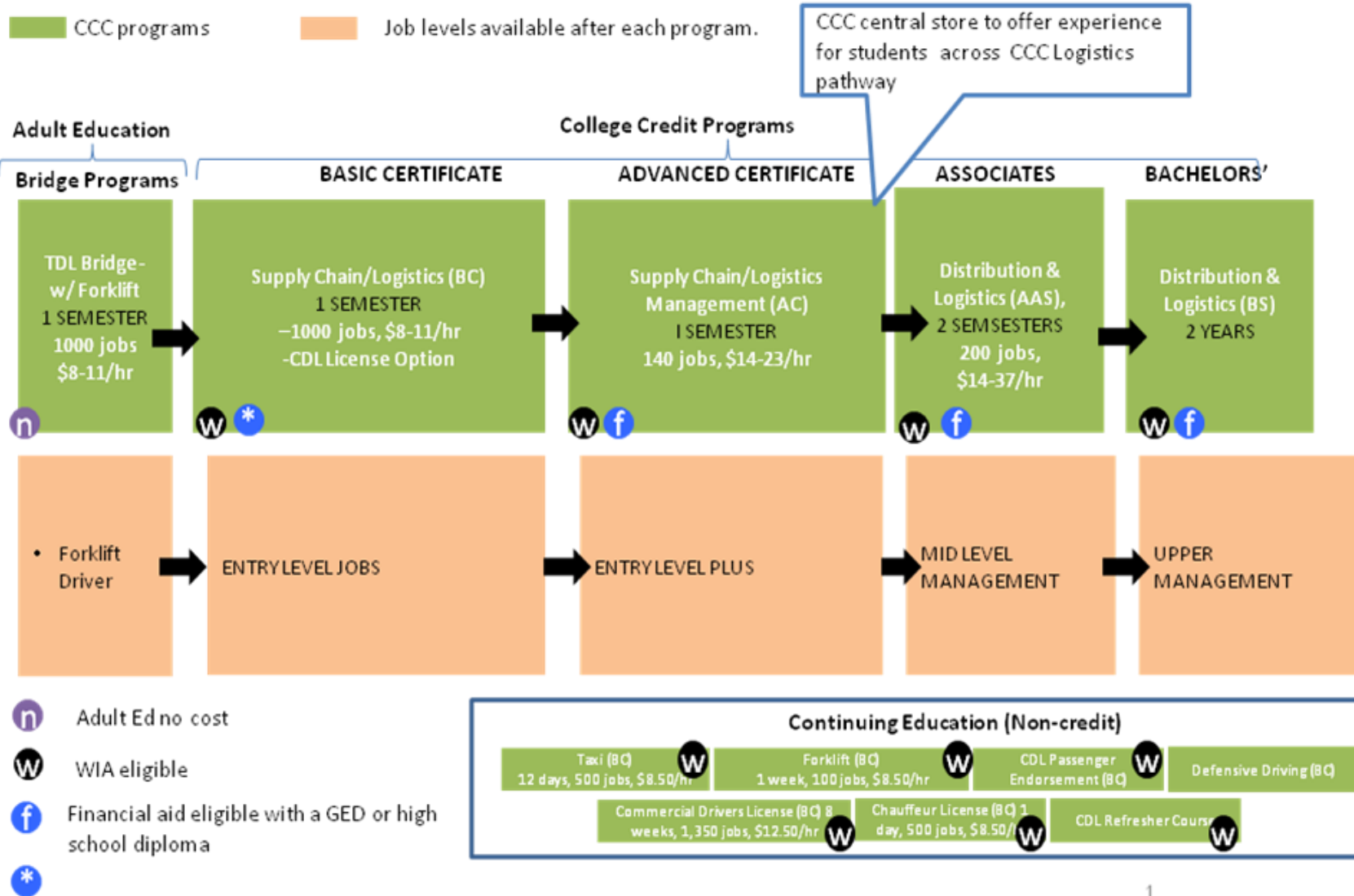
Knowledge & Skill Statements

Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area.





CITY COLLEGES OF CHICAGO: TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER PATH



MATCHING CITY COLLEGE TDL PROGRAMS WITH TDL JOBS

Logistics Bridge/Basic Certificate	<u>Shipping, Receiving, and Traffic Clerks</u> (O*Net) <ul style="list-style-type: none"> Receiver, Shipper; Receiving Clerk, Shipping Clerk Shipping Coordinator Warehouseman <u>Material Recording Clerks</u> (OOH) <ul style="list-style-type: none"> General office clerks Information clerks Material Recording Clerks 	<u>Packers and Packagers, Hand</u> (O*Net) <ul style="list-style-type: none"> Packager, Packer, Sacker, Bagger, Picker and Packer Selector Packer Inspector Packer Mini Shifter Pack Out Operator <u>Hand Laborers and Material Movers</u> (OOH) <ul style="list-style-type: none"> Delivery Truck Drivers and Driver/Sales Workers Heavy and Tractor-trailer Truck Drivers Material Moving Machine Operators 	<u>Laborers and Freight, Stock, and Material Movers, Hand</u> (O*Net) <ul style="list-style-type: none"> Material Handler Warehouse Worker Laborer Loader Receiving Associate Receiver Shipping and Receiving Materials Handler Merchandise Pickup / Receiving Associate Stock Replenisher 	<u>Industrial Truck and Tractor Operators</u> (O*Net) <ul style="list-style-type: none"> Forklift Operator Truck Driver Fork Truck Driver Fork Lift Technician
Logistics Advanced Certificate	<u>Production, Planning, and Expediting Clerks</u> (O*Net) <ul style="list-style-type: none"> Production Scheduler Planner Production Planner Production Manager Production Controller <ul style="list-style-type: none"> Production Planning Manager Scheduler Master Scheduler Production Control Coordinator Production Supervisor 			
Logistics Associates Degree in Science	<u>Transportation, Storage, and Distribution Managers</u> (O*Net) <u>Transportation Managers</u> <ul style="list-style-type: none"> Trainmaster Dispatcher Transportation Manager Freight Coordinator Transportation Director Fleet Manager Global Transportation Manager Traffic Manager Train Operations Manager 	<u>First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand</u> (O*Net) <ul style="list-style-type: none"> Receiving Supervisor Shipping Supervisor Receiving Lead Floor Supervisor Front Line Supervisor Cooler Manager Dock Supervisor <u>Recycling Coordinators</u>	<u>First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators</u> (O*Net) <ul style="list-style-type: none"> Driver Manager Fleet Manager Terminal Manager Dock Operations Manager Dock Supervisor On Car Supervisor Street Supervisor Transportation Street Supervisor Yardmaster 	<u>Logistics Bachelors in Science Degree</u> <ul style="list-style-type: none"> Logistics Manager Global Logistics Manager Integrated Logistics Programs Director Logistics Solution Manager Supply Chain Logistics Manager

	<div><div><div>Storage and Distribution Managers</div><div><ul style="list-style-type: none">• Warehouse Manager• Distribution Manager• Distribution Center Manager• Shipping Manager• Cold Storage Supervisor• Customer Service Manager• Distribution Operation Manager• Load Out Supervisor• Shipping Supervisor• Stores Supervisor</div></div></div>			
--	--	--	--	--

Reading Week 3, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: TDL Career Paths



Class to be held in the Technology Lab

OBJECTIVES

- Identify different types of jobs based on videos of FedEx and the Amazon Distribution Center.
- Compare and contrast the AAR job descriptions.
- Conduct a Treasure Hunt; identify different job types and categorize them by career path.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Integration of Knowledge and Ideas

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).
7. Integrate information from texts, charts, and graphs/different media or formats to:
 - a. Draw a conclusion.
 - b. Develop a coherent understanding of a topic or issue.
 - c. Apply information sources to solve occupational and educational tasks.
 - d. Compare and contrast different portrayals of the subject.
 - e. Evaluate the advantages and disadvantages of using different mediums.

WRITING: Research to Build and Present Knowledge

9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.
10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.
 - a. Draw evidence from informational texts to support analysis reflection and research.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
AAR Job Description (attached to Week 3, Lesson 1)
 - Handout: Make one copy for each student.
Careers in Logistics pages 1-8
<http://womenemployed.org/sites/default/files/CareersInLogisticsByCSCMP.pdf>
 - Video: *FedEx Supply Chain Global Distribution Center*: (running time: 02:57)
<https://www.youtube.com/watch?v=Cdm2t952jYg>
 - Video: *Inside an Amazon.com Fulfillment Center*: (running time: 02:11)
<https://www.dropbox.com/l/WSvMAZiYKdBtw9xgCZj9kp>
 - Graphic: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Matching City Colleges TDL Programs with TDL Jobs (attached to Week 3, Lesson 1)
 - Online Resource: *Distribution Jobs*
<http://www.jobsinlogistics.com/cgi-local/search.cgi?term=www.google.com&from=link&SessID=1172-9487132-66017&action=fpCatSearch&Cat=Dist&TypeOfUser=browse>
 - Online Resource: *ONet Quick Search for TDL*
<http://www.onetonline.org/find/quick?s=Transportation%2C+Distribution%2C+and+Logistics>
 - Online Resource: *Illinois workNet – TDL*
http://www.illinoisworknet.com/VOS_PORTAL/industry/en/home/tdl
-

ACTIVITY #1: Watch Two Corporate Distribution Center Videos – 20 minutes.

- Tell students to take out *Matching City Colleges TDL Programs with TDL Jobs*.
- Go round robin to read aloud all the job titles available after the Basic Certificate. Tell students to describe the entry-level work.
- Repeat for the other categories: Advanced Certificate, Associate Degree in Science, Bachelor's Degree in Science.

- Tell students they will now watch a brief video about the *FedEx Supply Chain Global Distribution Center*. They must write down all the different types of jobs they see employees performing. Tell students they can watch the video again if they did not get all the jobs down.
 - Watch the video once. Ask if they want to watch it again. If yes, watch again.
 - Ask:
 - What jobs did you see workers doing?
 - Did anyone else see this kind of worker? List the types of jobs on the board.
 - Go round robin repeating the question until students say the list is complete.
 - Repeat this process with *Inside an Amazon.com Fulfillment Center*; however, warn students that they will watch the video only once.
 - Ask: Which distribution center would you rather work at, FedEx or Amazon? Why?
-

ACTIVITY #2: Compare and Contrast the AAR Job Descriptions – 30 minutes.

- Tell students to get out their *AAR Job Descriptions*. Tell them this series of job descriptions represents a career path within TDL.
 - Put students in six groups and assign one warehouse job description to each group:
 - Clerk.
 - Senior Clerk.
 - Lead.
 - Senior Lead.
 - Supervisor.
 - Manager.
 - Put the following questions on the board:
 - What does the job description want the person to do?
 - What education and experience does the person need?
 - What special skills does the person need?
 - In what category would you put this job: entry-level, entry-level plus, mid-level management, or upper management? Why?
 - Ask each group to:
 - Go round robin to answer these questions.
 - Assign each group member a different question to present to the class.
 - Go through the AAR career path series, asking corresponding groups to give their presentation in order.
 - After each presentation, ask the class:
 - How is this job description different than the last one?
 - How much more schooling does the person need to go from one job to the other?
 - How much more experience?
 - At the end of the presentations ask: What general remarks would you make about this career path? List answers on the board.
-

ACTIVITY #3: Career Path Treasure Hunt – 70 minutes.

- Tell students to re-examine *Matching City Colleges TDL Programs with TDL Jobs*.
- Write the following on the board:
 - Transportation.
 - Shipping and Receiving.
 - Picking and Packing.
 - Materials Handling.

- Forklift Driving.
 - Go round robin to have students sign up for one of the career paths listed on the board. Close group options if they get too full. Ideally, you want evenly-sized groups for each of the five career paths. The actual group sizes will depend on the class size.
 - Have students get in their groups to look at *Matching City Colleges TDL Programs with TDL Jobs* and guess what a career path in that area might be.
 - Have each group report on the career path they see in the job listing.
 - Put the following columns on the board:
 - Job title.
 - Education requirements.
 - Experience requirements.
 - Key skill needed.
 - Tell students to set up their note pages with these columns because these are elements they will need to find in their treasure hunt.
 - The Treasure Hunt instructions are as follows:
 - Find at least ten TDL job descriptions online in your chosen career path. Job titles can change from company to company, so do not let that trip you up.
 - Try to find job descriptions at different levels to get a sense of how people move up within the industry.
 - Print out at least three key job descriptions for use in later work.
 - Read and fill out your notes page for each one.
 - Tell students to open the email you sent them to help with their treasure hunt. Give these tips:
 - The titles in *Matching City Colleges TDL Programs with TDL Jobs* are links.
 - The ONet link will take you to listings of job titles.
 - On the *Illinois WorkNet* link, click on “Find a Job in Transportation, Distribution, and Logistics” at the bottom of the page.
 - When students have completed their research, put the following columns on the board:
 - Entry-Level.
 - Entry-Level Plus.
 - Mid-Level Management.
 - Upper Management.
 - Tell students to look at their notes and decide which category their job descriptions should go under.
 - Put students in their groups to compare their findings and categorize each job.
 - Find a student volunteer to share a career path that includes all the categories. Have them name the job titles for each level. Write these in the columns on the board.
-

HOMEWORK

Homework Instructions: Draw a mock career path on the board to illustrate the drawing assignment. Show how to fill out the boxes based on the instructions below; show how the arrows go and how to make the drawing easy to understand. Explain that these will be shown to the class in the next lesson.

DRAW: Have students draw their idea of a Career Path based on their research. Instruct them to:

- Create boxes for Entry-Level, Entry-Level Plus, Mid-Level Management, and Upper Management.
- In each box put the name of the job, the education and years of experience required from the jobs you have researched.
- Draw a line from the box at one level to the box at the next level.
- Make the drawing easy to understand.

READ: Have students read *Careers in Logistics*, pages 1-8. Instruct them to:

- Underline all vocabulary words.
- Highlight passages that help you answer the following questions (these are clearly marked as headings in the text):
 - What is logistics?
 - How important is logistics?
 - What is the role of logistics in the organization?
 - Who works in logistics management?
 - Do logistics managers earn high salaries?
 - How can I estimate my earnings potential?
 - What kinds of organizations employ logistics managers?
 - What is the most common career path in logistics?

REMINDER: Tell students to bring their copies of *Careers in Logistics* from Week 3, Lesson 2 to the next class.

This Page Intentionally Left Blank

Reading Week 3, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: TDL Career Paths

OBJECTIVES

- Present career path drawings.
- Prepare to answer the question, “What is logistics?” by watching a video.
- Answer questions on *Careers in Logistics*.
- Create more extended career paths based on the reading.
- Read students’ paragraphs on distribution centers aloud and prepare for next essay.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.

READING: Integration of Knowledge and Ideas

7. Integrate information from texts, charts, and graphs/different media or formats to:

- a. Draw a conclusion
- b. Develop a coherent understanding of a topic or issue.
- c. Apply information sources to solve occupational and educational tasks.
- d. Compare and contrast different portrayals of the subject.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

4. Demonstrate active listening skills.

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

5. Comprehend key elements of oral information for:

- a. Cause and effect
- b. Compare and contrast
- c. Conclusions
- d. Context
- e. Purpose
- f. Charts, tables, graphs

MATERIALS

- Classroom resource: Scotch tape.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

Careers in Logistics from Week 3, Lesson 2

- Video: Module 4: Move It: Transportation and Logistics (running time: 03:44)
<https://www.youtube.com/watch?v=-ZpHiMTwOdM>
-

ACTIVITY #1: Career Path Presentations – 30 minutes.

- Tell students to get into their career path research groups from Week 3, Lesson 2, Activity #3 and:
 - Present your career paths to each other.
 - Come to a common understanding of the career paths in the area.
 - Select the career path that best represents your common understanding.
 - Tape your chosen career path on the board and label it.
 - Select one student to report on what the group found overall.
 - Select one student to explain the career path you chose to highlight.
-

ACTIVITY #2: Transportation and Logistics Video – 20 minutes.

- Tell students to get out their highlighted passages of *Careers in Logistics* from Week 3, Lesson 2.
 - Ask: What is logistics? Take notes of their ideas on the board.
 - Tell them to watch the video with the question in mind.
 - Watch the video.
 - Ask again: What is logistics? Students should add to the definition that is on the board. Note their answers on the board.
 - Ask:
 - What is the primary example of logistics given in the video (e.g., the logistics of personal travel)?
 - How does that apply to the movement of goods by a company?
-

ACTIVITY #3: Answer *Careers in Logistics* Questions – 40 minutes.

- Go round robin to identify vocabulary words. List these on the board.
- Go through the following process:
 - Tell students to give definitions for words they know. Write the correct ones next to the words.
 - For remaining words, tell students to read the sentences where the word is used and infer a meaning from context.
 - Have students look up remaining words and report what they find.
- Put students in pairs and assign each pair a question from the reading. Tell pairs to:
 - Compare what you highlighted.
 - Come up with a careful answer to the question in your own words.
 - Ask each other the question and practice answering without looking at the article.
- Have each pair present the answers to their questions. Invite other students to add information or ask questions after each pair presents.
- Tell students to look at the organizational chart on page eight of *Careers in Logistics*.
- Tell students that this (mostly) represents an organization's upper management.
- Ask: What are the different career paths that are represented in this organizational chart? Have them look at the director level positions to come up with the answers and write them on the board.
- Also write the following categories on the board: Entry-level, Entry-level Plus, Middle Management, and Upper Management.

- Read aloud the job titles from bottom to top in customer service. For each one, ask: Which of the categories (entry-level etc.) would you place this job title and why?
 - Ask the customer service group: How do you think the career path you created connects with this organizational chart?
 - Repeat the same process with the following groups from Week 3, Lesson 2, Activity #3: Transportation, Shipping and Receiving, Picking and Packing, Materials Handling, and Forklift Driving.
 - Tell students to make final comments:
 - How are these career paths shaping up?
 - Which ones are looking interesting to you? Why?
-

ACTIVITY #4: Read Distribution Center Paragraphs – 30 minutes.

- Tell students to get their homework paragraphs out from Week 3, Lesson 1.
 - Tell students to read their paragraphs to themselves and make any changes before they read them aloud.
 - Put students in pairs to read their paragraphs to one another. Tell the partner to provide simple verbal feedback.
 - Let students make further changes based on the feedback.
 - Go round robin so students can read their paragraphs aloud to the class. After each reading, ask the class why this student thinks a distribution center would be a good work environment. List reasons on the board.
-

INTRODUCE HOMEWORK

- Introduce the multi-paragraph essay: Why is TDL the right sector for you?
 - Paragraph 1: Describe what the TDL sector is and, generally, why it is the right sector for you.
 - Paragraphs 2-4: Write three paragraphs that explain the reasons why TDL is right for you. Each paragraph should have a clear topic sentence and good clear explanations or examples.
 - Paragraph 5: State how involvement in the TDL sector will improve your life.
 - Before class ends, tell students to write down three reasons they will use in their multi-paragraph essay, one for each body paragraph.
 - Go round robin and have students declare these reasons.
-

HOMEWORK

WRITE: See the writing assignment described above. Students should email their assignments to you.

TEACHER NOTE: Make sure that you hang on to the career path drawings because they will be used again in Week 5, Lesson 2, Activity #3.

REMINDER: Tell students to bring their copies of the following handouts to the next class:

- *The Writer/Audience Situation* from Week 2, Lesson 3.
- The Table of Contents from the grammar text chosen for this course from Week 2, Lesson 1.
- The *GED Essay Scoring Rubric* from Week 2, Lesson 1.

Reading Week 4, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Why Working in the TDL Sector Is Right for You

OBJECTIVES

- Expand criteria for evaluating multi-paragraph essays.
- Evaluate others' multi-paragraph essays according to the criteria.
- Identify grammar and spelling issues to work on.
- Choose needed grammar assignments.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

WRITING: Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING: Production and Distribution of Writing

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Student Work: Copies of emailed multi-paragraph essay with no teacher comments.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Note that you may need to make copies of grammar exercises for homework. The Table of Contents from the grammar text chosen for this course (attached to Week 2, Lesson 1)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. *GED Essay Scoring Rubric* (attached to Week 2, Lesson 1)

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Writer/Audience Situation (attached to Week 2, Lesson 3)
-

ACTIVITY #1: Expand Writing Criteria for Good Multi-Paragraph Essays – 40 minutes.

- Write the following questions on the board:
 - How did your essay writing go?
 - What went well? What was difficult?
 - How did you overcome difficulties?
 - How many came up with new ideas through the process of writing?
 - Tell students to get their notebooks out because they are about to have a writing conversation. Have them write the first question in their notebooks and provide an answer.
 - Tell students to get a partner and switch notebooks. Students should read their partner's answer and write down a question to get their partner to explain more.
 - Make sure that the question draws a more specific answer from your partner about their writing process.
 - You can use the questions on the board, or not.
 - When students have finished, go round robin and have students tell the class how their partner's writing process homework assignment went.
 - Tell students to get their copy of *The Writer/Audience Situation* graphic.
 - Ask: What does the Writing Conversation they just completed have to do with the *Writer/Audience Situation*?
 - Tell students to get out their notes on the writing criteria (last used in Week 2, Lesson 1, Activity #1).
 - On the board, write: Introduction, Body Paragraphs, and Conclusion.
 - Have students give the criteria for each. Write these on the board. Make sure the criteria include:
 - Introduction:
 - Opening statements get the reader interested in the topic.
 - The audience knows why the topic matters.
 - The reason for the essay is clear.
 - Body Paragraphs:
 - There is a topic sentence for each paragraph that clearly says what the paragraph is about.
 - The paragraph includes examples and/or details so that the audience really knows what you are talking about.
 - Conclusion:
 - You apply the themes of your essay to a broader context.
 - The paragraph has a topic sentence.
 - The paragraph has examples and/or details.
 - Ask students: Do you want to add additional criteria?
 - Tell students to get out their *GED Essay Scoring Rubric*. Tell students to work with "Organization" and "Development and Details" again, but this time the class will also consider "Response to Prompt."
 - Ask: What was the prompt for this essay?
 - Tell students to read out loud the different descriptions for all three *GED Essay Scoring Rubric* categories.
-

ACTIVITY #2: Evaluate the Multi-Paragraph Essay – 60 minutes.

- Tell students they will assist other students by giving constructive feedback. All their feedback must include the following sections (write these on the board):

- What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Response to Prompt,” “Organization,” and “Development and Details” scores would you give this rough draft? Explain why for each one.
 - Hand back student essays.
 - Put students into groups of three. Tell them to get out two blank sheets of paper.
 - Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answering the three questions on the board.
 - After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
 - Next, students should give their evaluations to the authors and the authors should read the comments.
 - At this point, the class should come together to answer some questions:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that give you ideas for how to make your essay better?
 - Did your evaluators confuse you? Please ask for clarification.
 - Put students back in their groups to talk through differences and to get clarification. Students should also select two or three excellent/interesting/well developed paragraphs they are prepared to read to the class and explain why they were selected. They should use class criteria and GED Rubric criteria in their answers.
 - Go round robin and have students/groups read aloud excellent paragraphs and explain why they were selected.
 - Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their re-writes. Have students hand in their essays with the two sets of evaluations together.
-

ACTIVITY #3: Choose Needed Grammar Assignments – 20 minutes.

- Ask: What major grammar issues have you noticed in yourself or in other students? Write their answers on the board.
 - Ask: Which area is the class having the most difficulty with: punctuation, sentence structure, or spelling?
 - Have students take out their copies of the Table of Contents of the grammar text.
 - Tell students to check off those grammar issues the class has identified.
 - Ask: What do you think we should do to improve the class’ grammar?
 - Go round robin to get students’ ideas.
 - Based on student answers, assign grammar homework.
 - Tell students that there will be grammar homework assignments for each day of each Writing week.
-

HOMEWORK

COMPLETE: Have students complete assigned grammar exercises.

TEACHER PREPARATION #1: Evaluate student essays using the same questions used by students in Activity #2. Also indicate how students can improve their grammar and what further study on their part is needed. These will be handed back to students in Week 4, Lesson 3.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

Reading Week 4, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Why Working in the TDL Sector Is Right for You

OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Edit student work.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

LANGUAGE, VOCABULARY, AND USAGE: Conventions of Standard English

1. Demonstrate command of the conventions of English grammar and usage when writing.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Student Work: Make one set of copies for each student.
Choose two paragraphs of student writing that demonstrate the kinds of grammar and spelling challenges most students are having. Type up these paragraphs with the mistakes intact and print them as a two-sided handout.
- Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).

ACTIVITY #1: Teacher Chosen Grammar Lesson – 40 minutes.

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar challenge.
-

ACTIVITY #2: The Editing Game – 40 minutes.

- Pass out typewritten copies of a paragraph of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
 - Write the paragraph on the board with all the grammar and spelling mistakes intact.
 - Tell students to read the paragraph to themselves from the handout while you are copying it onto the board and underline those places that have a grammar or spelling errors.
 - Put students into three or four teams.
 - Tell teams to compare the errors they have identified and talk about what the problems are for each underlined item.
 - Quickly, choose a member from one team to come up to the board, underline a problem and correct it.
 - Ask the class: Is the underline in the right place? Is this the right correction?
 - Ask the student who made the correction: What is the grammar or spelling rule that should have been followed?
 - On the board, give a point to the student's team: One point if the correction is right; another point if the rule cited is correct; no points if the correction is inaccurate.
 - Keep team scores on the board throughout the game.
 - Ask a different student to come to the board and go through the same process as above.
-

ACTIVITY #3: Repeat the Editing Game – 40 minutes.

- Tell students to form new teams.
 - Repeat the editing game with a different paragraph of student writing.
-

HOMEWORK

COMPLETE: Have students complete grammar exercises that you assign which will help to address a significant class grammar issue and bring hard copies to the next class.

REMINDER: Tell students to bring their copy of *The Writer/Audience Situation* from Week 2, Lesson 3 for use in the next class.

Reading Week 4, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Why Working in the TDL Sector Is Right for You

OBJECTIVES

- Grammar lesson chosen by the teacher.
- Review *The Writer/Audience Situation*.
- Create a rewriting plan.
- Have a writers' conversation.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

WRITING: Production and Distribution of Writing

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Student Work: Multi-paragraph essays now with student and teacher comments.

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Writer/Audience Situation (attached to Week 2, Lesson 3)
 - Handout (attached): Make one copy for each student.
Learning Styles Explained
 - Handout (attached): Make one copy for each student.
Multiple Intelligences Teacher
 - Handout (attached): Make one copy for each student.
Multiple Intelligences Palette
 - Handout (attached): Make one copy for each student.
Tips for Better Learning
 - Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).
-

ACTIVITY #1: Teacher-Chosen Grammar Lesson – 40 minutes.

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar challenge.
-

ACTIVITY #2: Create a Rewriting Plan – 40 minutes.

- Hand essays back with your comments as well as the peer evaluations from the other two students who read their essay.
 - Tell the students to read through all the comments.
 - Ask:
 - What is your response to all the feedback?
 - What kinds of rewriting ideas do you have? (Write their ideas and suggestions on the board.)
 - Write on the board: What is your rewriting plan?
 - Put students in their original evaluation groups. Tell them to:
 - Review the teacher comments and student evaluations.
 - Pass the essays and evaluations to the left so you can read teacher evaluations along with your original evaluation.
 - Pass the essays and evaluations to the left until all students in the group have reviewed all the evaluations.
 - Discuss the similarities and differences between the teacher evaluations and the student evaluations.
 - Take turns discussing your rewriting plans.
 - As a class, have students talk through some of their rewriting plans and strategies. Write some of these approaches and strategies on the board.
 - Tell students to write down their rewriting plans in note form.
-

ACTIVITY #3: Write with a Partner Audience – 40 minutes.

- Tell students to get out their notebooks and their copy of *The Writer/Audience Situation*.
- Write the following questions on the board:

- What is your plan to improve your introduction? How can you get your reader's attention?
 - What is your plan to improve your body paragraphs?
 - What is your plan to improve your conclusion?
 - In what ways do you need to improve your spelling and grammar?
 - Put students into pairs.
 - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner. Stress that this writing is a draft and everyone expects drafts to have mistakes. The partner must read the answer and write down any questions they may have for clarification. They may NOT comment on penmanship, spelling, or grammar.
 - Have students repeat this process with the other questions on the board.
-

HOMEWORK

WRITE: Have students rewrite the multi-paragraph essay based on student and teacher comments. Rewriting should include improving grammar and spelling.

COMPLETE: Have students complete grammar exercises that you assign which will help to address a significant class grammar issue and bring hard copies to the next class.

READ: Pass out the four handouts attached to this lesson: (1) *Learning Styles Explained*; (2) *Multiple Intelligences Teacher checklist*; (3) *Multiple Intelligences Palette*; and (4) *Learning Styles Explained*, and give the following instructions:

- Have students read and answer questions from the *Learning Styles Explained* handout (attached) and check the statements that describe them on the *Multiple Intelligences Teacher checklist* (attached).
- After calculating their score in each category, have them enter scores on the *Multiple Intelligences Palette* (attached).
- For the top three intelligence types, have them highlight the competencies that they recognize in themselves.
- Also have them read the *Tips for Better Learning* handout (attached) and highlight the suggested tips for their type(s) of intelligence. These will be used in the next class.

This Page Intentionally Left Blank

Learning Styles Explained

(downloaded from <http://uw.kqed.org/edresources/plan.php?id=111>)

What Is a Learning Style?

Have you ever been in a classroom or work situation where very little makes sense, you struggle to do the work, and just making yourself be there is a huge effort? The reason could have much to do with how you take in information and how you learn. Learning is a complicated process, and there are many different theories about how we take in information. It is generally accepted that everybody learns and processes information in different ways. These different ways of learning are “learning styles”.

We usually talk about three different ways to learn: sight, sound and movement. These are generally referred to as visual, auditory and kinesthetic. However, more current research suggests that there are many more learning styles that need to be considered, such as verbal, musical, logical, interpersonal and intrapersonal. (These are the widely accepted styles.)

What Is Your Learning Style?

Usually people have some idea of how they like to learn. And usually we are correct in that guess. But sometimes we are accustomed to learning in one way, so we think that this way is our learning style. In any case, there are many different questionnaires that can help you determine what your learning style is. The results are almost always weighted in one category over the others. However, as you learn more about your style, you will realize that you probably can learn well in other styles and even that you have already been using the skills of other styles to learn.

Why Is It Important to Know Your Learning Style?

Once you discover your learning style, you can learn and study more effectively. You will be able to do this by practicing “tricks,” tools that can help you focus better and process information easier.

MULTIPLE INTELLIGENCES TEACHER

<http://uw.kqed.org/edresources/plan>

(Adapted from the works of Howard Gardner, David Lazeer and Jim Mundell)

Place a check in all boxes that best describe you.

LINGUISTIC

- ☐ I really enjoy books.
- ☐ I hear words in my head before I write, read or speak them.
- ☐ I remember more when I listen to the radio or an audiocassette than when I watch television or films.
- ☐ I enjoy word games such as crossword puzzles, Scrabble™, anagrams or Password™.
- ☐ I like puns, tongue twisters, nonsense rhymes and double meanings.
- ☐ English, social studies and history were easier subjects for me than science and math.
- ☐ When I am driving I like to read the billboards and signs, and I notice them more than the scenery along the road.
- ☐ I often refer to things I have read or heard in conversations.
- ☐ People often ask me the meaning of words.
- ☐ I have written something recently that I was proud of or that was published or otherwise recognized.

☐ Total Linguistic boxes checked

LOGICAL

- ☐ I can quickly and easily compute numbers in my head (example: double or triple a cooking recipe or carpentry measurement without having to write it on paper).
- ☐ I enjoy math and science in school.
- ☐ I like solving brainteasers, logical games and other strategy games such as chess and checkers.
- ☐ I like to set up "what if" experiments (example: "What if I fertilized my plants twice as often?").
- ☐ I look for structure, patterns, sequences and other logical order.
- ☐ I wonder about how some things work and keep up-to-date on new scientific developments and discoveries.
- ☐ I believe that there is a rational explanation for almost everything.
- ☐ I can think in abstract, clear, imageless concepts.
- ☐ I can find logical flows in things people say and do at work and home.
- ☐ I feel more comfortable when things have been quantified, measured, categorized or analyzed in some way.

☐ Total Logical boxes checked

SPATIAL

- _____ When I close my eyes, I can see clear visual images.
- _____ I respond to color.
- _____ I often use a camcorder or camera to record my surroundings.
- _____ I enjoy visual puzzles such as mazes and jigsaw puzzles, and 3-D images.
- _____ I have vivid dreams at night.
- _____ I navigate well in unfamiliar places.
- _____ I often draw or doodle.
- _____ Geometry is easier than algebra.
- _____ I can imagine what something would look like from a bird's eye view.
- _____ I prefer reading publications that have many illustrations.

_____ Total Spatial boxes checked

BODILY-KINESTHETIC

- _____ I take part in at least one sport or physical activity regularly.
- _____ I find it difficult to sit still for long periods of time.
- _____ I like working with my hands (for example, sewing, weaving, carving, carpentry, model building).
- _____ I frequently get insights or ideas when I am involved in physical activities, such as walking, swimming or jogging.
- _____ I enjoy spending my free time outside.
- _____ I tend to use gestures and other body language when engaged in conversations.
- _____ I need to touch or hold objects to learn more about them.
- _____ I enjoy daredevil activities such as parachuting, bungee jumping and thrilling amusement rides.
- _____ I am well coordinated.
- _____ To learn new skills, I need to practice them rather than simply read about them or watch them being performed.

_____ Total Bodily-Kinesthetic boxes checked

MUSICAL

- _____ I have a nice singing voice.
- _____ I know when musical notes are off-key.
- _____ I often listen to music in a variety of formats -- radio, records, tapes, CD and so on.
- _____ I play an instrument.
- _____ My life would be less dynamic without music.
- _____ I often have a tune running through my mind during the day.
- _____ I can keep time to a piece of music.
- _____ I know the melodies of many songs or musical pieces.
- _____ If I hear musical piece once or twice, I can easily repeat it.
- _____ I often tap, whistle, hum or sing when engaged in a task.

_____ Total Musical boxes checked

INTERPERSONAL

- _____ People often come to me to seek advice or counsel.
- _____ I prefer team and group sports to individual sports.
- _____ When I have problems, I prefer to seek help from other people rather than work it out alone.
- _____ I have at least three close friends.
- _____ I enjoy social pastimes like board games and charades more than individual pastimes such as video games and solitaire.
- _____ I like the challenge of teaching other people what I know how to do.
- _____ I have been called a leader and consider myself one.
- _____ I am comfortable in a crowd of people.
- _____ I am involved in local school, neighborhood, church and community activities
- _____ I would rather spend a Saturday night at a party than spend it at home alone

_____ *Total Interpersonal boxes checked*

INTRAPERSONAL

- _____ I regularly spend time reflecting, meditating or thinking about important life questions.
- _____ I have attended classes, seminars and workshops to gain insight about myself and experience personal growth.
- _____ My opinions and views distinguish me from others.
- _____ I have a hobby, pastime or special activity that I do alone.
- _____ I have specific goals in life that I think about regularly.
- _____ I have a realistic view of my own strengths and weaknesses backed up by accurate feedback from others.
- _____ I would rather spend a weekend in a cabin or some other hideaway than at a large resort with lots of people.
- _____ I am independent-minded and -willed.
- _____ I keep a journal or diary to record the events of my inner life.
- _____ I am self-employed or have seriously considered starting my own business.

_____ *Total Intrapersonal boxes checked*

This Page Intentionally Left Blank

MULTIPLE INTELLIGENCES PALETTE

This is the array of competencies found in each intelligence. Place your totals for each on the line provided. (downloaded from <http://uw.kqed.org/edresources/plan>)

Verbal/Linguistic_____

Reading
Vocabulary
Formal Speech
Journal/Diary Keeping
Creative Writing
Poetry
Verbal Debate
Impromptu Speaking
Storytelling

Bodily/Kinesthetic_____

Folk/Creative Dance
Role Playing
Physical Gestures
Drama; Martial Arts
Body Language
Physical Exercise
Mime; Inventing
Sports Games

Musical/Rhythmic_____

Rhythmic Patterns
Vocal Sounds/Tones
Music Composition/Creation
Percussion Vibrations
Humming; Environmental Sounds
Instrumental Sounds
Singing
Tonal Patterns
Music Performance

Logical/Mathematical_____

Abstract Symbols/Formulas
Outlining; Graphic Organizers
Number Sequences
Calculation
Deciphering Codes
Forcing Relationships
Syllogisms
Problem Solving
Pattern Games

Visual/Spatial_____

Guided Imagery
Active Imagination
Color Schemes
Patterns/Designs
Painting
Drawing
Mind-Mapping
Pretending
Sculpture
Pictures

Interpersonal _____

Giving Feedback
Intuiting Others Feelings
Cooperative Learning Strategies
Person-to-Person Communication
Empathy Practices
Division of Labor
Collaborative Skills
Receiving Feedback
Sensing Others' Motives
Group Projects

Intrapersonal_____

Silent Reflection Methods
Metacognition Techniques
Thinking Strategies
Emotional Processing
"Know Thyself" Procedures
Mindfulness Practices
Focusing/Concentration Skills
Higher-Order Reasoning
Complex Guided Imagery
"Centering" Practices

Tips for Better Learning

(downloaded from <http://uw.kqed.org/edresources/plan.php?id=111>)

Visual Learners

Visual learners remember what they see, for example, colors, charts, words, pictures, demonstrations and film/television. Therefore, if you are a visual learner, you should try to find movies, CD ROM information, pictures and charts that relate to the topic at hand and turn your class notes into a visual guide: Color code them by topic using highlighters or different colors of notebook paper. Circle main ideas, draw arrows between ideas to show connections, draw pictures in your notes -- go all out. And above all, make flash cards.

Kinesthetic Learners

Kinesthetic learners retain information by doing something physical or active with it. If you are this type of learner, to stay focused in class, sit in front. When studying, walk around with book in hand. The best thing you can do is become physically involved with the class work. It is important for you to take notes. If you think of it, bring a small ball or toy to squeeze during long discussions. Become involved in role-playing activities in class. Be active in study groups -- you can speak about your understanding and try to figure out what will be on the test and how you will answer the questions. Record important information, then listen to it on a Walkman® while you exercise. And if you can find a way to apply what you learn, you will retain the information easier.

Intrapersonal Learners

You are a reflective thinker. So thinking things through is important to your understanding the material. Take the time after class to think about what was discussed and rewrite your notes in your own words. Study alone in a quiet place. Let your teacher know that you prefer to work alone and will get more out of learning if you are doing things in your own way. Taking tests with earplugs can help you.

Verbal/Linguistic Learners

You need to talk it out! When you are reading, read aloud. Summarize what you heard your teacher say into a tape recorder, then play it back and listen. Get into a study group where you can explain your ideas and hear other people talk about their ideas.

Musical/Rhythmic Learners

You probably find yourself singing, humming and whistling during the day. Do not stop. While studying at home, play music. Try to make rhymes to remember important information. Sing a song about the story you just read. In class, quietly snap or tap your fingers to the beat of a favorite song. Wear your Walkman, volume low, in the library. Essentially, fill your study time with music. Replay the same music right before you take a test to help jog your memory.

This Page Intentionally Left Blank

Reading Week 5, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Choosing the Best TDL Career Path for You

OBJECTIVES

- Review multiple intelligences material.
- Complete a skills identification checklist.
- Evaluate Tier 1 skills of the *TDL Competency Model*.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

SPEAKING AND LISTENING: Comprehension and collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

MATERIALS

- Handout: Make one copy for each student.
Theme for Unit 3 on page 11
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Theme for Unit 2 on page 9
 - Handout: Make one copy for each student.
TDL Competency Model:
<http://www.careeronestop.org/competencymodel/competency-models/transportation.aspx>
 - Handout (attached): Make one copy for each student.
Skills Identification Checklist
-

CHECK-IN:

- Tell students to get out *Theme for Unit 2*. Have them read the chart to themselves and check off what they have completed.
 - Read each item aloud and ask:
 - Did we complete this item?
 - Was completing this item useful to you in this class? Why or why not?
 - Pass out *Theme for Unit 3* and preview the next two weeks with students.
-

ACTIVITY #1: Multiple Intelligences – 40 minutes.

- Tell students to pull out their homework and, in the category with the highest score, to underline those statements that describe them best.
- Go round robin and ask each student:
 - What were your three strongest scores?
 - Which was your strongest score?
 - Which statements in that area describe you best?
 - Give an example of how you demonstrate this kind of intelligence in your life?
- Write the following seven words on the board: Linguistic, Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal.
- Ask, and write correct answers on the board:
 - What do the words interpersonal and intrapersonal mean?
 - What do you think the “intra” means?
 - What do you think “inter” means?
- Write the following two questions on the board:

- What learning strategies best fit your kind of intelligence?
 - Are these good suggestions?
 - Tell students to review the last page in their packet and be ready to answer the two questions on the board.
 - Go round robin and ask each student both questions. After each has their say, have them write their name under the appropriate category on the board.
 - When this exercise is finished, tell students to form groups based on their primary intelligence (indicated by their highest score). Students should:
 - Each take a turn to: 1) talk about why this category is so strong for them, and 2) give two examples from their lives that show how they demonstrate this learning intelligence.
 - As a group, find ways that you are all similar. Give specific details and examples.
 - Have the groups report to the class how they are similar.
 - Tell students to answer two more questions in their groups:
 - How does your specific kind of intelligence impact the way you learn?
 - How does this intelligence impact the kind of job you want in the future?
-

ACTIVITY #2: Skills Identification Checklist – 40 minutes.

- Pass out the *Skills Identification Checklist* and have students fill it out.
 - Repeat the exercise above for the categories specific to the *Skills Identification Checklist*.
 - Write on the board: Communication, Number, Technical, Business, Management and Self-Management, Creative/Artistic, and People.
 - Tell students to form groups based on their strongest skills (indicated by their highest score). Within their groups with similar skills, have students:
 - Take turns talking about why this category is so strong for them.
 - Give two examples from their lives that show how they demonstrate this skill set.
 - Discuss if the group has the same intelligence as well as the same skills. What is their conclusion about the relationship between intelligences and skills?
 - Have groups share their conclusions with the class to see if there is consensus around the relationship between intelligences and skills.
-

ACTIVITY #3: Introduce the Competency Model and Tier 1 Exercise – 40 minutes.

- Pass out the *TDL Competency Model*.
- Tell students to focus on the first page, and guess what is going on in the pyramid. Gather answers on the board.
- Ask:
 - What is going on in Tier 1? What is the title? What are the components? Why is this Tier the most fundamental Tier?
 - Which of the Tier 1 competencies are important in this class?
 - What is going on in Tier 2? What is the title? What are the components? Why does it come next?
 - What categories of academic competencies do we pay attention to in this class?
 - What categories in Tier 3 do we pay attention to in this class?
 - Where are you going to find training in Tier 4?
 - What do Tiers 5-9 describe?
 - Read “About the Model” and highlight any new information that we did not cover.
- Have students read aloud what they highlighted.
- Next, tell students to:
 - Read through the Tier 1 skills and put a check next to the skills we use/develop in class.

- Score each competency according to this scale (write these on the board):
 - 3 = I am excellent at this skill.
 - 2 = I use this skill just fine.
 - 1 = I need to work on this skill.
- Count the 1s in each category and put that number next to the category title.
- Add up the total amount of checks of items that are applicable to the class and divide by seven (the total number of items in this tier).
- Go round robin so that students can each read one item they have checked as being applicable to this class.
- Ask:
 - What are your top three categories (i.e., Which categories have the highest number)? Do not include “Willingness to Learn” because it is so much bigger.
 - Which three categories do you most need to work on?
 - Why are these skills important to employers? To classmates?
 - Why are they fundamental to any career path in TDL?
 - What is the ratio of Tier 1 items that are applicable to the class? To answer this question, students must add up the items that are applicable to the class and put that number over the total number of items.
- Go round robin to have each student give their ratios. Make sure all students understand how to get the right answer.
- Come to a conclusion about the apparent relationship between classroom learning and requirements in the workplace.

HOMework

COMPLETE: Have students repeat the exercise in Activity #3 for Tiers 2 and 3 in the *TDL Competency Model*.

- Put a check next to the skills used/developed in class.
- Score each competency by the scale:
 - 3 = I am excellent at this skill.
 - 2 = I use this skill just fine.
 - 1 = I need to work on this skill.
- Count the 1s in each category and put that number next to the category title.
- For each Tier, count the items you checked, then divide by the total number of items.

REMINDER: Tell students to bring the following handouts to the next class:

- *TDL Competency Model*
- *Learning Styles Explained*
- *Multiple Intelligences Teacher*
- *Skills Identification Checklist*

Skills Identification Checklist

Communication Skills

- ☐ reading and following directions
- ☐ putting things in alphabetical order
- ☐ comparing or cross-checking two lists
- ☐ filling out forms
- ☐ writing letters and memos correctly
- ☐ reading and understanding policies and memos
- ☐ writing reports
- ☐ speaking to people you do not know
- ☐ speaking English *and* another language
- ☐ taking notes while someone speaks
- ☐ finding information (getting what you need to know out of the phonebook, dictionary, library, etc.)
- ☐ using a map
- ☐ reading bus, train, and plane schedules
- ☐ explaining things to other people
- ☐ knowing when to ask for help or more explanation

Number Skills

- ☐ doing arithmetic correctly
- ☐ using percentages and decimals
- ☐ using a calculator
- ☐ rounding off numbers
- ☐ typing/keyboarding
- ☐ calculating hours worked, money owed, etc.
- ☐ estimating costs and/or time needed to complete a job
- ☐ using a database program on a computer

Technical Skills

- ☐ making, fixing, and repairing things
- ☐ operating machinery
- ☐ installing things
- ☐ building things
- ☐ gardening, landscaping, and farming

Business Skills

- ☐ operating a computer
- ☐ using a business telephone
- ☐ filing, sorting, and classifying information
- ☐ balancing checkbooks
- ☐ working with budgets
- ☐ setting up and closing out a cash register

Management and Self-Management Skills

- ☐ being patient with others
- ☐ keeping a cheerful attitude
- ☐ getting interested/excited about the task at hand
- ☐ offering to help when it is needed
- ☐ knowing how to take directions
- ☐ motivating yourself to do what needs to get done
- ☐ helping motivate others to get the job done
- ☐ prioritizing tasks so that the larger goal is met on time
- ☐ following the rules
- ☐ presenting a neat and professional image
- ☐ checking your own work
- ☐ working hard without complaining
- ☐ using courtesy when dealing with others
- ☐ seeking help when needed
- ☐ being eager to learn
- ☐ speaking up for yourself
- ☐ solving problems in a cooperative way

Creative/Artistic

- ☐ artistic
- ☐ drawing
- ☐ expressing
- ☐ performing
- ☐ presenting artistic ideas
- ☐ dancing, body movement
- ☐ visualizing shapes
- ☐ designing
- ☐ model making
- ☐ making handicrafts
- ☐ writing poetry
- ☐ illustrating, sketching
- ☐ doing photography
- ☐ mechanical drawing

People Skills

- ☐ caring for children responsibly
- ☐ caring for the sick and elderly
- ☐ showing warmth and caring
- ☐ calming people down
- ☐ helping people complete a task
- ☐ teaching someone how to do something
- ☐ knowing how to get along with different people/personalities
- ☐ leading groups or activities

From: Integrating Career Awareness into the ABE & ESOL Classroom, **Section II, Lesson 7: Identifying Skills**

Reading Week 5, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Choosing the Best TDL Career Path for You

OBJECTIVES

- Review *TDL Competency Model* self-evaluation for Tiers 2 and 3.
- Compile skill profiles.
- Match career paths with intelligences and chose those that fit your skills and interests.
- Work in interest groups to chart coordinated job and training career paths.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Integration of Knowledge and Ideas

7. Integrate information from texts, charts, and graphs/different media or formats to:
 - a. Draw a conclusion
 - b. Develop a coherent understanding of a topic or issue.
 - c. Apply information sources to solve occupational and educational tasks.
 - d. Compare and contrast different portrayals of the subject.
 - e. Evaluate the advantages and disadvantages of using different mediums.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals

- and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Classroom resource: Scotch tape.
- Classroom resource: Post-it notes.
- Student Work: Teachers should have saved these from Week 3, Lesson 3.
Career path drawings created for homework in Week 3, Lesson 2 and selected in Week 3, Lesson 3, Activity #1
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
TDL Competency Model:
<http://www.careeronestop.org/competencymodel/competency-models/transportation.aspx>
- Handouts: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Learning Styles Explained (attached to Week 4, Lesson 3)
- Handouts: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Multiple Intelligences Teacher (attached to Week 4, Lesson 3)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Skills Identification (attached to Week 5, Lesson 1).

ACTIVITY #1: Review Tiers 2 & 3 – 20 minutes.

- Tell students to get out their *TDL Competency Model*.
- Go round robin having each student read one item that they check marked as used/developed in class.
- Use the same process from the previous lesson for each Tier. Ask:
 - What are your top three categories (i.e., Which categories have the highest number)?
 - Which three categories do you most need to work on?
 - Why are these skills important to employers? To classmates?
 - Why are they fundamental to any career path in TDL?
 - What is your ratio of Tier 2 (then 3) items that are applicable to the class?
- Go round robin to have each student give their total numbers.

- Come to a conclusion about the apparent relationship between classroom learning and requirements in the workplace for each Tier.
-

ACTIVITY #2: Compile Skill Profiles – 30 minutes.

- Tell students to take out all their self-evaluation materials and go back over them to choose those statements or sets of statements that describe best who they are.
 - Tell students to put all that material away.
 - Tell students to get out blank paper and do some free writing in response to this prompt:
 - You are introducing yourself to an employer of a company you want to work at. Write about the kind of person you are and the kinds of positive skills you bring to the table.
 - Give students time to reread and edit before they read their rough draft aloud.
 - State that everyone knows these are rough drafts. The purpose of doing this is to let others hear different ways of describing themselves.
 - Go round robin for volunteers to read their rough drafts.
 - Tell students they will work on these further in the next multi-paragraph essay.
-

ACTIVITY #3: Choose a Career Path that is Right for You – 40 minutes.

- Tape up on the board the career paths that were developed in Week 3, Lesson 2, Activity #3 and selected in Week 3, Lesson 3, Activity #1.
 - Tell students to reconvene in the same groups that worked in these career paths. Students should also get out the job descriptions they printed out in Week 3, Lesson 2, Activity #3.
 - Instruct groups to:
 - Match jobs with names of intelligences. One job can require multiple intelligences; list them and indicate the primary intelligences for each job.
 - Be prepared to explain why you matched these intelligences with these jobs.
 - Give different people in the group different roles in the group presentation.
 - Have groups re-present their career paths, explaining which intelligences they chose and why.
 - Tell students to each choose a career path and prepare to explain why that career path is right for their skills and intelligences.
 - Go round robin to collect student responses. As each student states their choices and reasons, write their name on a post-it note and put the name with the career path chosen.
-

ACTIVITY #4: Work in Interest Groups to Create a Full Employment and Training Chart – 30 minutes.

- Tell students they will be giving a formal presentation on the career path their group has selected. Presentation requirements include:
 - For each job in the career path:
 - Job title.
 - Education requirements.
 - Experience requirements.
 - Key skill needed.
 - Primary intelligences required.
 - Training needed to get to the next level in the career path using CCC training opportunities.
 - A drawing of the career path. Paper and markers will be provided in the next lesson.
 - Each group member must have an equal part in the presentation.

- Each group member must make a clear statement about why they have selected this career path, and what intelligences and skills they have that will help you succeed.
 - Give groups time to work on:
 - A rough draft of their career path.
 - A plan for who will do what for the presentation in the next lesson.
-

HOMEWORK

WRITE: Have students prepare:

- The written part of their presentation as described above.
- A draft of the career path to discuss.

TEACHER PREPARATION: Before the next class, create a brief demonstration of a terrible presentation. This will help students generate criteria for what a good presentation is. Your presentation should:

- Be about something unimportant.
- Have no clear reason to exist.
- Be too soft for students to hear well.
- Be read from a sheet with no eye contact.
- Have a confusing, unexplained visual.

Reading Week 5, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Choosing the Best TDL Career Path for You

OBJECTIVES

- Set presentation criteria.
- Prepare for career path presentations.
- Give presentations.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

6. Identify and evaluate oral information for:

- a. Accuracy
- b. Adequacy/sufficiency
- c. Appropriateness/clarity
- d. Identify and evaluate oral information for conclusions/solutions
- e. Fact/opinion
- f. Assumptions

- g. Propaganda
- h. Relevancy
- i. Validity
- j. Relationship of ideas

SPEAKING AND LISTENING: Presentation of Knowledge and Ideas

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.

9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.

MATERIALS

- Classroom resource: Markers.
- Classroom resource: Large pieces of paper in many different colors.
- Teacher Work: A brief demonstration of a terrible presentation.

ACTIVITY #1: Set Presentation Criteria – 20 minutes.

- Ask:
 - Has anyone seen a presentation lately?
 - What was it about?
 - Was it a good one? A mediocre one? A bad one?
 - Why?
- Take notes on their answers to this last question.
- Put students in pairs to watch for problems with your presentation.
- Give your bad presentation.
- Have pairs list what was wrong with the presentation and create a corresponding list that describes a good presentation.
- Put two columns on the board: What Was Wrong, Criteria for a Good Presentation.
- Go round robin to have pairs provide one thing that was wrong and their recommendation for criteria. Go around with each pair offering something different to complete the list on the board.
- Ask students if they want to add anything to the list of criteria. The list should include:
 - Eye contact.
 - Engaging visuals.
 - Clear speech.
 - Interesting and important information.
 - Presenting something the audience will think is useful.
- Ask students what are good ways to engage an audience. List these on the board.
- Ask:
 - What are the most significant criteria on the list on the board?
 - Why did you choose that one?

- Does anyone agree or disagree with that selection?
 - Are there other selections you would make?
 - Come to consensus on a final list of four or five criteria for a good presentation.
-

ACTIVITY #2: Prepare Career Path Presentations – 40 minutes.

- Tell students to get in their career path groups. In the groups, they should:
 - Review each other career path charts.
 - Decide what the final career path should look like.
 - Review the criteria on the board and decide how you will make their presentation meet the criteria for a good presentation.
 - Decide who should draw the career path.
 - Assign jobs to prepare for the presentation. Roles could include:
 - An emcee.
 - Different people presenting different aspects of the career path.
 - Each person presenting a clear statement about why they have selected this career path, and which of their intelligences and skills will help them succeed.
 - Rehearse the presentation as appropriate.
-

ACTIVITY #3: Give Presentations – 60 minutes.

- Tell the first group to get ready. Tell the rest of the students to copy the four or five critical criteria on a sheet of paper. They must rate the group on each criterion at the end of the presentation and be able to say why they gave that rating. Write on the board:
 - 1 = Excellent.
 - 2 = Good.
 - 3 = Needs work.
 - After each presentation ask:
 - What was the highest score you gave this group? Why?
 - Did anyone else give a high score on another criteria item?
 - What else was good about this presentation?
 - Do you have any suggestions for improvement for next time?
 - Repeat this process for each presentation.
-

HOMEWORK

WRITE: Have students write a multi-paragraph essay on their chosen career path.

- Paragraph 1: Declare and briefly describe the TDL career path that most interests you.
- Paragraphs 2-4: Write three paragraphs that explain why you are interested in this career path in TDL and not others.
 - Each paragraph should have a topic sentence that tells the reader one reason that the career path interests you.
 - Each paragraph should give details and/or examples that explain the reason you are giving. Reasons could be:
 - Your type of intelligence is a good fit.
 - You have the right kind of skills.
 - You like the work environment.
 - You like the pay.
 - You like where the career path will lead you.

- You are interested in what you will need to study to get to your dream job.
- Paragraph 5: Forecast where your life will be in five years. What do you think you will be doing and how do you think your life will have changed?
- Students should email their essays to you by the next class.

TIPS: Use them in ways that fit you best!

- Use free writing techniques if that helps to get you started.
- Write different paragraphs at different times so the whole assignment does not feel like too much. Think of each paragraph as a separate small assignment. Put times for writing different paragraphs in your calendar.
- Do not worry about grammar or spelling; worry about what you want to say.
- Read the draft out loud to yourself or someone else to see if it sounds right to you.

REMINDER: Tell students to bring their copies of *The Writer/Audience Situation* from Week 2, Lesson 3 to the next class.

Reading Week 6, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Your Chosen Career Path

OBJECTIVES

- Expand criteria for evaluating writing.
- Evaluate others' writing according to the criteria.
- Identify grammar and spelling issues to work on.
- Choose needed grammar assignments.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

WRITING: Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING: Production and Distribution

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Writer/Audience Situation (attached to Week 2, Lesson 3)
- Student Work: Copies of emailed multi-paragraph essays with no teacher comments.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Note that you may need to make copies of grammar exercises for homework.
The Table of Contents from the grammar text chosen for this course.

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
GED Essay Scoring Rubric (attached to Week 2, Lesson 1)
<http://www.unm.edu/~tinan/writing/rubric.htm>
-

ACTIVITY #1: Expand Writing Criteria for Good Multi-Paragraph Essays – 30 minutes.

- Write the following questions on the board:
 - How did your essay writing go?
 - What was easy? What was difficult?
 - How did you overcome difficulties?
 - How many found new ideas through the process of writing?
 - Tell students to get their notebooks out. Have them write and answer the first question in their notebooks.
 - Tell students to get a partner and switch notebooks. Students should read their partner's answer and write down a question to get their partner to explain more.
 - Make sure that the question draws a more specific answer from your partner.
 - You can use the questions on the board, or not.
 - When students have finished, go round robin having students tell the class how their partner's writing process homework assignment went.
 - Tell students to get out their notes on the writing criteria (last used in Week 4, Lesson 1, Activity #1). Write introduction, body paragraphs, and conclusion paragraphs on the board. Ask them for the criteria for each and write these on the board. Make sure the criteria include:
 - Introduction:
 - Opening statements get the reader interested in your topic.
 - The audience knows why the topic matters.
 - The reason for your essay is clear.
 - Body Paragraphs:
 - There is a topic sentence for each paragraph which clearly says what the paragraph is about.
 - The paragraph includes examples and/or details so that the audience really knows what you are talking about.
 - Conclusion:
 - You apply the themes of your essay to a broader context.
 - The paragraph has a topic sentence.
 - The paragraph has examples and/or details.
 - Ask students: Do you want to add additional criteria?
 - Have students get out their *GED Essay Scoring Rubric*. Tell students they are going to work with "Response to Prompt," "Organization," and "Development and Details."
 - Ask: What was the prompt for this essay?
-

ACTIVITY #2: Evaluate the Multi-Paragraph Essay – 60 minutes.

- Tell students they will be assisting other students by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What "Response to Prompt," "Organization," and "Development and Details" scores would you give this rough draft? Explain why for each one.
- Hand back student essays.

- Put students into groups of three. Have them each get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. They should:
 - Read the multi-paragraph essays and use the criteria to answer the three questions on the board.
 - After you evaluate the first essay, pass it to the left and evaluate a new essay.
 - Next, give your evaluations to the authors and read the comments on your own work.
- At this point, the class should come together to answer some questions:
 - Did your evaluators say the same or different things?
 - Did your evaluators give you ideas for how to improve your essay?
 - Did your evaluators confuse you? Please ask for clarification.
- Put students back in their groups to talk through differences and to get clarification. Students should also select two or three excellent/interesting/well-developed paragraphs from their group. Have them use class criteria and *GED Essay Scoring Rubric* criteria to help them choose these paragraphs.
- Go round robin to have groups read the chosen paragraphs and explain why they were selected.
- Tell students that you will evaluate their essays too, so they will have three sets of input to help them rewrite. Collect their essays with the two sets of evaluations.

ACTIVITY #3: Choose Needed Grammar Assignments – 30 minutes.

- Ask: What major grammar issues have you noticed in yourself or in other students? Write their answers on the board.
- Ask: Which area is the class having the most difficulty with: punctuation, sentence structure, or spelling?
- Have students take out their copies of the Table of Contents of the grammar text.
- Tell students to check off those grammar issues the class has identified.
- Ask: What do you think we should do to improve the class' grammar?
- Go round robin to get students' ideas.
- Based on student answers, assign grammar homework.
- Tell students that there will be grammar homework assignments for each day of each Writing week.

HOMEWORK

COMPLETE: Have students complete grammar exercises that you assign which will help to address a significant class grammar issue and bring hard copies to the next class.

TEACHER PREPARATION #1: Evaluate student essays using the same questions used by students in Activity #2. Also indicate how students can improve their grammar and what further study on their part is needed. Be prepared to hand these essays back with both your evaluation and student evaluations in Week 6, Lesson 3, Activity #2 so that students can create a rewriting plan.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

Reading Week 6, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Your Chosen Career Path

OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Edit student work.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of English grammar and usage when writing.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Student Work: Make one set of copies for each student.
Choose two paragraphs of student writing that demonstrate the kinds of grammar and spelling challenges most students are having. Type up these paragraphs with the mistakes intact and print them as a two-sided handout.
- Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2.)

ACTIVITY #1: Teacher-Chosen Grammar Lesson – 40 minutes.

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar challenge.
-

ACTIVITY #2: The Editing Game – 40 minutes.

- Pass out typewritten copies of a paragraph of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
 - Write the paragraph on the board with all the grammar and spelling mistakes intact.
 - Tell students to read the paragraph while you are copying it onto the board and underline those places that have grammar or spelling errors.
 - Put students into three or four teams.
 - Tell teams to compare the errors they have identified and talk about what the problems are for each underlined item.
 - Quickly, choose a member from one team to come up to the board, underline a problem and correct it.
 - Ask the class: Is the underline in the right place? Is this the right correction?
 - Ask the student who made the correction: What is the grammar or spelling rule that should have been followed?
 - On the board, give a point to the student's team: One point if the correction is right; another point if the rule cited is correct; no points if the correction is inaccurate.
 - Keep team scores on the board throughout the game.
 - Ask a different student to come to the board and go through the same process as above.
-

ACTIVITY #3: Repeat the Editing Game – 40 minutes.

- Tell students to form new teams.
 - Repeat the editing game with a different paragraph of student writing.
-

HOMEWORK

COMPLETE: Have students complete grammar exercises that you assign which will help to address a significant class grammar issue and bring hard copies to the next class.

REMINDER: Tell students to bring their copies of *The Writer/Audience Situation* from Week 2, Lesson 3 to the next class.

Reading Week 6, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Your Chosen Career Path

OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Review *The Writer/Audience Situation*.
- Create a rewriting plan.
- Have a writer's conversation.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

WRITING: Production and Distribution of Writing

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Writer/Audience Situation (attached to Week 2, Lesson 3)
 - Student Work: Student multi-paragraph essays with student and teacher comments.
 - Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2.)
-

ACTIVITY #1: Teacher-Chosen Grammar Lesson – 40 minutes.

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar challenge.
-

ACTIVITY #2: Create a Rewriting Plan – 40 minutes.

- Hand back student essays with your comments as well as the peer evaluations.
 - Tell the students to read through all the comments.
 - Ask:
 - What is your response to all the feedback?
 - What kinds of rewriting ideas do you have? (Write their ideas and suggestions on the board.)
 - Write on the board: What is your rewriting plan?
 - Put students in their original evaluation groups. Tell students to:
 - Review the teacher and student evaluations.
 - Pass the essays and evaluations to the left so you can read teacher evaluations along with your original evaluation.
 - Pass the essays and evaluations to the left until all students in the group have reviewed all the evaluations.
 - Discuss the similarities and differences between the teacher evaluations and the student evaluations.
 - Take turns discussing your rewriting plans.
 - As a class, discuss rewriting plans. Write some of the students' approaches and strategies on the board.
 - Tell students to write down their rewriting plans in note form.
-

ACTIVITY #3: Write with a Partner Audience – 40 minutes.

- Tell students to get out their notebooks and their copy of *The Writer/Audience Situation*.
- Write the following questions on the board:
 - What is your plan to improve your introduction? How can you get your reader's attention?
 - What is your plan to improve your body paragraphs?
 - What is your plan to improve your conclusion?
 - How can you improve your spelling and grammar?
- Put students into pairs.
- Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner. Stress that this writing is a draft and everyone expects drafts to have mistakes. The partner must read the answer and write down any

questions they may have for clarification. They may NOT comment on penmanship, spelling, or grammar.

- Have students repeat this process with the other questions on the board.

INTRODUCE HOMEWORK:

- Tell students they need to prepare for the work next week.
 - Ask:
 - What or who motivates you?
 - What ideas do you use to solve problems and cope with pain in life?
 - When they are feeling blue or something very difficult happens to them, what do they use to cope with the issues? When have these ideas or processes been successful?
 - List some of these ideas and ask for ideas they know other people use. Write these ideas on the board. The ideas may come from religions, recovery programs, counseling, upbringing, influential people in their lives, books, or elsewhere.
 - Have students think of search phrases to find a motivational reading online that reflects their own self-motivational style.
-

HOMEWORK

WRITE: Have students rewrite the multi-paragraph essay based on student and teacher comments and to improve grammar and spelling.

COMPLETE: Have students complete a treasure hunt, by finding a short motivational saying or reading that summarizes some of the principles they have used successfully to keep themselves motivated. They may have these in their house or they can look on the Internet.

REMINDER: Tell students to bring their copy of the *Theme for Unit 3* handout from page 11 to the next class.

TREASURE HUNT: Have students find a short motivational reading that summarizes some of the principles they have used successfully to keep themselves motivated.

- The reading might be a saying, an article, or some other format.
- You may find the reading at home, online, or elsewhere.
- Highlight any elements in the reading that have helped you overcome obstacles in your life.

TEACHER PREPARATION: Complete your own treasure hunt. Find your own motivational reading and prepare a short presentation that:

- Briefly summarizes the reading.
- Cites one or two elements in the reading that are most motivational to you.
- Presents an example in your life where you have applied the motivational ideas in the reading and they have been effective.

This Page Intentionally Left Blank

Reading Week 7, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Realistic Timeline

OBJECTIVES

- Present chosen motivational reading and personal story.
- Compare and contrast students' different problem-solving strategies.
- Formulate a personal theory and apply it.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- g. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 - b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
4. Demonstrate active listening skills.
- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.
5. Comprehend key elements of oral information for:
- a. Cause and effect
 - b. Compare and contrast
 - c. Conclusions
 - d. Context
 - e. Purpose
 - f. Charts, tables, graphs
 - g. Evaluation/critiques
 - h. Mood
 - i. Persuasive text
 - j. Sequence
 - k. Summaries
 - l. Technical subject matter
7. Predict potential outcomes and/or solutions based on oral information regarding trends.

SPEAKING AND LISTENING: Presentation of Knowledge and Ideas

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation
10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.

MATERIALS

- Classroom Resources: Dictionary.
- Handout: Make one copy for each student.
Theme for Unit 4 on page 12
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Theme for Unit 3 on page 11
- Teacher Work: Your motivational reading.

- Handout (attached): Make one copy for each student.
Abraham Maslow and His Hierarchy of Needs
-

CHECK-IN:

- Tell students to get out *Theme for Unit 3*. Have them read the sheet to themselves and check off things they have already completed.
 - Read each item aloud and ask:
 - Did we complete this item?
 - Was completing this item useful to you in this class? Why or why not?
 - Pass out *Theme for Unit 4* and preview the next two weeks with students.
-

ACTIVITY #1: Present Your Motivational Reading – 40 minutes.

- Have students help you recreate the list they put together last class of ideas they use to solve problems in their lives.
 - Ask: What motivates you to overcome obstacles? List their answers on the board.
 - Ask students about their treasure hunt: Who found something online or in your homes that really states the ways that you motivate yourself?
 - Write the following on the board:
 - What is the motivational reading about?
 - What statements in the reading do you find particularly motivating?
 - What is one example where you have applied this motivation to your life and it has been effective?
 - Tell students you will do the first presentation. Pass out your brief motivational reading and make your presentation as a sample of what students will be doing.
 - Have students get out their motivational saying or reading, review it, and summarize or underline the items that are most motivational to them.
 - Tell students to get out a piece of paper and free-write answers to the questions on the board.
 - Put students into pairs and have them:
 - Read their partner's answers.
 - Write a single question to ask for more details or clarification.
 - Give the writing back to their partner to respond in writing.
 - Repeat two to three times as writers respond to questions and partners ask for further clarification.
 - Have students incorporate their best ideas so far into one paragraph that answers the three questions.
 - Go round robin so that students can read their paragraphs to the class.
-

ACTIVITY #2: Formulate Your Group's Theory – 40 minutes.

- Ask: Which of you have similar strategies for motivating yourselves?
- Put students into groups of no more than three who have similar strategies.
- Ask: What does the word "theory" mean? Write student answers on the board.
- Have a student look up the word and read the definition out loud.
- Ask:
 - So, what is a theory?
 - What is your theory about why your motivational strategies work?

- Tell students to work on trying to state a common theory for their group about why their motivational strategies work. They should prepare to give a few examples from the group's experiences that demonstrate their theory.
 - Have groups present their basic theories and examples to the class.
-

ACTIVITY #3: Solve Problems Using Your Theory – 30 minutes.

- Have students volunteer and identify issues in their lives that still need to be solved now and in the future. List these on the board.
 - Choose two to three of these issues and ask each group to come up with solutions according to their theory. What does the group recommend that a person do to solve this issue?
 - Have groups present their solutions on the chosen issues.
-

ACTIVITY #4: Compare and Contrast Different Positions – 10 minutes.

- Based on the presentations, ask: How are theories the same and how are they different?
 - Take notes on the board based on student comments
-

HOMEWORK

READ: Have students read *Abraham Maslow and His Hierarchy of Needs*. Have them:

- Underline words they do not know.
- Highlight passages that explain:
 - Maslow's life.
 - His basic theory.
 - The meaning of self-actualization.

TEACHER PREPARATION: For the next class, you will need a set of 10 index cards. Each card should have one of the 10 bolded questions from Week 7, Lesson 2, Activity #1 written on it. In total, you will have 10 index cards each containing one question.

1. What significant features of Maslow's life did you pick out?
2. What kind of person does he seem like?
3. What are physiological needs? Give examples.
4. What are safety and security needs? Give examples.
5. What are love and belonging needs? Give examples.
6. What are esteem needs? Give examples.
7. What does self-actualization mean? Give examples.
8. What does it mean to be reality-centered? What does it mean to be problem-centered? What does it mean to put means before the ends?
9. What does it mean to be neurotic?
10. What are meta-needs and meta-pathologies?

ABRAHAM MASLOW

1908-1970

Dr. C. George Boeree

Biography

Abraham Harold Maslow was born April 1, 1908 in Brooklyn, New York. He was the first of seven children born to his parents, who themselves were uneducated Jewish immigrants from Russia. His parents, hoping for the best for their children in the new world, pushed him hard for academic success. Not surprisingly, he became very lonely as a boy, and found his refuge in books.

To satisfy his parents, he first studied law at the City College of New York (CCNY). After three semesters, he transferred to Cornell, and then back to CCNY. He married Bertha Goodman, his first cousin, against his parents' wishes. Abe and Bertha went on to have two daughters.

He and Bertha moved to Wisconsin so that he could attend the University of Wisconsin. Here, he became interested in psychology, and his school work began to improve dramatically. He spent time there working with Harry Harlow, who is famous for his experiments with baby rhesus monkeys and attachment behavior.

He received his BA in 1930, his MA in 1931, and his PhD in 1934, all in psychology, all from the University of Wisconsin. A year after graduation, he returned to New York to work with E. L. Thorndike at Columbia, where Maslow became interested in research on human sexuality.

He began teaching full time at Brooklyn College. During this period of his life, he came into contact with the many European intellectuals that were immigrating to the US, and Brooklyn in particular, at that time -- people like Adler, Fromm, Horney, as well as several Gestalt and Freudian psychologists.

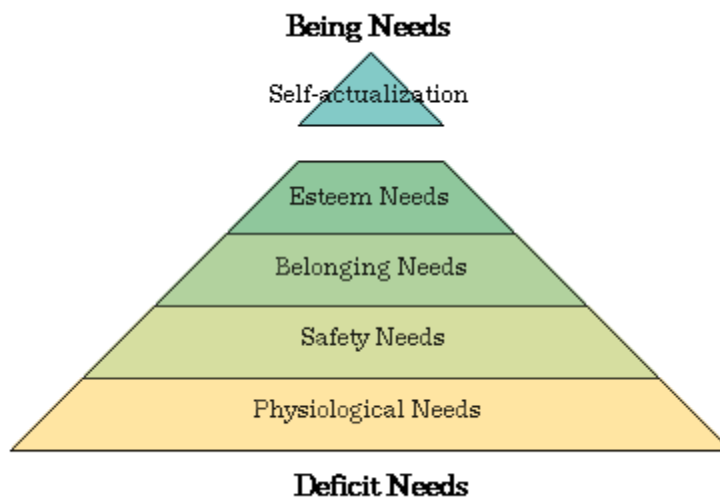
Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. While there he met Kurt Goldstein, who had originated the idea of self-actualization in his famous book, *The Organism* (1934). It was also here that he began his crusade for a humanistic psychology -- something ultimately much more important to him than his own theorizing.

He spend his final years in semi-retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health.



Theory

One of the many interesting things Maslow noticed while he worked with monkeys early in his career was that some needs take precedence over others. For example, if you are hungry and thirsty, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days! Thirst is a “stronger” need than hunger. Likewise, if you are very, very thirsty, but someone has put a choke hold on you and you can’t breathe, which is more important? The need to breathe, of course. On the other hand, sex is less powerful than any of these. Let’s face it; you won’t die if you don’t get it!



Maslow took this idea and created his now famous **hierarchy of needs**. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualize the self, in that order.

1. The physiological needs. These include the needs we have for oxygen, water, protein, salt, sugar, calcium, and other minerals and vitamins. They also include the need to maintain a pH balance (getting too acidic or base will kill you) and temperature (98.6 or near to it). Also, there are the needs to be active, to rest, to sleep, to get rid of wastes (CO₂, sweat, urine, and feces), to avoid pain, and to have sex. Quite a collection!

Maslow believed, and research supports him, that these are, in fact, individual needs, and that a lack of, say, vitamin C will lead to a very specific hunger for things which have in the past provided that vitamin C -- e.g. orange juice. I guess the cravings that some pregnant women have, and the way in which babies eat the most foul tasting baby food, support the idea anecdotally.

2. The safety and security needs. When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested

in finding safe circumstances, stability, protection. You might develop a need for structure, for order, some limits.

Looking at it negatively, you become concerned, not with needs like hunger and thirst, but with your fears and anxieties. In the ordinary American adult, this set of needs manifest themselves in the form of our urges to have a home in a safe neighborhood, a little job security and a nest egg, a good retirement plan and a bit of insurance, and so on.

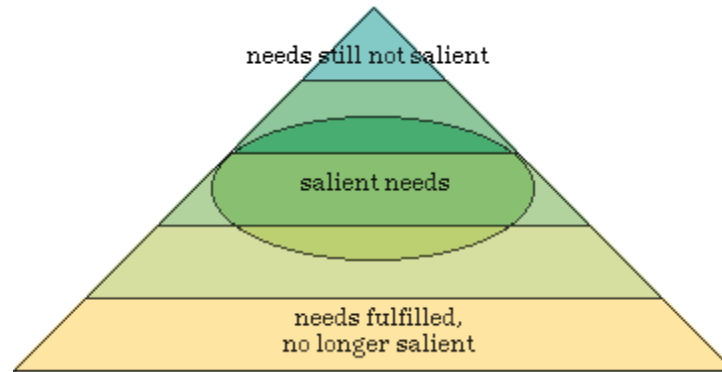
3. The love and belonging needs. When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. You begin to feel the need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community. Looked at it negatively, you become increasingly susceptible to loneliness and social anxieties.

In our day-to-day life, we exhibit these needs in our desires to marry, have a family, be a part of a community, a member of a church, a brother in the fraternity, a part of a gang or a bowling club. It is also a part of what we look for in a career.

4. The esteem needs. Next, we begin to look for a little self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom. Note that this is the “higher” form because, unlike the respect of others, once you have self-respect, it’s a lot harder to lose!

The negative version of these needs is low self-esteem and inferiority complexes. Maslow felt that Adler was really onto something when he proposed that these were at the roots of many, if not most, of our psychological problems. In modern countries, most of us have what we need in regard to our physiological and safety needs. We, more often than not, have quite a bit of love and belonging, too. It’s a little respect that often seems so very hard to get!

All of the preceding four levels he calls **deficit needs**, or **D-needs**. If you don’t have enough of something -- i.e. you have a deficit -- you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. As the old blues song goes, “You don’t miss your water till your well runs dry!”



He also talks about these levels in terms of **homeostasis**. Homeostasis is the principle by which your furnace thermostat operates: When it gets too cold, it switches the heat on; when it gets too hot, it switches the heat off. In the same way, your body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends the homeostatic principle to needs, such as safety, belonging, and esteem that we don't ordinarily think of in these terms.

Maslow sees all these needs as essentially survival needs. Even love and esteem are needed for the maintenance of health. He says we all have these needs built into us genetically, like instincts. In fact, he calls them **instinctoid** -- instinct-like -- needs.

In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the physiological. Soon, we begin to recognize that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years!

Under stressful conditions, or when survival is threatened, we can "regress" to a lower need level. When your great career falls flat, you might seek out a little attention. When your family ups and leaves you, it seems that love is again all you ever wanted. When you face chapter eleven after a long and happy life, you suddenly can't think of anything except money.

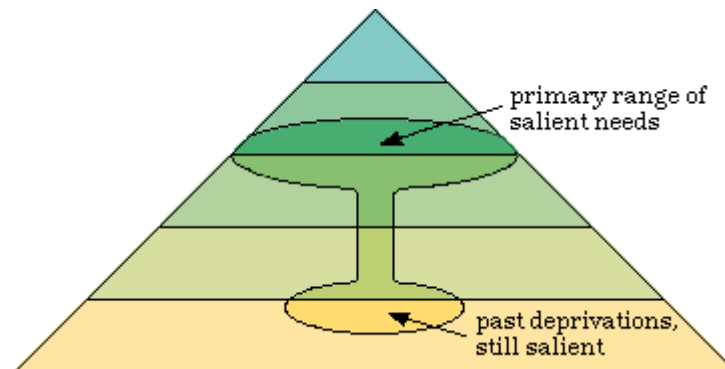
These things can occur on a society-wide basis as well. When society suddenly flounders, people start clamoring for a strong leader to take over and make things right.

When the bombs start falling, they look for safety. When the food stops coming into the stores, their needs become even more basic.

Maslow suggested that we can ask people for their "**philosophy of the future**" -- what would their ideal life or world be like -- and get significant information as to what needs they do or do not have covered.

If you have significant problems along your development -- a period of extreme insecurity or hunger as a child, or the loss of a family member through death or divorce,

or significant neglect or abuse -- you may “fixate” on that set of needs for the rest of your life.



This is Maslow's understanding of neurosis. Perhaps you went through a war as a kid. Now you have everything your heart needs -- yet you still find yourself obsessing over having enough money and keeping the pantry well-stocked. Or perhaps your parents divorced when you were young. Now you have a wonderful spouse -- yet you get insanely jealous or worry constantly that they are going to leave you because you are not “good enough” for them. You get the picture.

Self-actualization

The last level is a bit different. Maslow has used a variety of terms to refer to this level: He has called it **growth motivation** (in contrast to deficit motivation), **being needs** (or **B-needs**, in contrast to D-needs), and **self-actualization**.

These are needs that do not involve balance or homeostasis. Once engaged, they continue to be felt. In fact, they are likely to become stronger as we “feed” them! They involve the continuous desire to fulfill potentials, to “be all that you can be.” They are a matter of becoming the most complete, the fullest, “you” -- hence the term, self-actualization.

Now, in keeping with his theory up to this point, if you want to be truly self-actualizing, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense. If you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense of self-esteem, you have to be defensive or compensate. When lower needs are unmet, you can't fully devote yourself to fulfilling your potentials.

It isn't surprising, then, the world being as difficult as it is, that only a small percentage of the world's population is truly, predominantly, self-actualizing. Maslow at one point suggested only about two percent!

The question becomes, of course, what exactly does Maslow mean by self-actualization. To answer that, we need to look at the kind of people he called self-actualizers. Fortunately, he did this for us using a qualitative method called **biographical analysis**.

He began by picking out a group of people, some historical figures, some people he knew, whom he felt clearly met the standard of self-actualization. Included in this august group were Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Alduous Huxley, plus 12 unnamed people who were alive at the time Maslow did his research. He then looked at their biographies, writings, the acts and words of those he knew personally, and so on. From these sources, he developed a list of qualities that seemed characteristic of these people, as opposed to the great mass of us.

These people were **reality-centered**, which means they could differentiate what is fake and dishonest from what is real and genuine. They were **problem-centered**, meaning they treated life's difficulties as problems demanding solutions, not as personal troubles to be railed at or surrendered to. And they had a **different perception of means and ends**. They felt that the ends don't necessarily justify the means, that the means could be ends themselves, and that the means -- the journey -- was often more important than the ends.

The self-actualizers also had a different way of relating to others. First, they enjoyed **solitude**, and were comfortable being alone. And they enjoyed deeper **personal relations** with a few close friends and family members, rather than more shallow relationships with many people.

They enjoyed **autonomy**, a relative independence from physical and social needs. And they **resisted enculturation**; that is, they were not susceptible to social pressure to be "well adjusted" or to "fit in" -- they were, in fact, nonconformists in the best sense.

They had an **unhostile sense of humor** -- preferring to joke at their own expense, or at the human condition, and never directing their humor at others. They had a quality he called **acceptance of self and others**, by which he meant that these people would be more likely to take you as you are than try to change you into what they thought you should be. This same acceptance applied to their attitudes towards themselves. If some quality of theirs wasn't harmful, they let it be, even enjoying it as a personal quirk. On the other hand, they were often strongly motivated to change negative qualities in themselves that could be changed. Along with this comes **spontaneity and simplicity**. They preferred being themselves rather than being pretentious or artificial. In fact, for all their nonconformity, he found that they tended to be conventional on the surface, just where less self-actualizing nonconformists tend to be the most dramatic.

Further, they had a sense of **humility and respect** towards others -- something Maslow also called democratic values -- meaning that they were open to ethnic and individual variety, even treasuring it. They had a quality Maslow called **human kinship** or *Gemeinschaftsgefühl* -- social interest, compassion, humanity. And this was accompanied by **strong ethics**, which were spiritual but seldom conventionally religious in nature.

And these people had a certain **freshness of appreciation**, an ability to see things, even ordinary things, with wonder. Along with this comes their ability to be **creative**, inventive, and original. And, finally, these people tended to have more **peak experiences** than the average person. A peak experience is one that takes you out of yourself, that makes you feel very tiny, or very large, to some extent one with life or nature or God. It gives you a feeling of being a part of the infinite and the eternal. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out. They are also called mystical experiences, and are an important part of many religious and philosophical traditions.

Maslow doesn't think that self-actualizers are perfect, of course. There were several flaws or **imperfections** he discovered along the way as well. First, they often suffered considerable anxiety and guilt -- but realistic anxiety and guilt, rather than misplaced or neurotic versions. Some of them were absentminded and overly kind. And finally, some of them had unexpected moments of ruthlessness, surgical coldness, and loss of humor.

Metaneeds and metapathologies

Another way in which Maslow approached the problem of what self-actualization is was to talk about the special, driving needs (B-needs, of course) of the self-actualizers. They need the following in their lives in order to be happy:

Truth, rather than dishonesty.

Goodness, rather than evil.

Beauty, not ugliness or vulgarity.

Unity, wholeness, and transcendence of opposites, not arbitrariness or forced choices.

Aliveness, not deadness or the mechanization of life.

Uniqueness, not bland uniformity.

Perfection and necessity, not sloppiness, inconsistency, or accident.

Completion, rather than incompleteness.

Justice and order, not injustice and lawlessness.

Simplicity, not unnecessary complexity.

Richness, not environmental impoverishment.

Effortlessness, not strain.

Playfulness, not grim, humorless, drudgery.

Self-sufficiency, not dependency.

Meaningfulness, rather than senselessness.

At first glance, you might think that everyone obviously needs these. But think; if you are living through an economic depression or a war, or are living in a ghetto or in rural poverty, do you worry about these issues, or do you worry about getting enough to eat and a roof over your head? In fact, Maslow believes that much of the what is wrong with the world comes down to the fact that very few people really are interested in these values -- not because they are bad people, but because they haven't even had their basic needs taken care of!

When a self-actualizer doesn't get these needs fulfilled, they respond with **metapathologies** -- a list of problems as long as the list of metaneeds! Let me summarize it by saying that, when forced to live without these values, the self-actualizer develops depression, despair, disgust, alienation, and a degree of cynicism.

Copyright 1998, 2006 by C. George Boeree

Reading Week 7, Lesson 2

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Realistic Timeline

OBJECTIVES

- Analyze the Maslow reading in three parts.
- Understand vocabulary in context.
- Apply Maslow's theory to students' own lives.
- Compare Maslow's theory to their own theories.
- Evaluate Maslow's theory.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges

and responds to conflicting evidence or viewpoints.

READING: Integration of Knowledge and Ideas

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).

7. Integrate information from texts, charts, and graphs/different media or formats to:

- a. Draw a conclusion
- b. Develop a coherent understanding of a topic or issue.
- c. Apply information sources to solve occupational and educational tasks.
- d. Compare and contrast different portrayals of the subject.
- e. Evaluate the advantages and disadvantages of using different mediums.

LANGUAGE, VOCABULARY, AND USAGE: Vocabulary Usage

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- e. Recognize and understand clipped and shortened words (e.g., exam-examination).

MATERIALS

- Handout: Index cards with bolded questions from Activity #1 written on them (Teachers will have a set of 10 index cards; each card will have one of the 10 bolded questions in Activity #1 written on it).
- Handout: Make one copy for each student, and be ready to project it on the board.
Maslow's Pyramid
http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s_Hierarchy_of_Needs.svg
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Abraham Maslow and His Hierarchy of Needs (attached to Week 7, lesson 1)

PRE-ACTIVITY: Review ABE/ASE Content Standards covered in the previous class.

ACTIVITY #1: Analyze the Reading – 60 minutes.

- Have students take out their homework reading on Maslow.
- Put students in pairs and have them pick a question from the index cards.
 - Pairs should prepare to answer their index card question.

- Ask the questions below, calling on pairs to answer the bolded questions that are on their index card.
- After each pair answers a question, ask the class to add further information or ideas if they have any.
- Review the section on Maslow's life. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
 - **What are the significant features of Maslow's life that you picked out?**
 - **What kind of person does he seem to be?**
 - What words did you circle? Put them on the board.
 - What words could you figure out from the context?
 - What words do you still not know?
- Have students look those words up and read the definitions.
- Make sure students fill out their vocabulary lists in their notebooks with the words and the definitions for study later.
- Review the section on Maslow's theory. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
 - **What are physiological needs? Give examples.**
 - **What are safety and security needs? Give examples.**
 - **What are love and belonging needs? Give examples.**
 - **What are esteem needs? Give examples.**
 - How does the theory work when you are a child? When you are an adult?
 - Why are the needs placed in a pyramid shape?
 - Pass out *Maslow's Pyramid* (attached)
- Repeat the questions above about vocabulary for this section of the article.
- Review the section on self-actualization. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
 - **What does self-actualization mean? Give examples.**
 - **What does it mean to be reality-centered? What does it mean to be problem-centered? What does it mean to put means before the ends?**
 - **What does it mean to be neurotic?**
- Have students list other descriptors and put them on the board.
- Ask:
 - **What are meta-needs and meta-pathologies?**
 - What does the list of meta-needs tell us about those who are self-actualized? What are these kinds of people like? Do you know any?
- Repeat the questions above about vocabulary for this section of the article and have students add new words to the vocabulary list in their notebooks.

ACTIVITY #2: Apply Maslow's Theory – 30 minutes.

- Project *Maslow's Pyramid* on the overhead and ask different students to read the different levels aloud.
- After each level is read, ask:
 - Why is each example on the list?
 - What kinds of adult problems would fit under each category? Write these on the board and prompt students to get a healthy list for each level.
- Tell students to take out a piece of paper and list all the issues they are struggling with right now or that they worry about having to struggle with in the future.

- Have students take out the handout of *Maslow's Pyramid* and write the issues they are struggling with next to the appropriate level of the pyramid.
 - Ask about the results:
 - Are most of your issues in one area or are they spread around?
 - Do you think a great deal about these issues? Is that where most of your worry and anxieties go?
 - Do you think that when you solve these issues that you will move up the hierarchy?
 - Tell students to bring their list of issues to the next class for more consideration.
 - Ask:
 - What does Maslow teach us about how to be realistic about our goals?
 - Can we just work on whatever goal we want?
 - How is it useful to know what to focus on and in what order?
 - According to Maslow, can you work on your creative side when you do not have housing?
 - According to Maslow, is it a good time to get a serious life partner when you do not have a job?
 - According to Maslow, is it hard to feel strong and confident when you do not have a strong sense of belonging?
 - According to Maslow, is it hard to accept the facts of your life if you have poor self-esteem?
-

ACTIVITY #3: Evaluate Maslow's Theory - 30 minutes

- Write the following questions on the board and ask:
 - Do you think Maslow is right? What does his theory describe accurately? Give some examples.
 - Do his ideas describe issues in your life? If yes, how? If no, why not? What's missing here?
 - Is this theory useful? What does it help you to understand?
 - Write the following two questions on the board. Put students back into their groups based on similar motivational theories from the previous lesson. Groups should talk about their answers to these questions:
 - How does Maslow's theory compare to your group's theory?
 - Does your group see strengths and/or weaknesses in Maslow's theory?
 - Have groups report back. List strengths and weaknesses of Maslow's theory on the board.
-

INTRODUCE HOMEWORK:

- Students must write a letter to Abraham Maslow to tell him what they think about his theory and why. The letter should:
 - Paragraph 1: Introduce yourself. Tell him what you are studying and that you have just read about his theory.
 - Paragraph 2: Tell him how you think his theory applies to you. Give examples of how real issues in your life correspond to his hierarchy of needs.
 - Paragraph 3: Tell him if you think his theory will be useful to you in the future and why. If you believe this theory is not useful, explain why not.
 - Give the following tips:
 - Write each paragraph separately.
 - Free write on the topic of each paragraph. See what comes to mind.
 - Feel free to schedule these writings separately if that makes it easier.
 - Jot down some ideas before you start to write.
 - This is a first draft, so write quickly.
 - Go round robin to ask: Which of these tips do you want to use?
-

HOMEWORK

WRITE: Have students write a letter to Abraham Maslow as described above.

TEACHER PREPARATION: Preview the *TDL Planning Timeline* in the next lesson. Imagine yourself as a student with hypothetical goals and fill in the timeline so you meet those goals. Project your personal goals, training, and work activities over the next four years (two sheets). Have this ready to project in the next class as a sample of how this timeline is to be used.

- You may need to use a CCC catalogue to put the timeline together so you can be clear about how many semesters there are per year, when they start and end, etc.

This Page Intentionally Left Blank

Reading Week 7, Lesson 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Realistic Timeline

OBJECTIVES

- Review letters to Abraham Maslow.
- Create unrealistic timelines.
- Identify an outline for your timeline.
- Complete a visual timeline for training, employment, and personal issues.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

MATERIALS

- Handout (attached): Make one copy for each student.
Career Pathway worksheet
- Handout (attached): Make two copies for each student.
TDL Planning Timeline
- Handout (attached): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Maslow's Pyramid

ACTIVITY #1: Review Letters to Abraham Maslow – 30 minutes.

- Ask students how their writing process went:
 - Did you use free writing techniques?
 - Did you write paragraphs separately or all in one sitting?
 - Did the writing come easily?
- Tell students to get out their letters and read through them. They can make changes before reading them aloud to a partner.
- Put students in pairs to:
 - Read their homework aloud.

- Provide verbal comments on what sounds good and what is unclear.
 - Students may edit before reading their letters to the class.
 - Go round robin for students to read their letters to the class.
-

ACTIVITY #2: Create Unrealistic Timelines – 50 minutes.

- Tell students they are going to make a realistic timeline that includes the training they plan to complete and the work they plan to do in their field, and will take into consideration the other personal issues that need attention.
 - Ask: What does it mean to be realistic? Unrealistic? List students' answers on the board.
 - Ask students to take out *Maslow's Pyramid* along with the listing of the issues they are struggling with that they put together in the previous lesson.
 - Have students review these lists and make any additions they wish. Then ask them to put a star next to those items that will take some real time and effort to solve.
 - Go around the room and have students name an issue they think will take some real time to solve. For each, write the issue on the board.
 - Ask:
 - How much time will it take to solve this issue?
 - How many hours a week for how long?
 - Is that realistic?
 - Pass out and project *Your TDL Career Pathway*.
 - Tell students to:
 - Checkmark all the City Colleges training programs you plan to take.
 - Write in the jobs you intend to have based on your career plan.
 - Ask the class to raise their hands in response to the following questions:
 - How many intend to finish the Bridge?
 - The Basic Certificate?
 - The Advanced Certificate?
 - The Associates Degree in Science?
 - The Bachelor's Degree in Science?
 - The Master's Degree in Supply Chain Management?
 - Ask the class: What do you notice about this class' training intentions?
 - Ask: How many intend to:
 - Get a job right away?
 - Keep that job for a while?
 - Get a new job after earning specific certificates and degrees? Which ones?
 - Ask the class: What do you notice about this class' work intentions?
 - Put students in pairs to talk through the following questions:
 - How hard is it to work and go to training at the same time?
 - What extra stresses does doing both at the same time cause you and your family?
 - Go around the room to have students report their findings.
 - Tell students to get back into pairs and make two or three totally unrealistic scenarios for themselves/their partner. What plans would NOT work? Why not?
 - Go around the room and have students report these scenarios.
 - Ask the class: What is unrealistic in terms of planning your careers?
-

ACTIVITY #3: Create and Review a Realistic Timeline – 40 minutes.

- Tell students they are now to focus on creating a timeline that will work.

- Show the *TDL Planning Timeline* that you prepared as teacher homework on a projector overhead. Explain the following:
 - Your personal issues that will take real time to solve. Show how the months you plan to solve them are colored in.
 - Explain the things that you do to motivate yourself that you have found to be successful. Go to the list of self-motivation and self-care strategies that you actually use.
 - Show your training and work plan with the jobs you intend to work while you are going to school.
 - Ask:
 - Does this plan seem realistic?
 - Do you believe that I (the teacher) can complete all these activities at the same time?
 - What adjustments would you recommend to make the timeline more doable?
 - Pass out two copies of the *TDL Planning Timeline* to each student. Ask them to lay out a four-year timeline. This is, of course, a draft.
 - When they are done, tell students to get a new partner. Instruct partners to:
 - Explain your timelines to each other.
 - Give feedback on how realistic your partner's timeline is.
 - Ask questions for further clarification.
 - Go round robin to ask each student how their partner's plans are doing. Ask: How are your plans the same or different than theirs?
-

HOMework

WRITE: Assign the final writing project: Write a letter to your fellow classmates and your strongest supporters outside of class to tell them, as clearly as possible, what you plan to do with your career and how you plan to do it. Make this essay your formal declaration of how you will move into your future:

- Paragraph 1: Introduce yourself as a student interested in a TDL career path. Tell your reader you have a realistic plan to make that happen that considers both CCC training opportunities and job opportunities.
- Paragraph 2: State your training goals. Explain the training steps and the timeframe for completing the trainings you have selected.
- Paragraph 3: State your work goals. What is your career path, and how will you integrate work with training in a way that is doable?
- Paragraph 4: State the stresses you anticipate as you work and go to school at the same time. What issues will you need time to work on to make sure everything fits your schedule and stay strong?
- Paragraph 5: State your strategies to stay motivated and take care of yourself so you can meet your goals. Give examples of how you will respond to the stresses ahead.
- Be sure students bring in their draft to the next class.

TIPS: Use them in ways that fit you best!

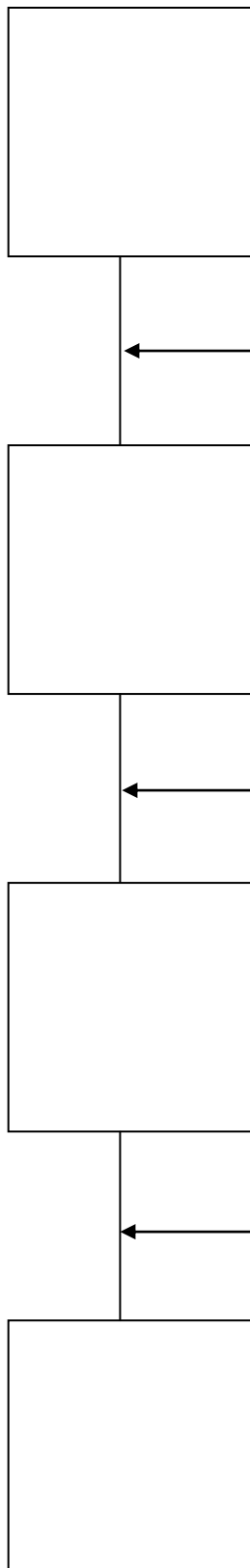
- Use free writing techniques if that helps to get you started.
- Write different paragraphs at different times so the whole assignment does not feel like too much. Think of each paragraph as a separate small assignment. Put times for writing different paragraphs in your calendar.
- Do not worry about grammar etc., worry about what you are trying to say.
- Read the draft out loud to yourself or someone else to see if sounds right to you.

CAREER PATHWAY

GOAL

BY WHEN

JOB

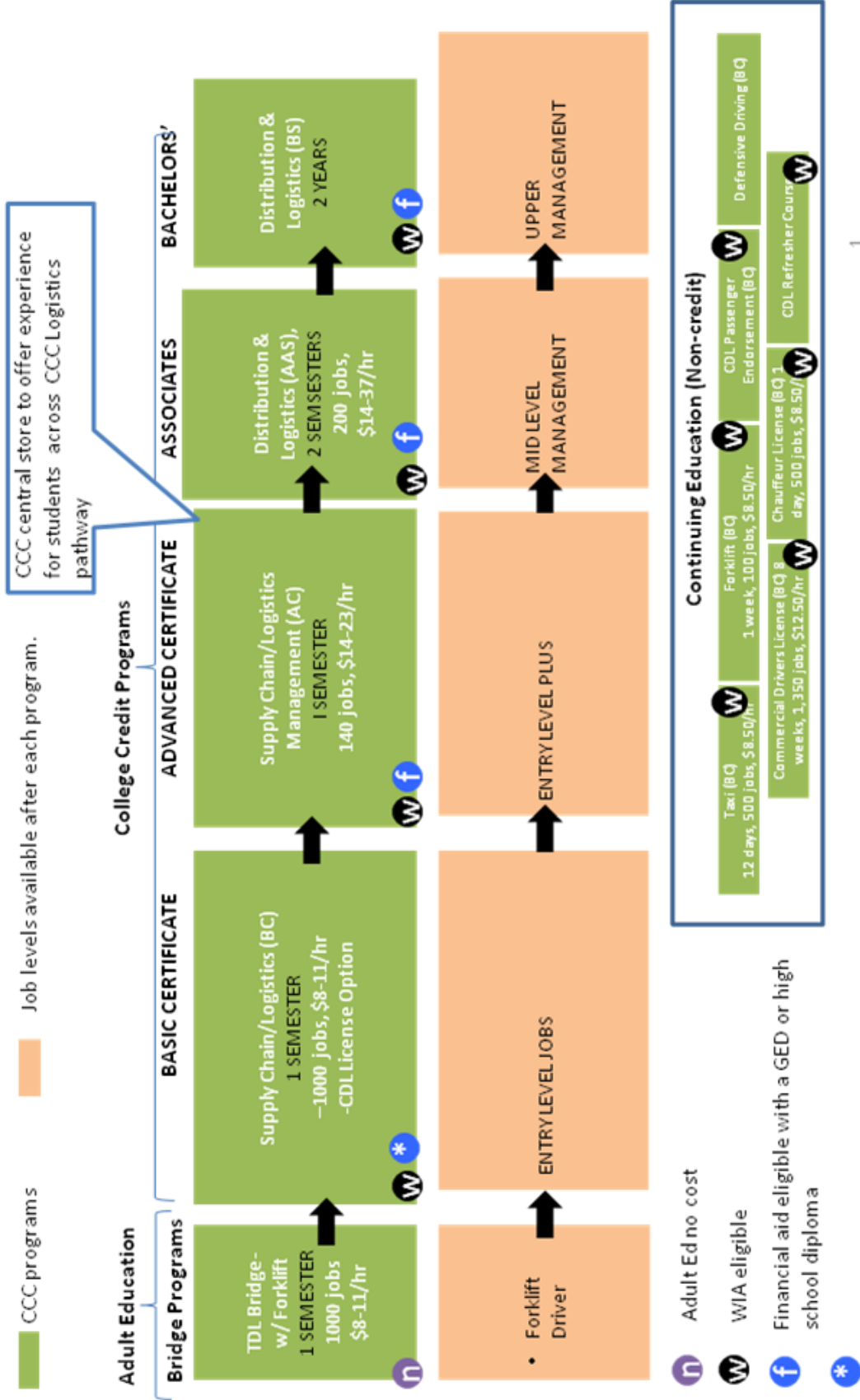


TRAINING

**PERSONAL
ISSUES**

STRATEGIES

CITY COLLEGES OF CHICAGO: TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER PATH



This Page Intentionally Left Blank

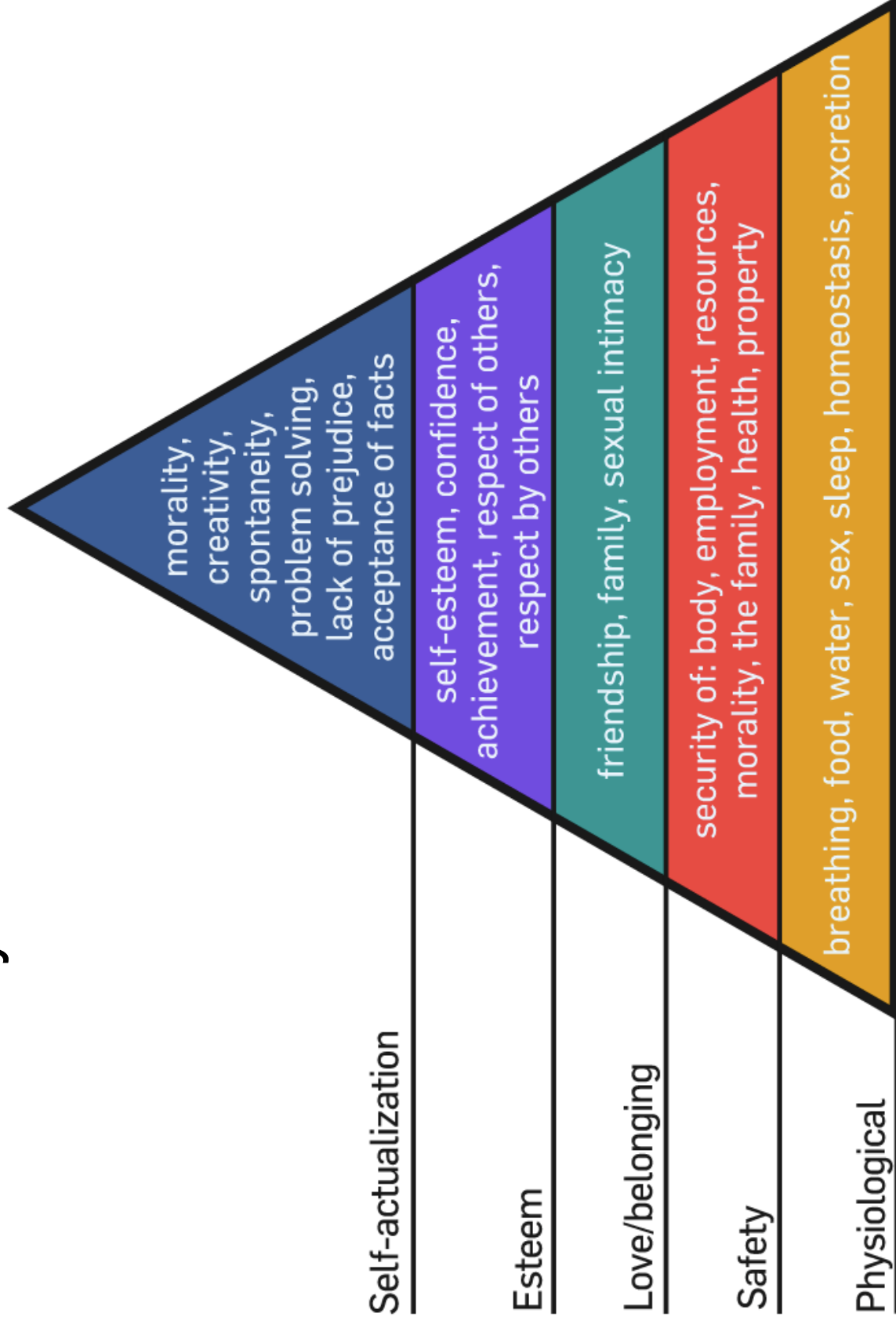
TDL PLANNING TIMELINE

Items to schedule	20__												20__											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
PERSONAL ISSUES: Only include those issues that take real time to solve.																								
Key Self-Motivation and Self-Care Strategies:																								

TRAINING: Only fill out for the trainings you plan to take.																								
20__ - 20__	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
• Bridge & GED																								
• Basic Certificate																								
• Advanced Certificate																								
• Associates Degree in Science																								
• Bachelors of Science																								
• Masters in Supply Chain Management																								
• Other:																								

WORK: Only fill out for the jobs you plan to pursue (write in these jobs at the appropriate level).																								
• Entry-level goal:																								
• Entry-level plus goal:																								
• Mid-level management:																								
• Upper management:																								

Maslow's Pyramid



This Page Intentionally Left Blank

Reading Week 8, Lesson 1

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Your Strategies to Meet Your Goals

OBJECTIVES

- Reestablish writing criteria.
- Evaluate student essays.
- Prepare for final assignment.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Text Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

WRITING: Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING: Production and Distribution of Writing

4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

- Student Work: Student papers.
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
GED Essay Scoring Rubric (attached to Week 2, Lesson 1)
<http://www.unm.edu/~finan/writing/rubric.htm>

ACTIVITY #1: Reestablish Writing Criteria – 30 minutes.

- Write the following questions on the board:
 - How did your essay writing go?
 - What was easy? What was difficult?
 - How did you overcome difficulties?
 - How many found new ideas through the process of writing?
 - Tell students to write out and answer the first question in their notebooks.
 - Tell students to get a partner and switch notebooks. Students should read their partner's answer and write down a question to get their partner to explain more.
 - Make sure that the question leads your partner into telling more specifically what their writing process was really like. They can use the questions on the board or not.
 - When students have finished, go round robin and have students tell the class how their partner's writing process homework assignment went.
 - Tell students to get out their notes on the writing criteria (last used in Week 6, Lesson 1, Activity #1). On the board, write: Introduction, Body Paragraphs, and Conclusion. Have students give the criteria for each. Write these on the board. Make sure the criteria include:
 - Introduction:
 - Opening statements get the reader interested in your topic.
 - The audience knows why the topic matters.
 - The reason for your essay is clear.
 - Body Paragraphs:
 - There is a topic sentence for each paragraph which clearly says what the paragraph is about.
 - The paragraph includes examples and/or details so that the audience really knows what you are talking about.
 - Conclusion:
 - You apply the themes of your essay to a broader context.
 - The paragraph has a topic sentence.
 - The paragraph has examples and/or details.
 - Ask: Does anyone want to add additional criteria?
 - Tell students to get out their *GED Essay Scoring Rubric*. Tell students to consider "Response to Prompt," "Organization," and "Development and Details."
 - Ask: What were you told to write the essay on?
-

ACTIVITY #2: Evaluate the Multi-Paragraph Essay – 60 minutes.

- Tell students they will assist other students by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What "Response to Prompt," "Organization," and "Development and Details" scores would you give this rough draft? Explain why for each one.
- Hand back student essays.
- Put students into groups of three. Have them each get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. They CAN ask for clarification if there is a sentence or section they do not understand. They should:
 - Read the multi-paragraph essays and use the criteria to answer the three questions on the board.
 - After you evaluate the first essay, pass it to the left and evaluate a new essay.

- Next, give your evaluations to the authors and read the comments on your own work.
 - At this point, the class should come together to answer some questions:
 - Did your evaluators say the same or different things?
 - Did your evaluators give you ideas for how to improve your essay?
 - Did your evaluators confuse you? Please ask for clarification.
 - Put students back in their groups to talk through differences and to get clarification.
-

ACTIVITY #3: Prepare for the Last Two Days – 30 minutes.

- Let students know there will be writing workshops the next two days. In the workshop, students will project their paper overhead and read it aloud while other students write down their comments and discuss the paper as a class.
 - Schedule students over the next two class days so that each student has 10-15 minutes to present and get feedback.
 - Allow students to choose their place in the line-up based on their own strategies. Students can choose to be scheduled early, so they have an opportunity to rewrite, or scheduled later, so they have more time to complete a better draft.
 - If too many students want the same slot, you can have students pick a number you are thinking of, with the closest winning their first choice in the line-up.
 - Questions to help students through this activity include:
 - What are the strategies you could use when choosing a time slot?
 - Who would like some more time to prepare? Who would like to have the opportunity to respond to feedback before handing in the final project?
 - Go round robin to have students choose their strategy and give specific things they would like to focus on in their preparation or response to feedback.
-

HOMEWORK

WRITE: Have students fully write a final draft of the letter. Students should email a copy to the teacher and bring a hard copy to class.

TEACHER PREPARATION: Prepare certificates to hand out at the end of the course. There must be one for each student, to celebrate their achievements.

Reading Week 8, Lesson 2 & 3

TDL Career Bridge I: High Intermediate Adult Basic Education (ABE)

THEME: Your Strategies to Meet Your Goals

OBJECTIVES

- Conduct a writing workshop for each student on their papers.
- Celebrate students in the last hour of the course.

ABE/ASE CONTENT STANDARDS COVERED

(The numbering below relates this lesson to the *Condensed Standards for NRS Level 4* contained in the introduction to these lessons.)

READING: Test Ideas and Details

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

READING: Craft and Structure

2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.
3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.
5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.

READING: Integration of Knowledge and Ideas

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).

SPEAKING AND LISTENING: Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

4. Demonstrate active listening skills.

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

5. Comprehend key elements of oral information for:

- a. Cause and effect
- b. Compare and contrast
- c. Conclusions
- d. Context
- e. Purpose
- f. Charts, tables, graphs
- g. Evaluation/critiques
- h. Mood
- i. Persuasive text
- j. Sequence
- k. Summaries
- l. Technical subject matter

6. Identify and evaluate oral information for:

- a. Accuracy
- b. Adequacy/sufficiency
- c. Appropriateness/clarity

- d. Identify and evaluate oral information for conclusions/solutions
- e. Fact/opinion
- f. Assumptions
- g. Propaganda
- h. Relevancy
- i. Validity
- j. Relationship of ideas

SPEAKING AND LISTENING: Presentation of Knowledge and Ideas

8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.

MATERIALS

- Student Work: Student multi-paragraph essays projected for review.
- Handout: Certificates to celebrate each student's achievements.

ACTIVITY #1: Writing Workshops – Whole Class.

- For the workshop, put the writing criteria on the board.
- Project student papers on an overhead.
- Have each student stand in turn and read their essay aloud. Tell the class to listen carefully, and applaud when each student finishes.
- Give students a short time to write a brief evaluation:
 - What worked very well?
 - What are some suggestions for improvement?
 - What "Response to Prompt," "Organization," and "Development and Details" scores would you give this letter? Explain why for each one.
- Go round robin to have students briefly state their evaluations.
- Continue the Writing Workshop through Week 8, Lesson 2 and Week 8, Lesson 3 until all student papers have been presented.

FINAL ACTIVITY: Celebration.

- Reserve the last hour of class for Week 8, Lesson 3 to celebrate students' hard work and successes.
- Go round robin to ask students what they have learned. Cheer for students after they speak.
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.