HAP English School – Work Readiness Curriculum

The Work Readiness curriculum was developed at HAP English School, a program of Hmong American Partnership, in St. Paul, MN. It was designed for use with low-level adult ESL learners (CASAS range 153-210), specifically adults with interrupted formal education. It has a speaking/listening and vocabulary–building focus and does not emphasize print literacy development.   The decision to emphasize oral language was made for our particular setting, where work readiness students are also enrolled in general ESL classes with specific print literacy instruction.

The curriculum consists of 9 6-week units, each one focusing on one career cluster. The 9 units correlate with general ESL units. For example, when students are learning about transportation in ESL class, they are learning about driving careers in work readiness class. The units of instruction are:

1) Medical
2) Construction
3) Factory
4) Community
5) Childcare
6) Art
7) Food Service
8) Retail
9) Driving

All units include instruction on: basic etiquette in formal settings, practice filling out job applications, practice reading simple job ads, job interview preparation, practice reporting problems at work, information about schedules and paychecks, as well as career-specific vocabulary. In addition, there are opportunities for students to get practical experience doing jobs within the classroom, such as making copies, greeting new students, and pushing in chairs.

This curriculum was developed in a multi-level class setting. Because of this most lessons were written with the intention of utilizing small group work, often arranged to include higher level students who can support lower level students.

The development of this curriculum was supported by funds from Minnesota Adult Basic Education, as well as the EL-Civics grant. All materials are available to use and adapt for your classroom.

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Week 1: Classroom *Goal:* Gain work experience through classroom jobs.	*Daily objectives*: 1. SWBAT communicate which classroom job they will try. 2. SWBAT set and meet goals for the completion of class jobs. 3. SWBAT communicate issues with completing job responsibilities. 4. SWBAT choose effective options for resolving/reporting conflict in a formal setting.

Week 2: Introduction *Goal:* Gain understanding of the world of work in the U.S.	*Daily objectives*: 1. SWBAT demonstrate appropriate etiquette in a formal setting. 2. SWBAT demonstrate an ability to follow the class schedule. 3. SWBAT demonstrate a basic understanding of skills needed for common jobs. 4. SWBAT navigate simple graphs related to employment data.

Week 3: Search *Goal:* Gain an ability to navigate the job search process.	*Daily objectives*: 1. SWBAT explore options within a job cluster. 2. SWBAT identify education goals for different jobs. 3. SWBAT determine multiple ways to look for work. 4. SWBAT complete the steps of an application process.

Week 4: Interviews *Goal:* Gain an understanding of the job interview process.	*Daily objectives*: 1. SWBAT determine and communicate their skills. 2. SWBAT effectively ask and answer simple interview questions. 3. SWBAT determine appropriate etiquette for interviews. 4. SWBAT complete simple mock interview.

Week 5: Money *Goal:* Gain an ability to navigate money systems.	*Daily objectives*: 1. SWBAT calculate hours worked. 2. SWBAT accurately record hours on a time sheet. 3. SWBAT identify pay rates on a pay stub. 4. SWBAT deposit checks at a bank.

Week 6: Experience *Goal:* Gain language needed to work in a specific job setting.	*Daily objectives*: 1. SWBAT demonstrate an ability to ask for supplies to complete a task. 2. SWBAT demonstrate an ability to work safely. 3. SWBAT appropriately report issues of concern.

Gradual Release of Responsibility: I do, We do, You do

Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole-group delivery to student-centered collaboration and independent practice.

Sometimes referred to as "I do it, we do it, you do it," this model proposes a plan of instruction that includes demonstration, prompt, and practice.

This graphic, from the work of Doug Fisher and Nancy Frey (2007), takes the model a step further by defining the specific stages in greater detail. Taken as a whole, the triangles represent the mentoring relationship and two-way interaction between the teacher and student. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content. This is the "I do" phase.

But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the "We do" phase of learning, the teacher continues to model, question, prompt and cue students; but as student move into the "You do" phases, they rely more on themselves and less on the teacher to complete the learning task.

Mentoring Roles & Responsibilities

	Teacher	Student
I do it *Direct Instruction*	▪ Provides direct instruction ▪ Establishes goals and purpose ▪ Models ▪ Think aloud	▪ Actively listens ▪ Takes notes ▪ Asks for clarification
We do it *Guided Instruction*	▪ Interactive instruction ▪ Works with students ▪ Checks, prompts, clues ▪ Provides additional modeling ▪ Meets with needs-based groups	▪ Asks and responds to questions ▪ Works with teacher and classmates ▪ Completes process alongside others
You do it independently *Independent Practice*	▪ Provides feedback ▪ Evaluates ▪ Determines level of understanding	▪ Works alone ▪ Relies on notes, activities, classroom learning to complete assignment ▪ Takes full responsibility for outcome
You do it together *Collaborative Learning*	▪ Moves among groups ▪ Clarifies confusion ▪ Provides support	▪ Works with classmates, shares outcome ▪ Collaborates on authentic task ▪ Consolidates learning ▪ Completes process in small group ▪ Looks to peers for clarification

Developed by Ellen Levy

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Printing small sets of Flashcards:

1. Choose print
2. Select "print custom range" and type in the pages for the image.
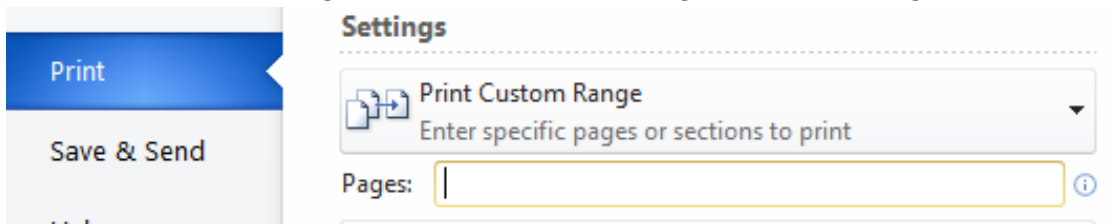
3. Select "8 pages per sheet"
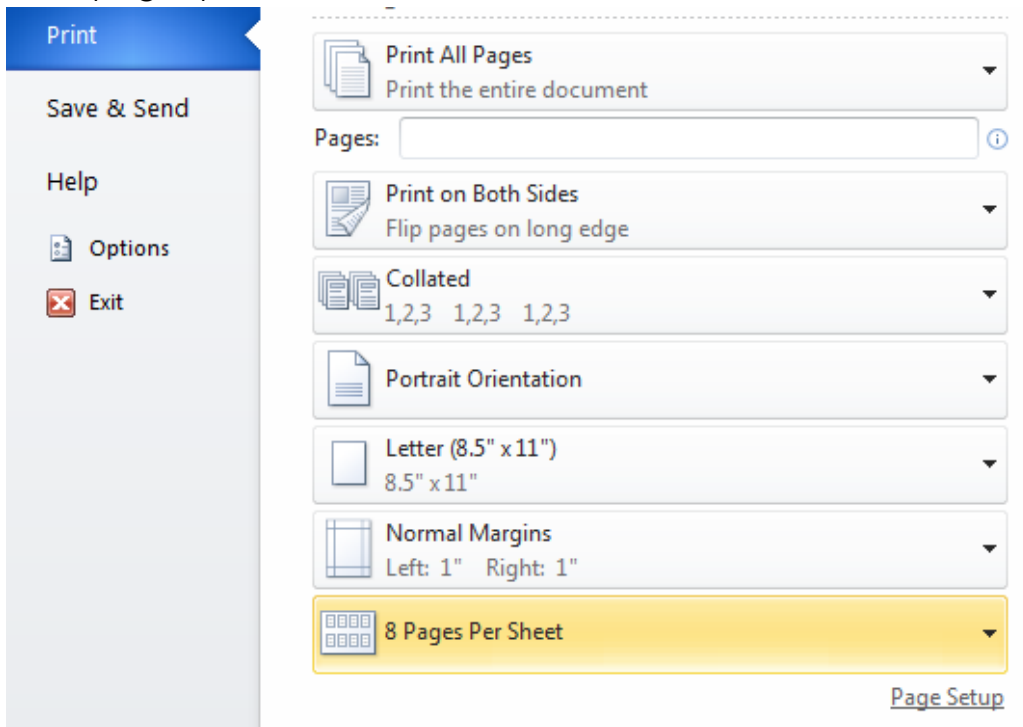
4. Click print
5. Cut images apart and sort into sets.

Mingle Questions:

1. Write the mingle question on the board.
2. Teacher gives own answer to the mingle questions
3. Teacher asks each student the same question.
4. Students stand up, listen and repeat the question, and go around the room asking each of their classmates the same question.

Learning Chocolate:

You can access this program directly here: http://www.learningchocolate.com/

You can access the unit specific games here: http://hapu123.weebly.com/job.html
On this website, you will find additional job-focused and digital literacy-focused activities.

If you are using Learning Chocolate games for the first time, use the "I do it. We do it. You do it." approach until students become more comfortable navigating the games on their own.