**Work Readiness and Work-contextualized Curriculum**

This section of [The Literacy List](https://docs.google.com/document/d/1kiWa4nj8_j8YaJU71NbjMYPfMUJ8xax29CTFdy-yveA/edit) offers links to three kinds of curriculum websites:

1) Creating “Authentic”, “Contextualized”, or “Embedded” Materials

2) Work Readiness Curricula, and

3) Work-contextualized English and Basic Skills Curricula.

**1. Creating Authentic, Contextualized or Embedded Materials**

***Advance CTE***

This organization’s website has a great many resources in Career and Technical Education. Among them is a National Career Clusters Framework, including 16 Career Clusters, and representing more than 79 Career Pathways. This might be useful for those designing Integrated Education and Technology curricula.

* [*https://careertech.org/career-clusters/*](https://careertech.org/career-clusters/)

***Creating Authentic Materials and Activities for the Adult Literacy Classroom, A Handbook for Practitioners,*** by Erik Jacobson, Sophie Degener, and Victoria Purcell-Gates. *This handbook is based on the results of "The Literacy Practices of Adult Learners Study" which focused on the nature and impact of two dimensions of classroom practice in adult basic education (see "Affecting change in literacy practices: Impact of two dimensions of instruction." The authors see this book as a starting place for adult education teachers interested in changing their instructional practice, particularly as it relates to their learners' lives. This book will also be helpful to program administrators who are interested in leading change in their programs or who wish to know more about contextualized instruction in order to support teachers who are trying to implement it.* (For a more complete introduction, go to<http://lincs.ed.gov/professional-development/resource-collections/profile-340>)

* <http://www.ncsall.net/fileadmin/resources/teach/jacobson.pdf>

***Connecting Literacy, Learning & Work*** by C. Pinsent-Johnson, Employment Preparation and Upgrading Program, Ottawa-Carleton District School Board’s Continuing Education. Description and link to curriculum will be found at

* <http://lincs.ed.gov/professional-development/resource-collections/profile-293>

***Contextualized Curriculum for Workplace Education, An Introductory Guide*** by Jenny Lee Utech, Massachusetts Worker Education Roundtable, 2008

* <http://www.umass.edu/roundtable/projects/Integrated%20curr_guide%20p1.pdf>

***Contextualizing Adult Education Instruction to Career Pathways***

* <http://www-tcall.tamu.edu/docs/pdf/ContextualizatingAdultEdInstructionCareerPathways.pdf>

***The Contextualization Toolkit*** developed by Jobs for the Future

* See ***The Practice Guide*** of which this is a part. <http://www.jff.org/sites/default/files/publications/BT_Strategies_Ch1_June7.pdf>

***Improving Immigrants’ Employment Prospects through Work-focused Language Instruction***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-712>

***Integrating Curriculum: Lessons for Adult Education from Career and Technical Education*** by Kathleen Chernus & Donna Fowler, 2010.

* <http://lincs.ed.gov/publications/pdf/IntergratingCurriculum2010.pdf>

***Understanding Curriculum Development in the Workplace, A Resource for Educators*** by Mary Ellen Belfiore, ABC Canada, 1996.

* <http://en.copian.ca/library/research/abc/undcur/undcur.pdf>

**2.** [**Work Readiness Curricula**](http://wiki.literacytent.org/index.php/Work_Readiness)

***Career Foundations Curriculum***

For adults who read at a “fourth grade level” or above, or who may be limited in English speaking skills, to assess their skills and interests, explore career paths, and develop a plan to get them to college. From *Women Employed.*

* <http://womenemployed.org/pathways-careers-network>

**Construction, Manufacturing and Extraction-related Work Readiness Skills**

* [COM 100: Workplace Communication](http://www.skillscommons.org/handle/taaccct/383) a competency-based, hybrid-blended course, contextualized to manufacturing, construction and extraction occupations, developed by Emily Griffith Technical College in Colorado, on how to communicate effectively in the workplace. Includes listening, speaking, reading, and writing, and emphasizes the importance of these four modes of communication in the workplace.
* [COM105: Career Communication](http://www.skillscommons.org/handle/taaccct/384)a competency-based online construction-contextualized course that develops skills needed in obtaining and keeping a job. Includes job searching, applications, resumes, interviews, and the dynamics of customer, peer, and managerial relationships. Emphasizes speaking, writing, listening, critical reading skills, and vocabulary development essential to the employment world.

***Getting There, A Curriculum for People Moving into Employment*** by Marian Colette,Beverly Woliver, Mary Beth Bingman, and Juliet Merrifield. Free, downloadable curriculum.

* <http://www.cls.utk.edu/pdf/Getting_There_Appendices.pdf>

***How to Succeed at: Writing Applications***

An online course that includes job applications

* <https://www.futurelearn.com/courses/writing-applications>

***How to succeed at: Interviews***

An online course that includes job interviews.

* <https://www.futurelearn.com/courses/interviews>

***Integrating Career Awareness into the ABE & ESOL Classroom***

A ready-to-use, flexible, downloadable, hard copy curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. Free downloadable curriculum.

* <https://www.sabes.org/content/integrating-career-awareness-abe-esol-classroom-ica>

**Minnesota Repository of Coursework (MnROC)** An extensive, free online collection of job readiness and occupational training curricula

* <https://apps.deed.state.mn.us/mnrocapp/>

**MyMnCareers**

* [https://www.careerwise.mnscu.edu/mymncareers](http://www.iseek.org/mymncareers/index.html)

This website helps low-literacy job seekers and English language learners find career planning and work preparation information.

#### Features of the Site:

* *Has three distinct levels of content: beginner ("I am an English Language Learner"), intermediate ("I am Finishing High School or My GED"), and advanced ("I am Done with High School/GED and Want to Advance My Career"). The intermediate and advanced sections have expanded content and more results in the find careers search tool. Students or customers can re-visit MyMnCareers and use another level as they progress in their careers or education. More about the audience for this site is on* [*MyMnCareers Audience*](http://www.iseek.org/mymncareers/mymncareers-audience.html)*.*
* *This site is easier to read than other career information websites. All content is written at or below the 6th grade level. The "English Language Learner" section is written at a 3rd grade level.*
* *The navigation of the website is purposely simplistic.*
* *Goal setting and making a career plan are emphasized along with career information and education options.*
* *Occupation information is displayed by education level in the Find Careers Tool.*
* *Information about career clusters and pathways (or "paths") helps students and customers to see the correlations among related occupations and the need for advanced training.*
* *Success stories with audio clips help students and customers understand how the concepts introduced in this website's content can affect their decision-making.*
* *Throughout the site students and customers are encouraged to create and add to their career plan.*

**ReadyJob**

Designed for youth and young adults, this free job readiness curriculum site may be useful for teachers of adults, too. It includes lesson plans.

* <http://readyjob.org/readyjob-lesson-plans/>

**Resume Writing**

A secondary or post-secondary level online course.

* <https://learn.saylor.org/course/view.php?id=60>

***Skills to Pay the Bills: Mastering Soft Skills for Workplace Success***

Free downloadable curriculum developed by the Office of Disability Employment Policy within the U.S. Department of Labor. The curriculum focuses on “soft” workforce readiness skills for youth ages 14 to 21, including youth with disabilities. Built in modules, each section includes hands-on activities in the following key areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

* <http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf> and
* <https://peerta.acf.hhs.gov/content/soft-skills-pay-bills-video-series>

***Steps to Employment in Ontario***

*The Steps to Employment workshop manuals include a workbook for participants, notes for instructors, and an implementation guide…. One of the key factors in the successful settlement and adaptation of foreign-trained newcomers to Canada is their access to employment in Ontario, ideally in the occupation for which they have been trained and have had experience. Based on this principle, in 1998 Citizenship and Immigration Canada - Ontario Region Settlement Directorate (CIC) and the Access to Professions and Trades Unit (APT) of the then Ontario Ministry of Citizenship, Culture and Recreation, collaborated to sponsor and facilitate the development of Steps to Employment Workshop Manuals. Their vision was to integrate orientation for newcomers to specific sectors with basic English language training.*

* [http://www.settlement.org/steps/manuals.htm](http://www.settlement.org/steps/manuals.html)

***Wonderlic Work Readiness Assessment***

Proprietary online or paper version assessment that “helps identify gaps in work readiness before an individual begins a job or internship.”

* <http://www.wonderlic.com/assessments/behavioral-reliability/Work-Readiness>

***Work Readiness*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/ViewDetailsCourse.aspx>

**3. Work-contextualized English and Basic Skills Curricula**

**Automotive**

***Automotive Service Trades*** from Steps to employment in Ontario

* <http://www.settlement.org/steps/manuals.html>

**Building Trades, including Construction**

### ***Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing***

[*Building Basics*](http://www.valrc.org/resources/buildingbasics/index.html) is a multi-level curriculum for teaching ESOL within the context of the construction trades. It has been organized into four modules which should be downloaded separately due to their large size: General Construction, Curb Appeal (Landscaping), Painting, and Plumbing. Each module is further divided into five units/lessons. These lessons provide a facilitator guide with step-by-step instructions for implementation, facilitator materials, and learner handouts.

* <http://www.valrc.org/resources/buildingbasics/index.html>

***Construction - Intermediate ESL***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-645>

***Construction Math Toolbox***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-252>

***Construction*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/>

***Construction*** from Steps to employment in Ontario.

* <http://www.settlement.org/steps/manuals.html>

***Electrical Trades and Occupations*** Steps to employment in Ontario.

* <http://www.settlement.org/steps/manuals.html>

***Skills for Construction***

Modules that support the teaching of a range of U.K. Level 1 qualifications in construction, and can be used as an introduction to the industry and its crafts. They do not supply a complete programme of learning. Instead, aspects of the training that place a particular demand on literacy, language and numeracy skills have been prioritised.

* <http://www.excellencegateway.org.uk/search?content=construction&sort_bef_combine=score%20DESC&sort_order=DESC&sort_by=score>

***Soldering prep*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/>

***Welding Prep*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/>

**Clean Energy**

**ABE Clean Energy Ambassadors Curriculum Resource Guide**

A collection of materials, lessons and activities that adult educators can use to integrate clean energy concepts into their curricula. The “project was designed to strengthen the on-ramp to clean energy occupations for Massachusetts ABE students. Increasing the expertise of ABE teachers and counselors who work with ABE learners so that clean energy industries can be presented and investigated in the context of ABE instruction and counseling gives learners essential information about job prospects and requirements, training, and career pathways. The value of this on-ramp can’t be underestimated: the shift that clean energy will create in our economy will require all citizens to know and understand these changes.” (From the LINCS Resource review)

* <https://lincs.ed.gov/professional-development/resource-collections/profile-718>
* <http://www.worlded.org/WEIInternet/inc/common/_download_pub.cfm?id=13807&lid=3>

**Custodial Maintenance and Repair**

***Bridging the Employment Gap: Janitorial***

* <http://en.copian.ca/library/learning/gap/janitorial/pdf/janitorial.pdf>

***English in the workplace for School Custodians***

* <http://www.eric.ed.gov/PDFS/ED320459.pdf>

***Building Custodian,* from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development.** *The written curriculum is intended to be used in conjunction with hands on opportunities and demonstrations by experienced staff. This course covers safety, basic hand and power tools, equipment maintenance and cleaning techniques. This course was completed in 16 hours*

* <http://www.positivelyminnesota.com/mnrocapp/>

***Boiler Operator* from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development**

* <http://www.positivelyminnesota.com/mnrocapp/> and

***Low Pressure Boiler License* from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development**

* <http://www.positivelyminnesota.com/mnrocapp/>and
* <http://hubbs.spps.org/Boilerclass.html>

**Early Childhood Education**

***The Learning Ladder***

The goals of the Learning Ladder curriculum are to help:

* early care and education teachers improve their reading and writing skills
* early care and education teachers improve the quality of care for children in early childhood education and care centers
* parents add or expand child literacy activities at home or in family literacy programs, and
* parents and early childhood education centers enhance their communications.
* <http://learningladder.org>

**Entrepreneurship**

***Entrepreneurship: How to Begin***

*This activity is part of the Workforce Education Learning Activities Bank, an interactive resource of work-related basic skills lessons for use by instructors in the workplace or in traditional adult education programs and by adult learners. All activities within the bank were developed with the appropriate Secretary’s Commission on Achieving Necessary Skills (SCANS), Equipped for the Future (EFF), and GED skills and standards in mind. This lesson is composed of two parts which could be delivered on two successive days: (1) a discussion to introduce the idea of entrepreneurship and the importance of a business plan, and (2) a guest speaker (from the Chamber of Commerce, the Small Business Administration, or a successful local small business) who presents on both the content of a business plan as well as its importance to the success of a new business. At a minimum, instructors will need to provide students with a copy of an actual business plan from the Small Business Administration state or local office.*

***Entrepreneurship: Planning to Stay in Business***

*This activity is part of the Workforce Education Learning Activities Bank, an interactive resource of work-related basic skills lessons for use by instructors in the workplace or in traditional adult education programs and by adult learners. All activities within the bank were developed with the appropriate Secretary’s Commission on Achieving Necessary Skills (SCANS), Equipped for the Future (EFF), and GED skills and standards in mind. It is the fifth activity in a five-part project consisting of: (1) Entrepreneurship: How to begin; (2) Entrepreneurship: Is it for me?; (3) Entrepreneurship: What business am I in?; (4) Entrepreneurship: Will it work?; and (5) Entrepreneurship: Planning to stay in business. Learners will write the last three sections of a business plan for their hypothetical businesses. They will develop a timetable for when their businesses will reach certain goals, investigate the costs of starting their business, and estimate their profit for the first three months of operation.*

***Entrepreneurship: What Business am I in?****This activity is part of the Workforce Education Learning Activities Bank, an interactive resource of work-related basic skills lessons for use by instructors in the workplace or in traditional adult education programs and by adult learners. All activities within the bank are aligned with the appropriate Secretary’s Commission on Achieving Necessary Skills (SCANS), Equipped for the Future (EFF), and GED skills and standards. In the activity, learners will: (1) examine the goals and mission statements in several actual business plans to determine and clearly define their hypothetical companies’ products or services; (2) outline mission/vision statements for their companies; (3) formulate goals for their companies; (4) develop objectives for each of the first three months of their business’ operation to direct the business toward the goals; (5) create slogans and names for their companies.*

***“Starting a Business”***

* [*http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business*](http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business)

***“Writing a Business Plan”***

* [*http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan*](http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan)

***Entrepreneurship: Will it Work?****This activity is part of the Workforce Education Learning Activities Bank, an interactive resource of work-related basic skills lessons for use by instructors in the workplace or in traditional adult education programs and by adult learners. All activities within the bank are aligned with the appropriate Secretary’s Commission on Achieving Necessary Skills (SCANS), Equipped for the Future (EFF), and GED skills and standards. Learners will determine what personal factors to consider in deciding if the time is right to become an entrepreneur. As potential entrepreneurs, they will examine the feasibility study, marketing strategies, proposal, and the local census data. Upon completion they will have compiled a list of marketing strategies, answers from the feasibility studies, and census data on the area in which they plan to locate their businesses. They will also have created a partial proposal.*

***“Starting a Business”***

* *<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business>*

***“Writing a Business Plan”***

* *<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan>*

***“Developing a Marketing Plan”***

* [*http://www.sba.gov/content/developing-marketing-plan*](http://www.sba.gov/content/developing-marketing-plan)

**Finance**

***Financial Clerks*** from Steps to employment in Ontario

* <http://www.settlement.org/steps/manuals.html>

**Food Service**

**ServSafe Food Safety Class for ABE Learners**

* <http://lincs.ed.gov/professional-development/resource-collections/profile-660>

***ServSafe Food Safety Certification Course*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development.

* <http://www.positivelyminnesota.com/mnrocapp/> and
* <http://www.spps.org//site/Default.aspx?PageID=23343>

***Food service Trades and Occupations*** Steps to employment in Ontario.

* <http://www.settlement.org/steps/manuals.html>

***Food Safety – Intermediate ESL***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-646>

**HealthCare (Health Science)**

***Adult Education Transition to Health Care Careers: Curriculum Guide***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-655>

***Certified Nursing Assistant (CNA) Training Curriculum***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-675>

***Pre-CNA Course***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-661>

# ***Effective communication for international nurses****The materials are for internationally trained and qualified nurses who are working or planning to work in the UK. All nurses trained outside the UK must be registered with the Nursing and Midwifery Council (NMC) in order to practise in the UK. Some applicants receive NMC registration straightaway, whereas others are required to undertake a period of supervised practice or participate in an adaptation programme in a recognised hospital or care home. The materials have been designed to support nurses: on supervised practice or an adaptation programme; preparing for placement on supervised practice or an adaptation programme; working in hospitals or care homes as registered nurses but with identified needs for additional English language support.*

* <http://www.excellencegateway.org.uk/search?content=nurses>

*The six modules cover key topic areas in nursing:*

* Module 1 – Admitting patients;
* Module 2 – Planning patient care;
* Module 3 – Implementing care;
* Module 4 – Planning for discharge;
* Module 5 – Communicating at work; and
* Module 6 – Making the most of your placement.

***English for the Nursing Assistant***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-618>

***English Health Train***

The English Health Train curriculum consists of 40 units organized according to five major themes/modules. :

* [Module 1](http://welcomebackinitiative.org/englishhealthtrain.org/materials/module/1_0.htm) Exploring Career Goals in Health Care
* [Module 2](http://welcomebackinitiative.org/englishhealthtrain.org/materials/module/2_0.htm) Communicating with Patients and Families
* [Module 3](http://welcomebackinitiative.org/englishhealthtrain.org/materials/module/3_0.htm) Communicating with other Health Professionals
* [Module 4](http://welcomebackinitiative.org/englishhealthtrain.org/materials/module/4_0.htm) Exploring Critical Issues in Health Care
* [Module 5](http://welcomebackinitiative.org/englishhealthtrain.org/materials/module/5_0.htm) Intercultural Communication in Health Care

The curriculum design is unique in that the modules and units can be linked to each other or used independently for courses and workshops of different lengths in a variety of contexts. This website provides sample activities for each unit. *For the full curriculum contact the* [*San Francisco Welcome Back Center*](http://welcomebackinitiative.org/sf/)*.*

* [*http://welcomebackinitiative.org/englishhealthtrain.org/curriculum/*](http://welcomebackinitiative.org/englishhealthtrain.org/curriculum/)

***Personal Care Attendant Readiness Class (Pre-CNA)***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-654>

**Pre-Nursing Curriculum (College Bridge)**

* <http://lincs.ed.gov/professional-development/resource-collections/profile-670>

**ESL Computer Skills for Health Care Professionals Curriculum**

* <http://lincs.ed.gov/professional-development/resource-collections/profile-623>

***Medical Office: Intermediate ESL***

* <http://lincs.ed.gov/professional-development/resource-collections/profile-674>

### ***GED® to Careers: Curriculum Guides***

### The GED® Career Bridge to Health Care Curriculum and the GED® Career Bridge to Hospitality Curriculum are career-focused GED® instruction guides for the Fast Track GED® Learner. The guides include contextualized project-based learning activities, vocabulary lists, career briefs, and lesson plans all adapted to their specific industry contexts. Additionally, each of the curriculum guides includes complete student handbooks, as well as guidelines for implementation.

* [GED Career Bridge to Health Care Curriculum](http://www.valrc.org/resources/healthcare/index.html)

***Health Science and Careers*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/>

***Discover Health Care Careers*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/>

***Pre-employment Health Care*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/>

***Home Health Care*** Steps to employment in Ontario

* <http://www.settlement.org/steps/manuals.html>

***Personal Care Attendant*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/> and
* <http://sites.google.com/site/midcentralmntransitions/home/pca-curriculum-from-sbetc>

***Personal Care Services Curriculum***

**Providing Personal Care Services to Elders and People with Disabilities**

* <http://phinational.org/workforce/resources/phi-curricula/personal-care-services-curriculum>

*Responding to a need for a better trained and better integrated long-term care workforce, PHI has developed this adult learner-centered, competency-based curriculum for personal care workers.*

*This 77-hour Personal Care Services curriculum was designed to meet three major goals: to help participants develop the core competencies needed to provide person-directed personal care in a range of long-term care settings; to introduce potential workers to all the different settings; and to lay the foundation for further training as nurse assistants and/or home health aides.*

*This Personal Care Services curriculum can be used in two ways. As a stand-alone curriculum, it can be used to train workers who provide personal care services in people’s homes or in assisted living or other residential facilities. And it can be used as a first level of training to prepare workers for jobs in nursing facilities and home health care agencies.*

* *A CD with all the material in both PDF and Word formats can be ordered for $25:* [*Order Form*](http://phinational.org/wp-content/uploads/2010/08/PSC_OrderForm.pdf) *(pdf)*
* [*Introduction*](http://phinational.org/wp-content/uploads/2009/05/psc-introduction.pdf) *(pdf 423KB)*
* [*Section A: Introduction and Orientation to Direct-Care Work*](http://phinational.org/wp-content/uploads/2009/05/pcs-sectiona1.pdf) *(pdf 391KB)*
* [*Section B: Foundational Knowledge, Attitudes, and Skills*](http://phinational.org/wp-content/uploads/2009/05/pcs-sectionb4.pdf) *(pdf 1.6MB)*
* [*Section C: Person-Centered Care*](http://phinational.org/wp-content/uploads/2009/05/pcs-sectionc1.pdf) *(pdf 1.9MB)*
* [*Section D: Other Issues that Apply Across Work Settings*](http://phinational.org/wp-content/uploads/2009/05/pcs-sectiond1.pdf) *(pdf 755KB)*
* [*Appendices*](http://phinational.org/wp-content/uploads/2009/05/psc-appendices.pdf) *(pdf 1.2MB)*

# ***Technologists & Technicians in Health Care*** Steps to employment in Ontario

* <http://www.settlement.org/steps/manuals.html>

# ***Pre-nursing*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* <http://www.positivelyminnesota.com/mnrocapp/> and

# <http://sites.google.com/site/ffabeprenursing/>

# ***Certified Nursing Assistant*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development.

* <http://sites.google.com/site/cnatrainingsite/Curriculum>

# ***Nursing Assistant*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development

* [http://www.positivelyminnesota.com/mnrocapp/](http://www.positivelyminnesota.com/mnrocapp/and)

# ***Healthcare Bridge Curriculum and Resources*** Developed by the Illinois Community College Board, it includes the following modules, many of which are contextualized to Health care: Career Awareness; Technology Awareness and Skills; Academic Success; Contextualized Reading; Contextualized Writing; Contextualized Math (and Math Supplemental Lessons 2015); Contextualized Science; Contextualized Social Studies; Intro to Postsecondary Education; and Career Development.

* <https://www.iccb.org/data/?page_id=106>

# ***Skilled for Health****Skilled for Health is the [U.K.] national programme that embeds Skills for Life learning into health improvement topics. It aims to address both the skills and health inequalities prevalent within traditionally disadvantaged communities. Individuals with low levels of literacy, language and numeracy skills may experience greater social inequality, and are likely to have the most difficult challenges in managing their own health and in accessing health services for themselves and their families.The approach taken in the Skilled for Health materials is to identify general health topics that are relevant to a wide range of learners and to use these as a lever for development of literacy, language and numeracy skills. The materials cover issues relating to health and healthy living rather than specific health conditions. Skilled for Health presents two sets of resources: Making the Case promotes the strategic goals; Teacher and learner resources support practical implementation with two sets of materials – Health and well-being and Services and self-care. These materials will be of interest to a wide range of teachers in all settings, including Skills for Life, functional skills and key skills teaching and learning. Vocational, employability and community teachers will find useful resources in the embedded learning materials.*

* <http://www.excellencegateway.org.uk/search?content=health>

**Hotels and Hospitality**

***Project Hotel T.E.A.C.H. Curriculum***

“One of the key goals of the Hotel TEACH Curriculum is to orient English language learners to the skills expected of workers in the lodging industry. In pre-course assessments and interviews, employers communicated the necessity to have employees not only improve their language skills but to refine the interpersonal skills essential to providing exemplary customer service. Our students helped us learn what got in the way of their providing this service. The Hotel TEACH curriculum thus reflects both the students and employers input.Tier Type:IndustryCertifications:Certified Front Desk Representative - A front desk representative's goal is to meet the needs of all guests staying with the hotel, and to provide any necessary services to ensure a customer's satisfaction. The Hospitality Skills Certification (HSC) brings the professional clout to the people who are in the front-line with guests.”

“Certified Maintenance Employee - A hotel maintenance worker must perform a variety of responsibilities to ensure hotel maintenance standards are achieved, from carrying out repairs to cleaning up facilities. The Hospitality Skills Certification (HSC) brings the professional clout to the people who are in the front-line with guests.”

“Developer Organization Name:Center for Immigrant Education and Training, LaGuardia Community College ( CIET )” Source: <http://www.careeronestop.org/CompetencyModel/iresults.aspx?modelid=1898&ES=Y&Ntt=curriculum&N=0&Ntk=ALL>

* <http://lincs.ed.gov/professional-development/resource-collections/profile-229>

### ***GED® to Careers: Curriculum Guides***

### The GED® Career Bridge to Health Care Curriculum and the GED® Career Bridge to Hospitality Curriculum are career-focused GED® instruction guides for the Fast Track GED® Learner. The guides include contextualized project-based learning activities, vocabulary lists, career briefs, and lesson plans all adapted to their specific industry contexts. Additionally, each of the curriculum guides includes complete student handbooks, as well as guidelines for implementation.

* [GED Career Bridge to Hospitality Curriculum](http://www.valrc.org/resources/hospitality/index.html)

### **Information and Communications Technology**

***Computers***from Steps to employment in Ontario.

* <http://www.settlement.org/steps/manuals.html>

**ICT** *Five [U.K.] modules [that]support work on a range of workplace, employability, family and community programmes, and are designed to support learners developing ICT skills. They do not supply a complete programme of learning. Instead, aspects of ICT programmes that place a particular demand on literacy, language and numeracy skills have been prioritised. The modules may be used to support learners on any other programme of learning, including vocational and employability programmes.*

* <http://www.excellencegateway.org.uk/search?content=ICT>

***Discover Computer Careers*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development. The five-module course includes: Introduction, Hardware/Software, File Management, Program Development, and building web pages. There are several tutorials covering collaborative tools such as *Google Documents* and spreadsheets.

* <http://www.positivelyminnesota.com/mnrocapp/>

***Computer Literacy*** from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development.

* <http://www.positivelyminnesota.com/mnrocapp/>

**Sales**

***Sales Occupations*** from Steps to employment in Ontario

* <http://www.settlement.org/steps/manuals.html>

***Retail Customer Service* from *Positively Minnesota* web site of the Minnesota Department of Employment and Economic Development**

* <http://www.positivelyminnesota.com/mnrocapp/> and
* <http://www.spps.org/Domain/10638>

**Retail Customer Service Career Pathways Bridge Prep**

* <http://lincs.ed.gov/professional-development/resource-collections/profile-665>

**Manufacturing**

***Manufacturing Bridge Curriculum and Resources***

Developed by the Illinois Community College Board, it includes the following modules, many of which are contextualized to manufacturing: Career Awareness (and Career Awareness Supplements 2013);Technology Awareness and Skills (and Technology Awareness and Skills Supplements 2013); Academic Success; Contextualized Reading (Reading supplements 2013, and Contextualized Reading and Writing Supplemental Lessons 2014); Contextualized Writing (and writing Supplements 2013); Contextualized Math (and Math Supplements 2013; 2014); Contextualized Science (and Supplements 2013, 2014); Contextualized Social Studies (and Supplements 2013 and 2014); Intro to Postsecondary Education; Career Development (and Supplements 2013).

* <https://www.iccb.org/data/?page_id=109>

**Transportation, Distribution and Logistics**

***Logistics*** from Steps to employment in Ontario.

* <http://www.settlement.org/steps/manuals.html>

***Transportation, Distribution and Logistics***

Developed by the Illinois Community College Board, it includes the following modules, many of which are contextualized to Transportation, Distribution and Logistics: Career Awareness; Technology Awareness and Skills; Academic Success; Contextualized Reading; Contextualized Writing; Contextualized Math (and Math Supplemental Lessons 2015); Contextualized Science; Contextualized Social Studies; Intro to Postsecondary Education; and Career Development.

* <https://www.iccb.org/data/?page_id=111>

[**Contextualized Curriculum**](http://mccwdta.etlo.org/) **for Adult Learners in Math and Literacy** *These modules target two Content Areas—Literacy and Mathematics—and are contextualized to three key Industry Sectors—****healthcare, advanced manufacturing and information technology****. In Literacy, the modules focus on oral communication, written communication, reading technical information, and integrating/presenting information using different formats. In Mathematics, the modules focus on data analysis; fractions, decimals and percents; ratios, rates and proportions; and measurement and estimation. Topics can be selected across content areas or industry sectors for use individually or as a group.*

* <http://mccwdta.etlo.org/module-list>
* [COM 100: Workplace Communication](http://www.skillscommons.org/handle/taaccct/383) a competency-based, hybrid-blended course, contextualized to manufacturing, construction and extraction occupations, developed by Emily Griffith Technical College in Colorado, on how to communicate effectively in the workplace. Includes listening, speaking, reading, and writing, and emphasizes the importance of these four modes of communication in the workplace.

Page updated 9.6.2016 by djrosen[at]newsomeassociates.com

Substitute @ for [at] leaving no spaces