

# Healthcare Career Bridge I Lesson Plans for Reading & Writing

**(for High Intermediate ABE Classrooms)**

**Developed by Stephanie Sommers**

**A collaborative project between City Colleges of Chicago and Women Employed**

Based on the *ICCB Statewide Healthcare Bridge Curriculum* and the *Central States SER Healthcare Bridge Curriculum*

Copyright © 2013 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

<b>Introduction to the Healthcare Bridge I Reading and Writing Lesson Plans</b>	<b>5</b>
Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening	11
<b>Theme: Health Issue Investigation - Reading</b>	
Week 1, Lesson 1	21
Handout: Healthcare Reading and Writing Bridge I: Goals and Course Features	27
Handout: The Writer/Audience Situation	29
Week 1, Lesson 2	31
Handout: Nutrition: Tips for Improving Your Health	35
Handout: Preventive Services for Healthy Living	37
Handout: The Exercise Habit	39
Handout: Mental Health: Keeping Your Emotional Health	43
Handout: Stress: How to Cope Better with Life's Challenges	45
Week 1, Lesson 3	47
Week 1, Lesson 4	51
<b>Theme: Health Issue Investigation - Writing</b>	
Week 2, Lesson 1	55
Handout: GED Essay Scoring Rubric	59
Week 2, Lesson 2	61
Teacher Resource: Activities for Teaching Writing Skills	63
Week 2, Lesson 3	77
Week 2, Lesson 4	79
Handout: Learning Styles Explained	81
Handout: Multiple Intelligences Teacher	83
Handout: Multiple Intelligences Palette	87
Handout: Tips for Better Learning	89
<b>Theme: Career Exploration in Healthcare - Reading</b>	
Week 3, Lesson 1	91
Handout: Skills Identification	93
Week 3, Lesson 2	95
Handout: Hospital Organization Chart	97
Week 3, Lesson 3	99
Handout: CCC Healthcare Career Paths – Fall 2016	103
Handout: Day-in-the-Life Videos for Healthcare Jobs	109
Handout: Day-in-the-Life Articles for Healthcare Jobs	111
Week 3, Lesson 4	113
Handout: Top 5 Reasons to Work in the Healthcare Field	117

### **Theme: Career Exploration in Healthcare - Writing**

Week 4, Lesson 1	119
Week 4, Lesson 2	123
Week 4, Lesson 3	125
Week 4, Lesson 4	127

### **Theme: Getting Ready for Lifelong Learning and Earning - Reading**

Week 5, Lesson 1	129
Handout: Abraham Maslow	133
Week 5, Lesson 2	139
Handout: Maslow's Pyramid	143
Week 5, Lesson 3	145
Handout: Career Pathways With Stackable Credentials	149
Week 5, Lesson 4	151

### **Theme: Getting Ready for Lifelong Learning and Earning - Writing**

Week 6, Lesson 1	155
Week 6, Lesson 2	159
Week 6, Lesson 3	161
Week 6, Lesson 4	163

### **Theme: Preparing for the Final Project**

Week 7, Lesson 1	165
Handout: The PowerPoint Assignment: Healthcare Career Bridge I	169
Week 7, Lesson 2	171
Week 7, Lesson 3	173
Week 7, Lesson 4	175

### **Theme: Presenting for the Final Project**

Week 8, Lessons 1, 2, and 3	177
-----------------------------	-----

### **Theme: Celebration**

Week 8, Lesson 4	179
------------------	-----

# INTRODUCTION TO THE HEALTHCARE CAREER BRIDGE I

## READING AND WRITING LESSONS FOR HIGH INTERMEDIATE ABE

Welcome to the Healthcare 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 healthcare issues that are relevant to their lives and the healthcare 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 Healthcare Bridge II, which prepares students who have reached the secondary level for the 2014 GED, college studies, and the COMPASS (CCC's college entrance) test.
- Fully articulate their personalized training and employment plan in the healthcare field.

These High Intermediate ABE lesson plans, as well as two higher Healthcare Bridge levels, were created through a collaborative project between CCC and Women Employed (WE). The lessons are based on the Illinois Community College Board's *ICCB Healthcare Bridge Curriculum* and the *SER Healthcare Bridge Curriculum* currently in use at Richard J. Daley College.

### 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 Healthcare 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 score 6.0 to 8.9 on the TABE test.
- Highly motivated students who are interested in entering or advancing in a healthcare 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 Healthcare Career Bridge I

	Mon	Tues	Wed	Thurs	Fri
9:00-11:00	Healthcare Bridge High Intermediate Language Arts				Health Related Knowledge/Skills
11:00-1:00	Healthcare Bridge High Intermediate Math		Computers for Healthcare		

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 the need to pass background checks for healthcare programs and discharge 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.

### Healthcare 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 healthcare 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.
- Gain experience in using computers, as a number of classes will take place in a computer lab.
- Explore healthcare 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.

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.

At the conclusion of this course, students will be prepared to enter Healthcare Career Bridge II at the Low Adult Secondary Education level (literacy level 9.0 to 10.9). When followed by Healthcare 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 Healthcare Career Bridge II, and in some cases 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 on the following page illustrates the three levels of the healthcare bridge program and shows how the eight-week Bridge I component is the foundation for all.

Additional resources available for bridge program students include:

- Tutors, 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.

### **Healthcare 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<sup>1</sup> in Reading, Writing and Language, and Speaking and Listening with the NRS (National Reporting System<sup>2</sup>) 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 sharing these standards with students.

### **Principles for Lesson Plans**

The principles that these lessons are based on include:

- 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

---

<sup>1</sup> 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.

<sup>2</sup> 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.

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.

### **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.



## Lesson Plan Layout

The full eight-week course is organized into four units with one Reading-week and one Writing-week per unit.

READING WEEKS	WRITING WEEKS
<p><b>Week 1 - Health Issue Investigation:</b></p> <ul style="list-style-type: none"> <li>Students are introduced to Internet research and reading techniques to find information on a family health issue.</li> </ul>	<p><b>Week 2 – Write four linked paragraphs:</b></p> <ul style="list-style-type: none"> <li>A family member’s story and health issue.</li> <li>Facts on the issue.</li> <li>Recommendations for improved health.</li> <li>Questions you still want to research.</li> </ul>
<p><b>Week 3 - Career Exploration in Healthcare:</b></p> <ul style="list-style-type: none"> <li>Students explore existing CCC healthcare careers in detail through YouTube videos, readings, and Internet research.</li> </ul>	<p><b>Week 4 – Write four linked paragraphs:</b></p> <ul style="list-style-type: none"> <li>Explain your learning style.</li> <li>Tell the reader the kinds of skills you have.</li> <li>Describe the working environment of the hospital and why it would be a good fit for you.</li> <li>Describe your chosen job title and why this job title is a good fit.</li> </ul>
<p><b>Week 5 - Getting Ready for Lifelong Learning and Earning:</b></p> <ul style="list-style-type: none"> <li>Students chart a career path that includes specific training and job goals, potential obstacles and solutions, and strategies for staying motivated.</li> </ul>	<p><b>Week 6 – Write a five paragraph theme</b></p> <ul style="list-style-type: none"> <li>What are your career goals? Describe where you would like to be in two years.</li> <li>What training will you need for which kinds of jobs, and what jobs do you plan to have along the way?</li> <li>What personal issues will you need to address while you are in school and/or work?</li> <li>How will you address these issues?</li> <li>How will you keep yourself motivated to achieve your goals?</li> </ul>
<p><b>Week 7 - Preparing A Final PowerPoint Presentation:</b></p> <ul style="list-style-type: none"> <li>Students design and present a PowerPoint on their career plans to summarize their work for the course.</li> </ul>	<p><b>Week 8 - Create a PowerPoint that includes slides that answer questions such as:</b></p> <ul style="list-style-type: none"> <li>Overview/what are you going to do in your presentation?</li> <li>What are your learning styles and skills?</li> <li>Why have you chosen the healthcare field?</li> <li>Which specific job have you chosen as your career goal and how is this job a good fit for you?</li> <li>What training will you need to reach your career goal?</li> <li>Will you be working jobs while you are training? Which jobs? For how long?</li> <li>What obstacles do you need to overcome to make this career plan work?</li> <li>What will you do to keep yourself motivated?</li> </ul>

## 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 of 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. To help with the curriculum customization process, asterisks are placed after those activities that are necessary to ensure students follow all the key processes for completing all key assignments.

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](mailto:cwarden@womenemployed.org) or Lauren Hooberman, Bridge Director, City Colleges of Chicago, at [lhooberman@ccc.edu](mailto:lhooberman@ccc.edu).

# ***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, while 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'd.)**

### **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.

#### **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.

## **CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont'd.)**

### **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 work.
  - 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).

### **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 and 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.

## **CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont'd.)**

### **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'd.)**

**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., exam-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'd.)**

### **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.

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

## **CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4 (cont'd.)**

### **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.**

**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

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

### **THEME: Health Issue Investigation - Reading**

#### **OBJECTIVES**

- Introduce the Healthcare Bridge.
  - Identify a health issue of a family member that the student wants to learn more about.
  - Generate a personal story about the health issue.
  - Complete a story as homework.
- 

#### **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: Types and Purposes**

### **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.

#### **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.**

### **4. Demonstrate active listening skills.**

### **5. Comprehend key elements of oral information for:**

- a. Cause and effect.
- 

#### **MATERIALS**

- Handout: Make one copy for each student.  
*Healthcare Reading and Writing Bridge I: Goals and Course Features* (attached)
  - Handout: Make one copy for each student.  
*The Writer/Audience Situation* (attached)
  - Handout: Make one copy for each student.  
*Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening* (attached to the Introduction)
  - Online resource: The family tree template at [www.geni.com](http://www.geni.com) may be helpful for this lesson.
-

## ACTIVITY #1: Introductions - 30 minutes

### Activity #1, Part 1: Articulate Student Goals

- Welcome students to the Healthcare Bridge course.
- Introduce yourself and 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 have them discover at least three reasons their partner is in the course.
- Put students into groups of three or four to come up with 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.
- Go from group to group asking for a reason for taking the course, having each group add one reason that is different from what has already been said. Write the reasons on the board in the category the team determines is appropriate. (Let teams regroup to come up with more reasons if the class is on a roll).

### Activity #1, Part 2: Compare Student Goals to Formal Course Goals\*

- Explain generally what the course is designed to do.
- Pass out the *Healthcare Reading and Writing Bridge I: Goals and Course Features* (attached to this lesson plan).
- Read each bullet on the handout aloud. For each, ask:
  - Is this item already on the list of student goals on the board?
  - If yes, check off the item on the board.
  - If no, ask: What category does this item go in?
  - Write the item in the appropriate category.

### Activity #1, Part 3: Connecting Academic and Career Goals to Personal Goals\*

- Have teams regroup to come up with connections between the academic and career goals and their personal goals.
- Write the following sentence on the board:
  - “If I achieve           (insert training or career goal)          , it will help me to           (insert personal goal)          .”
- Direct teams to come up with at least three statements using the template.
- Go from one team to another to ask for one statement each and put a check next to the personal reason on the board that has been “connected.” Make sure a new student is called on for each of the connections.
- Have students come up with statements that connect personal goals that have not yet been checked off on the board.

---

## ACTIVITY #2: Family Health Issues – 30 minutes\*

- Announce the topic for the first two weeks: Health Issues Investigation.
- Explain that:
  - The unit will focus on health issues and why people enter the healthcare system in the first place.
  - The unit will focus on problem-solving for a real health issue of a family member.

- The unit will use your experiences and questions, along with readings and the Internet, to come up with recommendations for helping to address the identified health issue.
  - Brainstorming exercise preparation:
    - Tell students to think of their family.
    - Have students take out a piece of paper and write the names of:
      - Siblings.
      - Parents.
      - Grandparents.
      - Great-grandparents.
      - Aunts.
      - Uncles.
      - Additional family members, such as nieces, nephews, etc.
    - Optional: Have students either draw their family tree or use [www.geni.com](http://www.geni.com) to construct their family tree.
    - Put a check next to the name of a living family member with a health issue, and write the name of the health issue next to the name of the family member.
    - Do the same with those who have died and write what they died of.
  - Go around the room to ask each student to name a health issue that has affected their family. List the health issues on the board.
  - Go around the room for a second time to see if there are any additional health issues to add to the list.
- 

### **ACTIVITY #3: Choose a Family Health Issue – 20 minutes\***

- Have students:
    - Look at their family tree and mark three family members with health issues that they want to know more about, want to research, and want write about.
    - Tell students to get a new partner and describe the three health issues they have chosen and help each other choose one issue to study.
  - Go around the room to have each student declare the health issue the student wants to work on. Write the issues they have chosen on the board.
- 

### **ACTIVITY #4: Prepare to Write a Personal Story and Identify Research Questions - 40 minutes\***

#### **Activity #4, Part 1: Verbal Modeling**

- Write the following questions on the board to use as cues to help the students through their description:
  - Who is the family member? Describe the person.
  - What is significant to you about their life?
  - What is the health issue they struggled/struggle with?
  - How has the health issue impacted the person?
- Find a student who feels comfortable talking about his or her family member and the health issue. Tell students that talking about their family member's story will help them write about it.
- After a student has told a family member's story, have the listeners ask questions for clarification.
- Ask the student: What questions do you have about the health issue that you selected? List the student's answers on the board.
- Repeat with a few other students.

### Activity #4, Part 2: Setting up the Writing Situation\*

- Ask:
  - Before we start writing, what is the point of writing?
  - Why do so many people do it in so many different ways?
- Pass out *The Writer/Audience Situation* (attached to this lesson plan).
- Ask:
  - What is the point of writing according to this picture? (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.)
- Put students into pairs. Have each write down the first question from the board: “Who is the family member? Describe the person.”
- Tell students that when they write their answers to the questions, they are trying to describe that person to someone who has never met him or her. The students should focus on providing a good picture of the person to the audience. They should NOT focus on:
  - Penmanship.
  - Spelling.
  - Grammar.
  - Quality of writing.

### Activity #4, Part 3: Writing with a Partner Audience\*

- When students have finished their first answer, they should give their writing to their partner.
- The partner should read the answer and write down any questions they may have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. Tell students that they may NOT make comments on:
  - Penmanship.
  - Spelling.
  - Grammar.
- Have students repeat this process with the other questions as time allows:
  - What is significant to you about their life?
  - What is the health issue they struggled/struggle with?
  - How has the health issue impacted the person?

---

### 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 with them for each class.

**WRITE:** Have students write:

- A descriptive paragraph that answers the four questions from Activity #4, Part 1. The writing must not include the questions in the text.
- The list of research questions they have about the health issue they chose in Activity #3. Some students modeled these questions in Activity #4.

E-mail assignment to the teacher before the next class, if possible.



**READ:** Have students:

- Read the *Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening* that are relevant for that day. For example, this lesson only uses Writing and Speaking and Listening standards.
- Put a check next to those skills that they think they practiced in the day's class.
- Underline those standards that they do not understand.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

## HEALTHCARE READING AND WRITING BRIDGE I: GOALS AND COURSE FEATURES

### Bridge I Reading and Writing Course Goals

#### Academic:

- Improve test scores in reading on both the Tests of Adult Basic Education (TABE) and, for those going on to college, the COMPASS (CCC's college placement test).
- Practice skills needed to pass the GED exam, including Science and Social Studies skills as they apply to healthcare.
- Learn to use the Internet as a research tool for answering questions.
- Develop strong writing skills appropriate for the current GED, the 2014 GED, and to meet state Content Standards.
- Prepare for courses needed to be fully prepared for the GED, the COMPASS test at the college level, and to enter healthcare training programs that lead to good paying jobs.
- Support student commitment to life-long learning and earning.

#### Career:

- Become familiar with career options in the healthcare field.
- Understand their skills and learning styles, and match them with training and jobs in the healthcare field as well as programs available at the City Colleges of Chicago.
- Create a realistic career path with a timeline and implementation steps.
- Present their career plan in a formal PowerPoint that will assist in meeting Content Standards and impressing a potential employer.

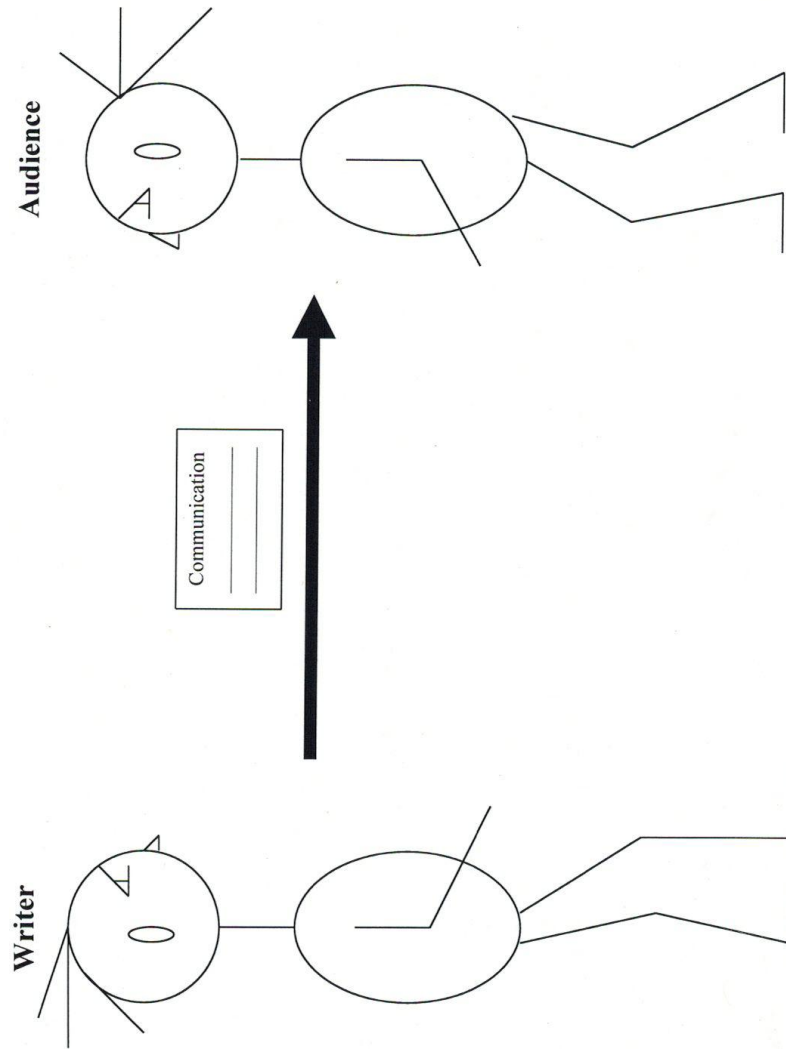
### Bridge I Reading and Writing Course Features

- Four units, each with a reading, research, and fact-finding week followed by a writing week.
- Three full writing projects and one presentation that students must complete.
- Writing completed during the "reading" week that students can use for each formal writing assignment. Classes build on one another, so attendance is critical.
- All activities are tied to the Content Standards and are directly related to the GED, COMPASS, and TABE requirements.
- All activities are tied to student experience, questions, and goals.

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

Page Intentionally Left Blank

**The Writer/ Audience Situation**



Page Intentionally Left Blank

# Reading Week 1, Lesson 2

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

### THEME: Health Issue Investigation - Reading



Class to be held in the Technology Lab

### OBJECTIVES

- Understand the outline of first writing assignment.
- Utilize the World Education: Project Care website to learn about a health issue.
- Take notes on written and oral material.
- Work with other students to create a presentation.

---

### 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 instructional level passages.

#### READING: Integration of Knowledge and Ideas

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

#### LANGUAGE, VOCABULARY, AND USAGE: Vocabulary Usage

**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.**

- 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.
- 

## **MATERIALS**

- Online Resource: World Education: Project Care website, <http://projectcare.worlded.org/index.html>
  - Handout: Make one copy of each article for each student.
    - *Nutrition: Tips for Improving Your Health* (attached)
    - *Preventive Services for Healthy Living* (attached)
    - *The Exercise Habit* (attached)
    - *Mental Health: Keeping Your Emotional Health* (attached)
    - *Stress: How to Cope Better With Life's Challenges* (attached)
- 

## **PRE-ACTIVITY: Review Condensed Content Standards – 10 minutes**

- Have students take out their Condensed Content Standards.
- 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 that class?
  - What did we do to meet that standard?
- Ask:
  - Are there standards you do not understand?
  - Have students identify these and discuss briefly.
- If students cannot identify all the categories, tell them the missing standard(s) and ask them what part of class covered that standard.
- Make sure you or the students identify all the standards covered and check them off.

**TEACHER NOTE:** Teachers can elect to use the *Condensed Content Standards* as part of a regular Pre-Activity. 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. If the Pre-Activity is repeated at regular intervals of their choosing, the following tasks can be assigned as homework during the prior lesson:

- Read the *Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening* that are relevant for today. For example, this lesson only uses Reading; Language, Vocabulary and Usage; and Speaking and Listening standards.
  - Put a check next to those skills that you think you practiced in the day's class.
  - Underline those standards that you do not understand.
- 

## **ACTIVITY #1: Outline of the Writing Assignment and Today's Practice - 10 minutes\***

- Tell students that the full writing assignment will include:
  - An introduction of the family member and her or his health issue.
  - Key facts about the health issue.
  - Recommendations for the family member to improve her or his health situation. If the family member is deceased, recommendations on how other family members can prevent suffering from the same health issue.



- Additional questions for further research.
  - Explain to students the three reasons for today's exercise:
    - Taking notes on videos.
    - Using the Internet for finding key information.
    - Learning how to do a class presentation on the facts and recommendation on a specific health issue.
- 

## **ACTIVITY #2: Working With the World Education Project Care Website – 50 minutes\***

### **Activity #2, Part 1: Assign Students to Project Care Health Issue Topics\***

- Tell students that the [World Education: Project Care](#) website provides facts, vocabulary, and recommendations on specific health issues. The information on this site is a good model for the first writing assignment, as the website provides facts on health issues and recommendations on how to improve one's health.
- Write the following four issues on the board:
  - Depression.
  - Alcoholism and Alcohol Abuse.
  - Alzheimer's Disease.
  - Death and Dying Depression.
- Assign students to one of these topics if it is their chosen health issue or if they have a strong interest.
- Make sure there are similar sized groups for each issue.

### **Activity #2, Part 2: Instructions on How to Take Notes\***

- Ask questions to get students thinking about note-taking:
  - How do you take notes?
  - Do you write down everything you see and hear?
  - How do you know what to write down? (Answer: Write short phrases that will help you remember what you think is important.)
- Have students turn their papers sideways (landscape orientation) and draw three columns. Write in the following column headings: Facts, Recommendations, and New Words. This is where they are to put their notes. Students are to work independently and take notes on facts, recommendations, and new words.

### **Activity #2, Part 3: Doing Research on the World Education Website\***

- Pair students who say they have strong technology skills with those who say they need help. Seat these students next to each other.
- Go to the website together.
- Show students how to click through to:
  - Access introduction materials.
  - Listen to the case study (no notes required).
  - Preview vocabulary.
  - Watch the video.
  - Take the comprehension test.
  - Read more about the health issue.

- Stress the need to take good notes for the group presentation.
  - Tell students they can listen or read again as needed.
- 

### **ACTIVITY #3: Prepare for the Presentations – 20 minutes\***

- Ask students: What makes a good presentation? Write their answers on the board.
  - Make sure the criteria include: clear focus, interesting details, and is easy to understand.
  - Establish a 1, 2, and 3 rating scale for the presentations with 1 being the highest.
  - Have pairs that have viewed the same health issue meet together. Tell them to:
    - Assign roles. The team will need a different person to present the facts, the recommendations, and important new vocabulary words with their meanings.
    - Present their notes to one another and decide on those that provide the strongest information.
    - Identify key ideas for each presentation.
    - Compile their separate presentations.
- 

### **ACTIVITY #4: Give the Presentations – 40 minutes\***

- Have listeners take notes on what was interesting about the presentation and identify what needs to be more clear.
  - Have teams give their presentations. Provide a Question and Answer time for clarifications.
  - Call on individuals to state what they thought was interesting about the presentation.
- 

### **HOMEWORK**

**READ:** Have students choose two of the five handout readings on nutrition, stress, mental health, exercise, or preventive care. They should choose those two that they think will be the most helpful for making recommendations to address the family health issue they are writing about. Students should:

- Get two different color highlighting pens.
- Read each handout two times.
  - Use one color to highlight recommendations for their family member with a health issue during the first reading.
  - Use the second color to highlight recommendations for themselves during the second reading.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are

prepared for completing assignments later in the curriculum.

## **Nutrition: Tips for Improving Your Health**

Good nutrition is one of the keys to good health. You can improve your nutrition by regularly eating foods that have a lot of vitamins and minerals in them, such as fruits, vegetables, whole grains and low- or nonfat dairy.

### **Do I need to change what I eat?**

If you answer yes to any of the following questions, you may need to talk about improving your nutrition with your doctor:

- Has your doctor talked with you about a medical problem or a risk factor, such as high blood pressure or high cholesterol?
- Did your doctor tell you that this condition could be improved by better nutrition?
- Does diabetes, cancer, heart disease or osteoporosis run in your family?
- Are you overweight?
- Do you have questions about what kinds of foods you should eat or whether you should take vitamins?
- Do you think that you would benefit from seeing a registered dietitian, a member of the healthcare team who specializes in nutrition counseling?

### **Won't it be hard to change my eating habits?**

Probably, but even very small changes can improve your health considerably. The key is to keep choosing healthy foods and stay in touch with your doctor and dietitian, so they know how you are doing. Here are a few suggestions that can improve your eating habits:

- Find the strong points and weak points in your current diet. Do you eat 4-1/2 cups of fruits and vegetables every day? Do you get enough calcium? Do you eat whole-grain, high-fiber foods regularly? If so, you're on the right track! Keep it up. If not, add more of these foods to your daily diet.
- Keep track of your food intake by writing down what you eat and drink every day. This record will help you see if you need to eat more from any food groups (such as fruits, vegetables or dairy products) or if you need to eat less of a food group (such as processed or high-fat foods).
- Think about asking for help from a dietitian if you haven't already done so, especially if you have a medical problem that requires you to follow a special diet.

### **Can I trust nutrition information I get from newspapers and magazines?**

Nutrition tips and diets from different sources often conflict with each other. You should always check with your doctor first. Also, keep in mind this advice:

- There is no "magic bullet" when it comes to nutrition. Short-term diets may help you lose weight, but they are difficult to keep up and may even be unhealthy in the long run.
- Good nutrition doesn't come in a vitamin pill. Only take a vitamin with your doctor's recommendation, as your body benefits the most from eating healthy, whole foods.
- Eating a variety of foods is best for your body, so try new foods!
- Stories from people who have used a diet program or product, especially in commercials and infomercials, are advertisements. These people are usually paid to endorse what the advertisement is selling. Remember, regained weight or other problems that develop after someone has completed the program are never talked about in those ads.

### **What changes can I make now in my diet?**

Almost everyone can benefit from cutting back on unhealthy fat. If you currently eat a lot of fat, try just one or two of the following changes, or those suggested in our handout on healthier food choices:

- Rather than frying meat, bake, grill or broil it. Take the skin off before eating chicken or turkey. Eat fish at least once a week.
- Cut back on extra fat, such as butter or margarine on bread, sour cream on baked potatoes, and salad dressings. Use low-fat or nonfat versions of these condiments.
- Eat plenty of fruits and vegetables both with your meals and as snacks.
- When eating away from home, watch out for "hidden" fats (such as those in salad dressing and desserts) and larger portion sizes.
- Read the nutrition labels on foods before you buy them. If you need help reading the labels, ask your doctor or your dietitian.
- Drink no- or low-calorie beverages, such as water, unsweetened tea, and diet soda. Sugar-sweetened drinks, such as fruit juice, fruit drinks, regular soft drinks, sports drinks, energy drinks, sweetened or flavored milk and sweetened iced tea can add lots of sugar and calories to your diet. But staying hydrated is important for good health.

Balanced nutrition and regular exercise are good for your health, even if your weight never changes. Try to set goals that you have a good chance of reaching, such as making one of the small changes listed above or walking more in your daily life.

Written by familydoctor.org editorial staff

# Preventive Services for Healthy Living

## How can my doctor help me stay healthy?

In addition to treating you when you are sick, your doctor can follow a program designed to help you stay healthy. This program tells the doctor which preventive services you need depending on your age, medical history and family history.

## What is a "preventive service"?

A preventive service might be a test, or it might be advice from your doctor. Preventive services can include the following:

- Tests (also called screenings) to check your general health or the health of certain parts of your body
- Regular measurements of weight and blood pressure
- Advice about diet, exercise, tobacco, alcohol and drug use, stress and accident prevention
- Immunizations ("shots") for both children and adults
- Special tests at certain times in your life, such as during pregnancy and beginning at age 50

## Will my doctor tell me which preventive services I need?

Yes. Follow your doctor's advice about checkups, about healthy lifestyle choices and about medicines that prevent health problems, such as blood pressure medicine. Preventive services are sometimes offered in your community (for example, blood pressure tests at the local shopping center). If you're not sure you need the service being offered, ask your doctor.

## Who pays for preventive services?

Most health insurance companies pay for at least some preventive services. If you aren't sure what preventive services your insurance covers, read your health plan's patient manual or call the health plan's office.

## What preventive services do women need?

Adult women should have their weight and blood pressure checked regularly. They should also have a Pap test at least every three years to screen for cervical cancer starting at age 21 or approximately three years after they have sex for the first time. Women age 65 and older should be tested for osteoporosis; women younger than age 65 who are at risk should also be tested.

Between the ages of 50 and 74, women should have a mammogram every two years to screen for breast cancer. Women who have risk factors for breast cancer, such as a family history of breast cancer, may need to have mammograms more often or start having them sooner. Women should be tested for colorectal cancer beginning at age 50 and continuing until age 75. Certain people may need to continue being tested for colorectal cancer until age 85.

These are routine tests that everyone should have. If your doctor orders these tests for you, it does not mean he or she thinks you have a health problem. Your doctor will also make sure you have all the shots you need.

Your doctor may give you advice about exercise and diet. For example, your doctor may tell you how much calcium you need to prevent bone problems, or he or she may talk to you about taking folic acid before you get pregnant. Your doctor may also give you advice about alcohol and drug use and sexually transmitted infections, as well as lowering the fat and cholesterol in

your diet. Your doctor may also talk to you about injury prevention practices, such as using seat belts and having smoke detectors in your home.

### **What preventive services do men need?**

Adult men should have their weight and blood pressure checked regularly. Men age 35 and older should have their cholesterol levels checked regularly. Beginning at age 50 and continuing until age 75, men should be tested for colorectal cancer. Certain people may need to continue being tested for colorectal cancer until age 85. If your doctor orders this test, it does not mean he or she thinks you have cancer. This is a routine test that everyone should have. Your doctor will also make sure you have all the shots you need.

Your doctor may talk to you about the importance of diet and exercise, and avoiding alcohol, tobacco, drugs and sexually transmitted infections. Your doctor may also talk to you about injury prevention practices, such as using seat belts and having smoke detectors in your home.

### **What preventive services do children need?**

Shots are one of the most important preventive services for children. Shots (also called vaccines) protect children from diseases such as polio, measles and mumps.

### **A note about vaccines**

Sometimes the amount of a certain vaccine cannot keep up with the number of people who need it.

Your doctor will check your child to make sure he or she is growing and developing properly. Your doctor will tell you what you can do to keep your child's teeth healthy. Your doctor may also give you advice about how to keep your child safe from accidents and injuries (for example, using car seats and seat belts and keeping your child away from poisons and electric outlets). Your doctor will also talk to you about teaching your child healthy eating habits and exercise habits. Your doctor can tell you how to teach your child about the dangers of drugs, alcohol and tobacco. You can also ask your doctor for tips on how to talk to an older child about avoiding pregnancy, sexually transmitted infections, and AIDS.

### **What can I do to keep myself healthy?**

The choices you make about the way you live are important to your health. Here are some choices you can make to help yourself stay healthy:

- Don't use any form of tobacco.
- Eat a healthy diet.
- Exercise regularly.
- Drink alcohol in moderation, if at all.
- Don't use illegal drugs.
- Practice safe sex.
- Use seat belts (and car seats for children) when riding in a car or truck.
- See your doctor regularly for preventive care.

Written by familydoctor.org editorial staff  
<http://www.onetonline.org/>

# The Exercise Habit

## How much exercise do I need?

Talk to your doctor about how much exercise is right for you. A good goal for many people is to work up to exercising four to six times a week for 30 to 60 minutes at a time. Remember, though, that exercise has so many health benefits that any amount is better than none.

## Sneak exercise into your day

- Take the stairs instead of the elevator.
- Go for a walk during your coffee break or lunch.
- Walk all or part of the way to work.
- Do housework at a fast pace.
- Rake leaves or do other yard work.

## How do I get started?

Start by talking with your family doctor. This is especially important if you haven't been active, if you have any health problems or if you're pregnant or elderly.

Start out slowly. If you've been inactive for years, you can't run a marathon after only two weeks of training! Begin with a 10-minute period of light exercise or a brisk walk every day and gradually increase how hard you exercise and for how long.

## How do I stick with it?

Here are some tips that will help you start and stick with an exercise program:

- **Choose something you like to do.** Make sure it suits you physically, too. For instance, swimming is easier on arthritic joints.
- **Get a partner.** Exercising with a friend or relative can make it more fun.
- **Vary your routine.** You may be less likely to get bored or injured if you change your exercise routine. Walk one day. Bicycle the next. Consider activities like dancing and racquet sports, and even chores like vacuuming or mowing the lawn.
- **Choose a comfortable time of day.** Don't work out too soon after eating or when it's too hot or cold outside. Wait until later in the day if you're too stiff in the morning.
- **Don't get discouraged.** It can take weeks or months before you notice some of the changes from exercise, such as weight loss.
- **Forget "no pain, no gain."** While a little soreness is normal after you first start exercising, pain isn't. Take a break if you hurt or if you are injured.
- **Make exercise fun.** Read, listen to music or watch TV while riding a stationary bicycle, for example. Find fun things to do, like taking a walk through the zoo. Go dancing. Learn how to play a sport you enjoy, such as tennis.

## Making exercise a habit

- Stick to a regular time every day.
- Sign a contract committing yourself to exercise.
- Put "exercise appointments" on your calendar.
- Keep a daily log or diary of your exercise activities.
- Check your progress. Can you walk a certain distance faster now than when you began exercising? Or is your heart rate slower now?
- Ask your doctor to write a prescription for your exercise program, such as what type of exercise to do, how often to exercise and for how long.
- Think about joining a health club. The cost gives some people an incentive to exercise regularly.

### How can I prevent injuries?

Start every workout with a warm-up. This will make your muscles and joints more flexible. Spend 5 to 10 minutes doing some light calisthenics and stretching exercises, and perhaps brisk walking. Do the same thing when you're done working out until your heart rate returns to normal.

Pay attention to your body. Stop exercising if you feel very out of breath, dizzy, faint, nauseous or have pain.

### Benefits of regular exercise

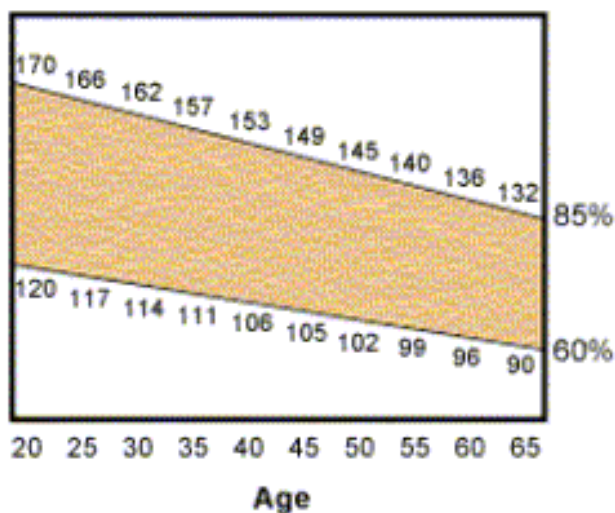
- Reduces your risk of heart disease, high blood pressure, osteoporosis, diabetes and obesity
- Keeps joints, tendons and ligaments flexible, which makes it easier to move around
- Reduces some of the effects of aging
- Contributes to your mental well-being and helps treat depression
- Helps relieve stress and anxiety
- Increases your energy and endurance
- Helps you sleep better
- Helps you maintain a normal weight by increasing your metabolism (the rate you burn calories)

### What is a target heart rate?

Measuring your heart rate (beats per minute) can tell you how hard your heart is working. You can check your heart rate by counting your pulse for 15 seconds and multiplying the beats by four.

The chart below shows the target heart rates for people of different ages. When you're just beginning an exercise program, shoot for the lower target heart rate (60%). As your fitness improves, you can exercise harder to get your heart rate closer to the top number (85%).

**Target heart rates**



### What is aerobic exercise?

Aerobic exercise is the type that moves large muscle groups and causes you to breathe more deeply and your heart to work harder to pump blood. It's also called cardiovascular exercise. It improves the health of your heart and lungs.



Examples include walking, jogging, running, aerobic dance, bicycling, rowing, swimming, and cross-country skiing.

### **What is weight-bearing exercise?**

The term “weight-bearing” is used to describe exercises that work against the force of gravity. Weight-bearing exercise is important for building strong bones. Having strong bones helps prevent osteoporosis and bone fractures later in life.

Examples of weight-bearing exercises include walking, jogging, hiking, climbing stairs, dancing and weight training.

### **What about weight training?**

Weight training, or strength training, builds strength and muscles. Calisthenics like push-ups are weight-training exercises too. Lifting weights is a weight-training exercise. If you have high blood pressure or other health problems, talk to your family doctor before beginning weight training.

### **What is the best exercise?**

The best exercise is the one that you will do on a regular basis. Walking is considered one of the best choices because it's easy, safe and inexpensive. Brisk walking can burn as many calories as running, but is less likely than running or jogging to cause injuries. Walking also doesn't require any training or special equipment, except for good shoes.

Walking is an aerobic and weight-bearing exercise, so it is good for your heart and helps prevent osteoporosis.

Written by familydoctor.org editorial staff

Page Intentionally Left Blank

# Mental Health: Keeping Your Emotional Health

## What is good emotional health?

People who are emotionally healthy are in control of their thoughts, feelings and behaviors. They feel good about themselves and have good relationships. They can keep problems in perspective.

Even people who have good emotional health can sometimes have emotional problems or mental illness. Mental illness often has a physical cause, such as a chemical imbalance in the brain. Stress and problems with family, work or school can sometimes trigger mental illness or make it worse. However, people who are emotionally healthy have learned ways to cope with stress and problems. They know when to seek help from their doctor or a counselor.

## What about anger?

People are sometimes not aware of what causes their anger, how much anger they are holding inside or how to express anger appropriately. You may be angry about certain events, your own actions or other people's actions. Many little things can build up to make you feel that life is unfair.

If you find yourself becoming increasingly irritable or taking unhealthy risks (such as drinking too much or abusing drugs), you may have a problem dealing with anger. It's very important to talk with your doctor or a counselor about getting help.

## Tips on dealing with your emotions

- **Learn to express your feelings in appropriate ways.** It's important to let people close to you know when something is bothering you. Keeping feelings of sadness or anger inside takes extra energy. It can also cause problems in your relationships and at work or school.
- **Think before you act.** Emotions can be powerful. But before you get carried away by your emotions and say or do something you might regret, give yourself time to think.
- **Strive for balance in your life.** Make time for things you enjoy. Focus on positive things in your life.
- **Take care of your physical health.** Your physical health can affect your emotional health. Take care of your body by exercising regularly, eating healthy meals and getting enough sleep. Don't abuse drugs or alcohol.

## What can I do to avoid problems?

First, try to be more aware of your emotions and reactions. To help you do a better job of managing your emotional health, learn to identify and address the reasons for sadness, frustration, and anger in your life.

## How does stress affect my emotions?

Your body responds to stress by making stress hormones. These hormones help your body respond to situations of extreme need, such as when you are in danger. But when your body makes too many of these hormones for a long period of time, the hormones wear down your body -- and your emotions. People who are under stress a lot are often emotional, anxious, irritable and even depressed.

If possible, try to change the situation that is causing your stress. Relaxation methods, such as deep breathing and meditation, and exercise are also useful ways to cope with stress.

**Can emotional problems be treated?**

Yes. Counseling, support groups and medicines can help people who have emotional problems or mental illness. If you have an ongoing emotional problem, talk to your family doctor. He or she can help you find the right type of treatment.

**Other Organizations**

- Mental Health America
- National Alliance for the Mentally Ill
- American Psychiatric Association
- American Psychological Association
- National Institute of Mental Health

Written by familydoctor.org editorial staff

# Stress: How to Cope Better With Life's Challenges

## What causes stress?

Feelings of stress are caused by the body's instinct to defend itself. This instinct is good in emergencies, such as getting out of the way of a speeding car. But stress can cause unhealthy physical symptoms if it goes on for too long, such as in response to life's daily challenges and changes.

When this happens, it's as though your body gets ready to jump out of the way of the car, but you're sitting still. Your body is working overtime, with no place to put all the extra energy. This can make you feel anxious, afraid, worried and uptight.

## What changes may be stressful?

Any sort of change can make you feel stressed, even good change. It's not just the change or event itself, but also how you react to it that matters. What's stressful is different for each person. For example, one person may feel stressed by retiring from work, while someone else may not.

Other things that may be stressful include being laid off from your job, your child leaving or returning home, the death of your spouse, divorce or marriage, an illness, an injury, a job promotion, money problems, moving, or having a baby.

## Can stress hurt my health?

Stress can cause health problems or make health problems worse. Talk to your family doctor if you think some of your symptoms are caused by stress. It's important to make sure that your symptoms aren't caused by other health problems.

## Possible signs of stress

- Anxiety
- Back pain
- Constipation or diarrhea
- Depression
- Fatigue
- Headaches
- High blood pressure
- Trouble sleeping or insomnia
- Problems with relationships
- Shortness of breath
- Stiff neck or jaw
- Upset stomach
- Weight gain or loss

## What can I do to manage my stress?

The first step is to learn to recognize when you're feeling stressed. Early warning signs of stress include tension in your shoulders and neck, or clenching your hands into fists.

The next step is to choose a way to deal with your stress. One way is to avoid the event or thing that leads to your stress--but often this is not possible. A second way is to change how you react to stress. This is often the more practical way.

### **Tips for dealing with stress**

- Don't worry about things you can't control, such as the weather.
- Solve the little problems. This can help you gain a feeling of control.
- Prepare to the best of your ability for events you know may be stressful, such as a job interview.
- Try to look at change as a positive challenge, not as a threat.
- Work to resolve conflicts with other people.
- Talk with a trusted friend, family member or counselor.
- Set realistic goals at home and at work. Avoid overscheduling.
- Exercise on a regular basis.
- Eat regular, well-balanced meals and get enough sleep.
- Meditate.
- Participate in something you don't find stressful, such as sports, social events or hobbies.

### **Why is exercise useful?**

Exercise is a good way to deal with stress because it's a healthy way to relieve your pent-up energy and tension. Exercise is known to release feel-good brain chemicals. It also helps you get in better shape, which makes you feel better overall.

### **Steps to deep breathing**

- Lie down on a flat surface.
- Place a hand on your stomach, just above your navel. Place the other hand on your chest.
- Breathe in slowly and try to make your stomach rise a little.
- Hold your breath for a second.
- Breathe out slowly and let your stomach go back down.

### **What is meditation?**

Meditation is a form of guided thought. It can take many forms. You can do it with exercise that uses the same motions over and over, like walking or swimming. You can meditate by practicing relaxation training, by stretching or by breathing deeply.

Relaxation training is simple. Start with one muscle. Hold it tight for a few seconds then relax the muscle. Do this with each of your muscles, beginning with the toes and feet and working your way up through the rest of your body, one muscle group at a time.

Stretching can also help relieve tension. Roll your head in a gentle circle. Reach toward the ceiling and bend side to side slowly. Roll your shoulders.

Deep, relaxed breathing by itself may help relieve stress. This helps you get plenty of oxygen and activates the relaxation response, the body's antidote to stress.

If you want more help treating stress symptoms, ask your family doctor for advice.

Written by familydoctor.org editorial staff

Reviewed/Updated: 11/10

Created: 01/96

# Reading Week 1, Lesson 3

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

### THEME: Health Issue Investigation - Reading



Class to be held in the Technology Lab

### OBJECTIVES

- Utilize targeted Internet sites to search for articles on students' chosen health issue.
- Strengthen note-taking skills.
- Strengthen summarizing skills.

---

### 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: 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 and 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.

---

### MATERIALS

- Online Resource: The *Chicago Sun-Times* website, <http://www.suntimes.com/>
- Online Resource: The *Chicago Tribune* website, <http://www.chicagotribune.com/>
- Video: Anatomy Videos: Medline Plus, <http://www.nlm.nih.gov/medlineplus/anatomyvideos.html>

---

### ACTIVITY #1: Conduct a Search Using the *Sun-Times* and *Chicago Tribune* - 60 minutes\*

- Have students review their research questions from Week 1, Lesson 2
- Ask:
  - What do you still want to find out?
  - What kinds of articles from a newspaper would give you the information that you need?

- Tell students they will conduct a Find the Facts Treasure Hunt, where they will:
    - Find two articles that answer their questions and provide facts that fit together to help a reader better understand the health issue.
    - Take notes on the facts that are most informative to them.
    - Write down those recommendations they find relevant to a family member.
    - Write down any words that they learned from reading the article.
  - Have students take out two pieces of paper, one for each article they will read, and make three columns on each sheet of paper with the following column headings:
    - Facts.
    - Recommendations.
    - New words and definitions.
  - Tell students to write the name of the article and the author on top of the sheet once they have chosen their articles.
  - Guide students to the [Chicago Sun-Times](#) website.
  - Have students put their health issue in the search line.
  - Tell students to read headlines and click on articles that sound interesting and relevant. Students should look at a number of articles before they select the two articles they want to read closely and take notes on. Tell students not to read an article that does not interest them.
  - Repeat for the [Chicago Tribune](#) website before they make a final decision on the articles they will take notes on.
  - Have students print out their articles and proceed with the exercise as described above.
- 

### **ACTIVITY #2: Anatomy Videos – 40 minutes**

- Go around the room to have students call out their health issue and write these on the board.
  - Have students brainstorm the names of different body systems; write them on the board.
  - Have students connect the body systems involved in different health issues. Draw lines from each body system to the appropriate health issues.
  - Guide students to the Medline Plus website, and ask them to watch and take notes on at least three videos that apply to their health issue.
- 

### **ACTIVITY #3: Discuss Homework Assignment – 20 minutes\***

- Ask: What is a topic sentence? (Answer: A general statement that tells the reader what all the other sentences in the paragraph are going to be about.)
  - Have students look at their notes from the two articles and give examples of topic sentences that would cover their facts. Put these topic sentences on the board.
  - Assign the homework below.
- 

### **HOMEWORK**

**READ:** Have students choose one more of the five handout readings from the previous lesson on nutrition, stress, mental health, exercise, or preventative care. They should choose one that they think will be the most helpful for making recommendations to address the health issue they are writing about. Students should:

- Get two different color highlighting pens.
- Read the handout two times.



- Use one color to highlight recommendations for their family member with a health issue during the first reading.
- Use the second color to highlight recommendations for themselves during the second reading.

**WRITE:** Have students use their notes to write a paragraph with a clear topic sentence and a number of sentences that present the facts that, together, create a clear picture of the health issue for the reader. Students should e-mail the draft to the teacher before the next class, if possible.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# Reading Week 1, Lesson 4

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

### THEME: Health Issue Investigation - Reading

#### OBJECTIVES

- Outline the writing assignment with topic sentences.
  - Organize assignment materials.
  - Establish a clear writing process.
- 

#### 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

**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: Students bring hard copies of their previous homework assignments. Teachers may wish to bring hard copies of assignments that have been e-mailed prior to class.
- 

#### ACTIVITY #1: Preparing Descriptive Paragraphs to be Read Out Loud - 40 minutes\*

- Have students take out their homework. Everyone should have:
  - A draft of a first descriptive paragraph
  - A draft of a facts paragraph
  - Three readings with two-color highlighting from the activities and homework from earlier this week.
- Tell students to take out their *Writer/Audience Situation* handout.
- Review the writing assignment from Week 1, Lesson 1 about the health issue of a family member. Note that four paragraphs will be assigned for homework later today that include:
  - Description of family member and health issue.
  - Facts about the health issue.
  - Recommendations for improving the health issue.
  - Additional questions about the health issue.

- Ask: When do you know you have a good paragraph? Write answers on the board. Make sure to emphasize that a good paragraph is:
    - Clear to the reader.
    - Interesting to the reader.
    - Easy to read.
  - Tell students to prepare to read their first paragraph out loud to a partner. They can rewrite their draft if they need to. They should focus on what they are trying to say and not worry about grammar or penmanship.
  - Give students time to rewrite their first paragraph.
  - Put students in pairs to read their paragraphs to each other. After reading:
    - Listeners should say what they like about their partner’s paragraph and ask questions for further clarification.
    - Writers should feel free to make changes before, during, and after reading to their partner.
  - Come back together as a class and invite students to read their paragraphs to the class.
  - Work with the class to respond to the paragraphs, asking the following and writing the answers on the board:
    - What do you like about the paragraph?
    - What needs to be more clear?
  - Tell students they can use ideas they have heard to improve their first paragraph.
- 

### **ACTIVITY #2: Preparing Facts Paragraphs to be Read Out Loud - 40 minutes\***

- Have students begin work on their second written paragraphs by identifying a topic sentence and reading out loud.
  - For each topic sentence read, ask the class:
    - Is this a topic sentence? Does it present a clear idea?
    - Does it get the reader’s attention?
  - Let students know they can organize the facts in their paragraph by inserting “First,” “Second,” “Third,” etc., to help the reader keep track of all the writer is trying to say.
  - Repeat the process for preparing drafts to be read aloud to a partner and then to the class as above.
- 

### **ACTIVITY #3: Talking through the Writing Process - 40 minutes\***

- Ask:
  - How many of you have enough recommendations to write the third paragraph?
  - What additional research do you need to do?
  - Where will you find the missing information?
    - On the Internet?
    - Is there a person you can contact?
- Tell students that writing needs to be done in a place where they can listen to their own mind, put together their thoughts, and write what makes sense to them. Ask:
  - When are you planning to complete this writing assignment?
  - What environment do you need to do good work?
  - Where do you think you will do your writing?
  - How many of you will be writing your drafts on a computer?
- Go around the room to get students’ writing plans for the weekend.
- Tell students:
  - Make sure you read your draft out loud, to yourself or another, to make sure it makes sense.

- Make sure everything is in your own words. Copying is plagiarism. There can be no copying and no one can help you write your assignment.
  - Do not worry about spelling or grammar just yet. Stay tuned!
  - Enjoy the process!
- 

## **HOMEWORK**

**WRITE:** Have students write four linked-paragraphs and e-mail them to the teacher before the next class. The four paragraphs should:

- Describe their family member's story and health issue.
- Provide facts on the issue.
- Make recommendations.
- List additional questions about the health issue: What more do you want to know?

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# Writing Week 2, Lesson 1

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

### THEME: Health Issue Investigation - Writing

#### OBJECTIVES

- Create criteria for evaluating writing assignments.
  - Evaluate others' writing assignments 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: *Craft and Structure*

**2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, while 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.**

#### WRITING: *Production and Distribution of Writing*

**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: Students bring hard copies of their homework assignments. Teachers may wish to bring hard copies of assignments that have been e-mailed prior to class.
  - Handout: Make one copy for each student.  
*GED Essay Scoring Rubric* (attached).
  - 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.
- 

#### ACTIVITY #1: Setting Criteria for Good Multi-Paragraph Writing - 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? What are they?
- To prompt students to think about what makes a good multi-paragraph piece of writing, ask:
  - What would make a reader pleased to be reading your essay?

- What does a reader need at the beginning of the essay?
  - Why does a reader need topic sentences for each paragraph?
  - What is a reader going to get out of reading your essay?
  - Pass out the GED Essay Scoring Rubric. Tell students this rubric is used to judge GED essays. Tell students they are only going to work with two of the requirements today: “Organization” and “Development and Details.” As students get closer to the GED, they will need to pay attention to more aspects of the rubric.
  - Have students read the different descriptions of “Organization” and “Development and Details” aloud.
  - Put students in pairs and assign them one of these categories from the rubric: “Effective,” “Adequate,” “Marginal,” and “Inadequate.” Ask them to describe “Organization” and “Development and Details” for that particular level and relate their descriptions to the criteria written on the board.
  - Go around the room to the different pairs starting with “Effective” for the “Organization” topic. Then go to the “Adequate,” “Marginal,” and “Inadequate” pairs to give their descriptions.
  - Repeat for “Development and Details.”
- 

### **ACTIVITY #2: Evaluating the Writing Assignments - 40 minutes\***

- Tell students they will assist other students by giving constructive feedback. All their feedback must include answers to the following questions (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.
  - 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. Students are to read the writing assignments and use the criteria to write comments that answer the three questions on the board.
  - After students have evaluated the first essay, they pass the essay they have worked on to their left and evaluate a new essay.
  - After students have evaluated two essays, they should give their evaluations to the authors and the authors should read the comments.
  - Ask the class as a whole:
    - 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? Ask for clarification when back in your group.
  - Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well developed paragraphs to read to the class and explain why they were selected.
  - Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
  - Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
-



### 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?
    - Spelling?
  - Pass out a copy of the "Table of Contents" of the grammar text you have selected for this course and check off those grammar issues in the "Table of Contents" that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving this class's grammar?
    - What would you recommend?
  - 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 assignments for each day of each Writing week.
- 

### HOMEWORK

**COMPLETE:** Have students complete the three grammar assignments from the course's grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate student essays so they can be handed back to students during Week 2, Lesson 3. These evaluations need to answer the same three questions the students answered and should be written on a separate piece of paper. Those three questions are:

- 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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

## 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.

	<b>Effective 4</b>	<b>Adequate 3</b>	<b>Marginal 2</b>	<b>Inadequate 1</b>
<b>Response to prompt</b>	Presents a clearly focused main idea that addresses the prompt	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 establishing a focus
<b>Organization</b>	Establishes a clear and logical organization	Uses an identifiable organizational plan	Shows some evidence of an organizational plan	Fails to organize ideas
<b>Development and Details</b>	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
<b>Conventions of EAE  (Edited American English)</b>	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
<b>Word Choice</b>	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

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

Page Intentionally Left Blank

# Writing Week 2, Lesson 2

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

### THEME: Health Issue Investigation - Writing

#### OBJECTIVES

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

#### 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.
- 

#### MATERIALS

- Teacher Resource: *Activities for Teaching Writing Skills* (attached).
  - 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.
- 

#### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

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

#### ACTIVITY #2: Editing Game #1 - 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 students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are 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 have a different student come to the board and repeat the process.
  - Keep team scores on the board.
- 

### **ACTIVITY #3: Editing Game #2 - 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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# **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 chose 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.

# Writing Week 2, Lesson 3

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

### THEME: Health Issue Investigation - Writing

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Create a rewriting plan.
- 

#### 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

**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: Students bring hard copies of their writing assignment on a family health issue. Teachers may wish to bring hard copies of assignments that have been e-mailed prior to class.
  - 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 *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
- 

#### ACTIVITY #2: Coming Up with a Rewriting Plan - 40 minutes\*

- Hand back student essays with your comments as well as the evaluations from the two students who read their essay.
- Have students read through all the comments.
- Ask:
  - What is your response to all the feedback?
  - What kinds of rewriting ideas do you have? Write their rewrite ideas on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?

- Have students get into their original evaluation groups to pass around their essays and evaluations to the left as before. Students read for how the teacher’s comments compare and contrast with classmates’ comments.
  - Have students talk through their rewriting plans as a group.
  - As a class, have students talk through some of their writing plans and strategies while you write some of these approaches and strategies on the board.
  - Tell students to write down their rewriting plans in note form.
- 

### **ACTIVITY #3: Writing with a Partner Audience - 40 minutes\***

- Tell students to get out their notebooks and prepare to do some writing.
  - Write the following questions on the board:
    - What is your plan to improve the opening of your essay? How can you get your reader’s attention?
    - What is your plan to improve the facts and recommendations paragraphs?
    - Does your paragraph about your additional questions engage the reader by making the reader want to know more?
  - 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.
  - The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
    - Penmanship.
    - Spelling.
    - Grammar.
  - Have students repeat this process until all three questions on the board have been answered.
- 

### **HOMEWORK**

**WRITE:** Have students develop an initial rewrite of the four-paragraph essay on a family member’s health issue using the rewriting plans they developed during class.

**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 readings from the previous week to the next class as they will be used to identify new vocabulary words.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Writing Week 2, Lesson 4

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

### THEME: Health Issue Investigation - Writing

#### OBJECTIVES

- Learn to describe the writing process.
  - Manage new vocabulary.
  - Learn memorization skills.
- 

#### 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: Types and Purposes

### 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.
- 

#### MATERIALS

- Handout: Make one copy for each student. *Learning Styles Explained* (attached)
  - Handout: Make one copy for each student. *Multiple Intelligences Teacher* (attached)
  - Handout: Make one copy for each student. *Multiple Intelligences Palette* (attached)
  - Handout: Make one copy for each student. *Tips for Better Learning* (attached)
  - Articles: Students bring to class their readings from the previous week. Teachers may wish to have extra copies on hand for the vocabulary activity.
  - Dictionaries.
- 

#### ACTIVITY #1: Describe the Writing Process - 30 minutes

- Write the following questions on the board and then have an open discussion with students, asking:
    - Is this writing process different than other writing processes you have been through in the past?
    - What have you learned about your writing from this first writing assignment?
    - What skills do you think have improved?
    - What skills do you need to work on?
-

### ACTIVITY #2: Writing Conversation about the Writing Process – 40 minutes\*

- Have students pair up for a writing conversation. Students should write their answer to the first question from Activity #1 at the top of their paper and then hand their paper to their partner. Partners should ask for clarification if needed and then write their own answer to the second question. Students should continue this process of writing one answer and switching papers until all questions have been answered.
  - When students have generated material in response to all the questions, they should write a paragraph that includes answers to all the questions, a topic sentence, and a description of what that topic sentence means. The questions themselves should not be repeated in the body of the paragraph.
  - Go around the room and have all students read their paragraphs aloud.
- 

### ACTIVITY #3: Manage New Vocabulary and Learn Memorization Skills – 50 minutes

- Have students take out their readings from the previous week and review them for at least 10 new vocabulary words they want to learn.
  - Go around the room to identify vocabulary words students have identified. List these on the board. From this list, have the class:
    - Select 10 to 15 words the class as a whole wants to learn.
    - Have students give definitions for words they know. Write the correct ones next to the words.
    - For words they do not know, have students read the sentences where the word is used and infer a meaning.
    - Have students look up the remaining words and offer meanings.
  - Tell students to study their vocabulary words using these instructions:
    - On a blank sheet of paper, write the vocabulary words on the left side of the page and the meanings on the right side of the page. Tell them to look up words as necessary.
    - Have them take another piece of paper and fold it down the middle.
    - Demonstrate how they can use the folded paper to cover up the column of word meanings and look at the words to guess the meanings, and then check their answers by sliding their paper down the page to see the written meanings in the other column.
    - Tell students to reverse the process by covering up the words, looking at the meanings, and guessing the words.
  - Have students follow this process until they feel they have memorized the words and their meanings.
  - Students should then work with a partner to quiz them on the words and/or meanings out of order. Partners should take turns giving each other quizzes.
- 

### HOMEWORK

**READ:** Have students read and answer questions from the *Learning Styles Explained* handout (attached) and fill out the *Multiple Intelligences Teacher* checklist (attached), calculating their score in each category. Have them enter scores on the *Multiple Intelligences Palette* (attached). Also have them read the *Tips for Better Learning* handout (attached) for more information on various learning styles. These will be used in the next class.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.



## **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*

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.

Page Intentionally Left Blank

# Reading Week 3, Lesson 1

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

### THEME: Career Exploration in Healthcare - Reading

#### OBJECTIVES

- Identify key intelligences and work skills.
  - Draw conclusions about the relationship between intelligences and skills.
  - Apply intelligences and skills to jobs in the healthcare field.
- 

#### 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).
- 

#### MATERIALS

- Handout: Make one copy for each student.  
*Skills Identification* (attached)
- 

#### ACTIVITY #1: Multiple Intelligences - 50 minutes\*

- Have students take out their completed Multiple Intelligences checklist.
- Ask:
  - Who had a very strong high score? In what area?
  - Which statements in that area describe you best?
  - Who has strengths in a number of areas? Name your top two.
- Write the following seven words on the board: Linguistic, Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal.

- Ask:
    - What do the words interpersonal and intrapersonal mean?
    - What do you think the “intra” means?
    - What do you think “inter” means?
  - Go around the room and ask students to state their strongest intelligence and write their name under that category on the board.
  - Put students into groups based on their highest score or strongest type of intelligence. In groups, they should:
    - Talk about why this category is so strong for them.
    - Give two examples from their lives that show how they demonstrate this learning intelligence.
    - State ways students in the group are all similar.
  - Have the different groups report to the class the ways in which the group is similar.
  - Repeat this exercise by putting students into groups for their second strongest intelligence.
  - Ask:
    - How does your specific kind of intelligence impact the way you learn?
    - How does this kind of intelligence impact the kind of job you want in the future?
- 

### **ACTIVITY #2: Skills Inventory - 50 minutes\***

- Pass out the *Skills Identification* worksheet (attached) and have students check off their strongest skills.
  - Ask:
    - Who had a very strong high score? In what area?
    - Which skills in this area describe you best?
    - Who has strengths in a number of areas? Name your top two.
  - 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: Why Healthcare? Discussion – 20 minutes**

- Ask:
    - Why did you choose this field of healthcare?
    - Why is healthcare a good field to go into?
    - Are there jobs in this field that fit your intelligence and skills?
- 

### **HOMEWORK**

**WRITE:** Have students write one paragraph that explains their learning style. Have them include a topic sentence that summarizes the kind of person the student is and include specific examples.

Have students write a second paragraph that tells the reader the kind of worker the student is and the kind of skills the student has.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

## Skills Identification

### 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 don't 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
- know 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's needed
- knowing how to take directions
- motivating myself 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 3, Lesson 2

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

### THEME: Career Exploration in Healthcare - Reading

#### OBJECTIVES

- Identify jobs and job relationships by watching videos with pictures and music only.
- Describe the hospital environment and what is of value to the student.
- Understand a hospital organizational chart.
- Match intelligences and skills to job types in the chart.

---

#### 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

### 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

- Video: A Day In the Life of a Hospital  
<http://www.youtube.com/watch?v=vPKX1F4qkU> (running time - 10:59)
- Video: A Day in the Life ... 24 Hours at Sydney Children's Hospital, Randwick  
<http://www.youtube.com/watch?v=el6GmEP5aDw> (running time - 8:59)
- Handout: Make one copy for each student.  
*Hospital Organization Chart* (attached)
- PowerPoint Presentation: Download this PowerPoint presentation so that it is ready to be displayed in class.  
*Organizational Structure of a Hospital*  
<https://www.dropbox.com/l/s/J3j3Wuf8RS0NGMNDKoD9Sn>

---

#### ACTIVITY #1: Watch a Day in the Life of a Hospital #1 – 30 minutes\*

- Let students watch the first video and write down hospital jobs they recognize.
- Have students write down their overall impression of the video in a five-minute writing.
- Ask students to describe the impact of the video on them:
  - What was your overall impression of life in a hospital?
  - What is the environment of the hospital like?

- What does the video say with pictures and music about the values of a hospital? Give examples.
  - Have students name the different jobs in the hospital and list them on the board by asking:
    - What are the different departments you saw?
    - What are the different skills you saw healthcare workers using?
- 

### **ACTIVITY #2: Watch a Day in the Life of a Hospital #2 – 40 minutes\***

- Repeat the exercise from above for the second *Day in the Life of a Hospital*.
  - Put students into groups to answer the following questions:
    - What are the similarities and differences between the two videos?
    - Which one did you like better and why?
  - Have groups report their analyses to the class.
- 

### **ACTIVITY #3: Match Intelligences and Skills to Job Types from the Hospital Organization Chart and Power Point – 50 minutes\***

- Pass out the *Hospital Organization Chart* (attached). Work through a few representative departments, asking:
    - What is a hospital board? What do board members do?
    - What kinds of jobs are in each of these departments?
    - What kinds of skills are needed for these different jobs?
  - Watch the PowerPoint presentation, *Organizational Structure of a Hospital*.
  - Write the following five categories on the board: Administration, Information Services, Therapeutic Services, Diagnostic Services, and Support Services.
  - Have students detail the kinds of jobs that are in each category and fill in the names of jobs in each category.
  - Go around the room and have students select the category where there are jobs they might like to have. Write their names in the categories they chose.
  - Put students into groups based on the category of jobs they are interested in.
  - Tell the groups to:
    - Find out which job is of interest from each member.
    - Name their strongest intelligences and skills.
    - Talk about how these intelligences and skills might or might not match the requirements of the job.
    - Report to the class any conclusions or additional questions.
- 

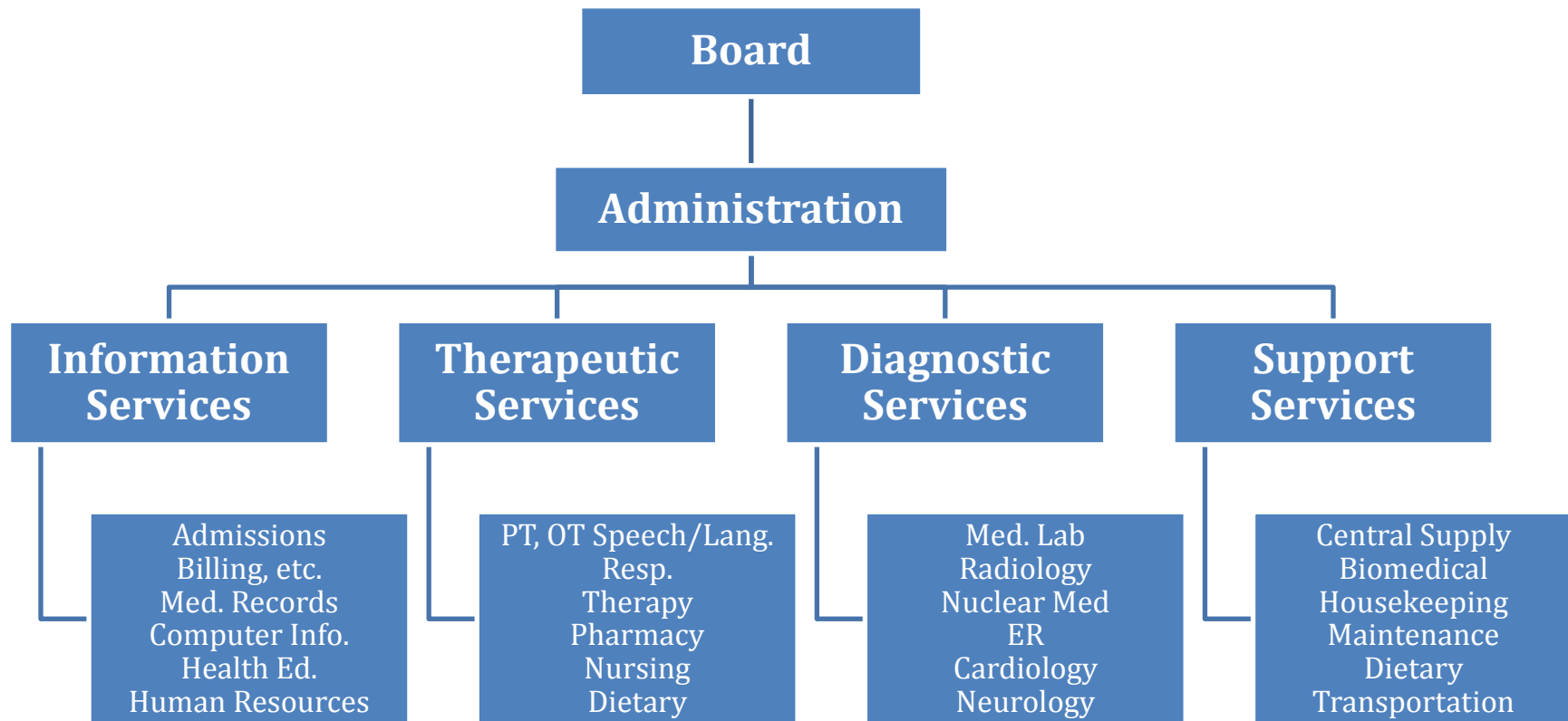
### **HOMEWORK**

**WRITE:** Have students write a paragraph that describes the working environment of the hospital and why they think the environment would be a good fit for them.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.



## Hospital Organization Chart



Excerpt from *Organizational Structure of a Hospital* at: <http://www.womenemployed.org/sites/default/files/OrganizationalStructureOfAHospital.ppt>

Page Intentionally Left Blank

# Reading Week 3, Lesson 3

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

### THEME: Career Exploration in Healthcare – Reading



Class to be held in the Technology Lab

### OBJECTIVES

- Read the *City Colleges of Chicago (CCC) Healthcare Career Paths* chart.
- Take notes on YouTube videos that correspond to jobs listed on the *Healthcare Paths* chart.
- Match skills to jobs.
- Rate different jobs according to interest.

---

### 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*

#### 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: Make one copy for each student.  
CCC *Healthcare Career Pathways* chart (color version attached)  
<https://www.dropbox.com/l/s/xqtqYwqEZ9fZn8Cqd9lult>

CCC *Healthcare Career Pathways* chart (black and white version for printing, if needed)  
<https://www.dropbox.com/l/s/xKixoQtBTcRFiZUidhNnRo>

TEACHER NOTE: The healthcare pathway chart is three pages. We recommend that you project the color chart in class. However, if you do not have the capacity to make color copies of this 3-page chart, we have included a link to a version that can be printed in black and white.

- Handout: Make one copy for each student or e-mail the attachment to students who have e-mail and Internet access. Teachers may wish to make hard copies of the articles to pass out to students who do not have Internet access.  
*Day-in-the-Life Videos and Articles for Healthcare Jobs* (attached)

## ACTIVITY #1: Reading the CCC Healthcare Program Pathways - 50 minutes

- Tell students they are now going to get a full picture of all the healthcare career path offerings available at CCC. These offerings will feature stackable credentials that each result in specific healthcare jobs that they can choose from. Our aim is to get comfortable reading these career path charts and then to see videos on the jobs these stackable credentials can prepare you for.
- Before getting started, ask:
  - What is a stackable credential? (Answer: A certificate or degree where the classes students take to earn one credential will be counted towards a higher credential, allowing students to advance more quickly.)
  - If there are a number of stackable credentials in a career path, what kinds of choices do you have? (Answer: You can complete as many stackable credentials as you want and even build on more later.)
- Project the first page of the CCC *Healthcare Career Pathways* chart. This is the page that features the stackable credentials in healthcare.
- Call on various students to answer each question regarding CCC programs:
  - What is the adult education program that prepares you for healthcare college credit programs? (Answer: The healthcare bridge.)
  - How long is it? (Answer: Beginning in Fall 2016, the bridge will be 32 weeks.)
  - Why is it important to get a GED before going to college credit programs? (Answer: To qualify for financial aid.)
  - What are the certificates and degrees offered at CCC? How can you tell? (Answer: Basic Certificate, Advanced Certificate, Associates Degree.)
  - What is the degree that is not offered at CCC? How can you tell? (Answer: Bachelor's Degree.)
  - For the Health Info Management career path:
    - How many semesters does it take to get a Basic Certificate? (Answer: One semester.)
    - Advance Certificate? (Answer: Three semesters.)
    - Associates Degree? (Answer: Five semesters.)
    - Bachelor's Degree? (Answer: Five semesters at CCC and two years at a university; roughly four and a half years total if attending full-time.)
    - What is the total amount of time for the whole career path? (Answer: 2½ years for an Associate's Degree and 4½ years for a Bachelor's Degree.)
  - Then, for the Health Info Management career path, also ask:
    - What Certifications/ Credentials can you get when you have finished the Basic Certificate program? (Answer: Medical Billing Specialist.)
    - What jobs can you get with these Certifications/ Credentials? (Answer: Medical Secretary, Medical Billing Specialist in a Physician's office are examples.)
    - How much do they pay? (Answer: \$11-\$23 per hour.)
  - Repeat this second set of questions for the Advanced Certificate, Associates Degree and Bachelor's Degree Health Information Management.
- Ask the general set of questions below. After each question, have the student that answered the question come to the board to show how she or he figured out the answer:
  - According to this chart, what job or jobs can you make the most per hour with a Basic Certificate? (Answer: Health Information Management.)
    - Advanced Certificate? (Answer: Paramedic.)
    - Associates Degree? (Answer: RN or Registered Nurse.)
    - Bachelor's Degree? (Answer: Health Information Management.)
  - How long would it take you to be a Registered Nurse? (Answer: Five semesters at CCC and two years at a university; roughly four and a half years total if attending full-time.)
    - Patient Care Technician? (Answer: Two semesters or roughly one academic year if attending full-time.)

- Paramedic? (Answer: Four year; one semester to earn a BC, plus two years of work experience, and then three more semesters to earn an AC.)
  - What would be your recommendation to someone who only wants to be in school a short time but wants to make the best hourly wage? (Answer: Get a BC in Health Information Management.)
    - Has all the time in the world for school? (Answer: Go for a Bachelors Degree.)
    - Doesn't like to deal with patients too much? (Answer: Study Health Information Management.)
    - Loves to help people in a hospital setting? (Answer: Study to be a Patient Care Technician or Basic Nursing Assistant, or Nurse.)
    - Loves to help people in emergency situations? (Answer: Become an EMT or Paramedic.)
- Pass out all three pages of the healthcare pathway chart; one full set of all three pages to each student.
- Project the second page of the CCC *Healthcare Career Paths*. Ask students to use the first and second page to answer the following questions:
  - What are the additional Basic Certificate programs on the second page? (Answer: Community Health Care Worker; Personal Fitness Trainer; Sterile Processing; and Phlebotomy.)
  - Which one does not require a Certification or Credential? (Answer: Community Health Care Worker.)
  - What are the jobs you can get with each Basic Certificate?
  - Which one can you get in the shortest amount of time? (Answer: Phlebotomy.)
    - Longest amount of time? (Answer: Community Health Care Worker, Personal Fitness Trainer, and Sterile Processing.)
  - From just the second page, which Basic Certificate pays the most per hour? (Answer: Personal Fitness Trainer. However, trainers don't always work full-time if they don't have clients; so be careful when looking at salaries.)
    - For both pages, which Basic Certificate pays the most per hour? (Answer: Personal Fitness Trainer.)
  - How is the Massage Therapy different from the other jobs on the page in terms of:
    - Length of time needed for training? (Answer: Four semesters; roughly two years full-time.)
    - Certifications/ Credentials you can get? (Answer: Massage and Body Work License (MBLEX).)
    - Wages? (Answer: \$9-\$29 per hour.)
    - What jobs can you get with this Advanced Certificate? (Answer: Massage Therapist in a spa, health club, or clinic for example.)
    - Why might someone want that job?
- Put students in pairs and project the third page of the CCC *Healthcare Career Path* chart.
- Write the following questions on the board and then go through them with the class:
  - What new Advanced Certificates are presented on this page? (Answer: Medical Assistant and Pharmacy Technology.)
  - How do these Advanced Certificates compare with the Advanced Certificates presented on the other two pages? (Answer: They pay less and the Pharmacy Tech is a shorter, 3-semester program.)
  - How are the Associates Degrees on this page different than the Associates Degrees on the first page? (Answer: You have to finish the whole program before getting your license or certificate. In other words, they are not stackable.)
  - Which Associates Degree(s) take the longest period of time to complete? (Answer: Occupational Therapy Assistant and Radiology Tech.)
    - Pay the most? (Answer: Occupational Therapy Assistant and Dental Hygienist.)

- Finish the activity by asking:
    - Which of these stackable credentials might you be interested in pursuing?
    - Why?
- 

### **ACTIVITY #2: YouTube Marathon - 70 minutes**

- Write the following set of scales on the board:
    - Interest:
      - 1 – Very high interest.
      - 2 – High interest.
      - 3 – Not sure.
      - 4 – Not interested.
    - Skills:
      - 1 – A great skills match.
      - 2 – A good skills match.
      - 3 – Not sure.
      - 4 – Not a good skills match.
  - Pass out the *Day-in-the-Life Videos and Articles for Healthcare Jobs* handout (attached) so that students can follow along while you play each video.
  - Watch the videos one at a time as a class and use the following process for each video:
    - Have students write down the skills outlined in each video they watch in their notebooks.
    - Have students rate their interest in the various jobs using the scale on the board and write these in their notebooks.
    - Have each student rate how closely their own skills match the skills needed for the jobs using the scale on the board and write these in their notebooks.
    - After each video:
      - Have students call out the skills for each job and list them on the board.
      - Go around the room to have students report on their interest level and skills match.
  - After all the videos have been watched and analyzed, have students review their ratings and choose three of the job titles that they are most interested in and are good skill matches for them.
- 

### **HOMEWORK**

**READ:** Have students choose readings that relate to the three job titles each selected in the activity above from the list of articles in the *Day-in-the-Life Videos and Articles for Healthcare Jobs* handout. Students should read the passages and take notes on key new information. Teachers may e-mail the handout to students who have e-mail and Internet access and make hard copies of the articles to pass out to students who do not have Internet access.

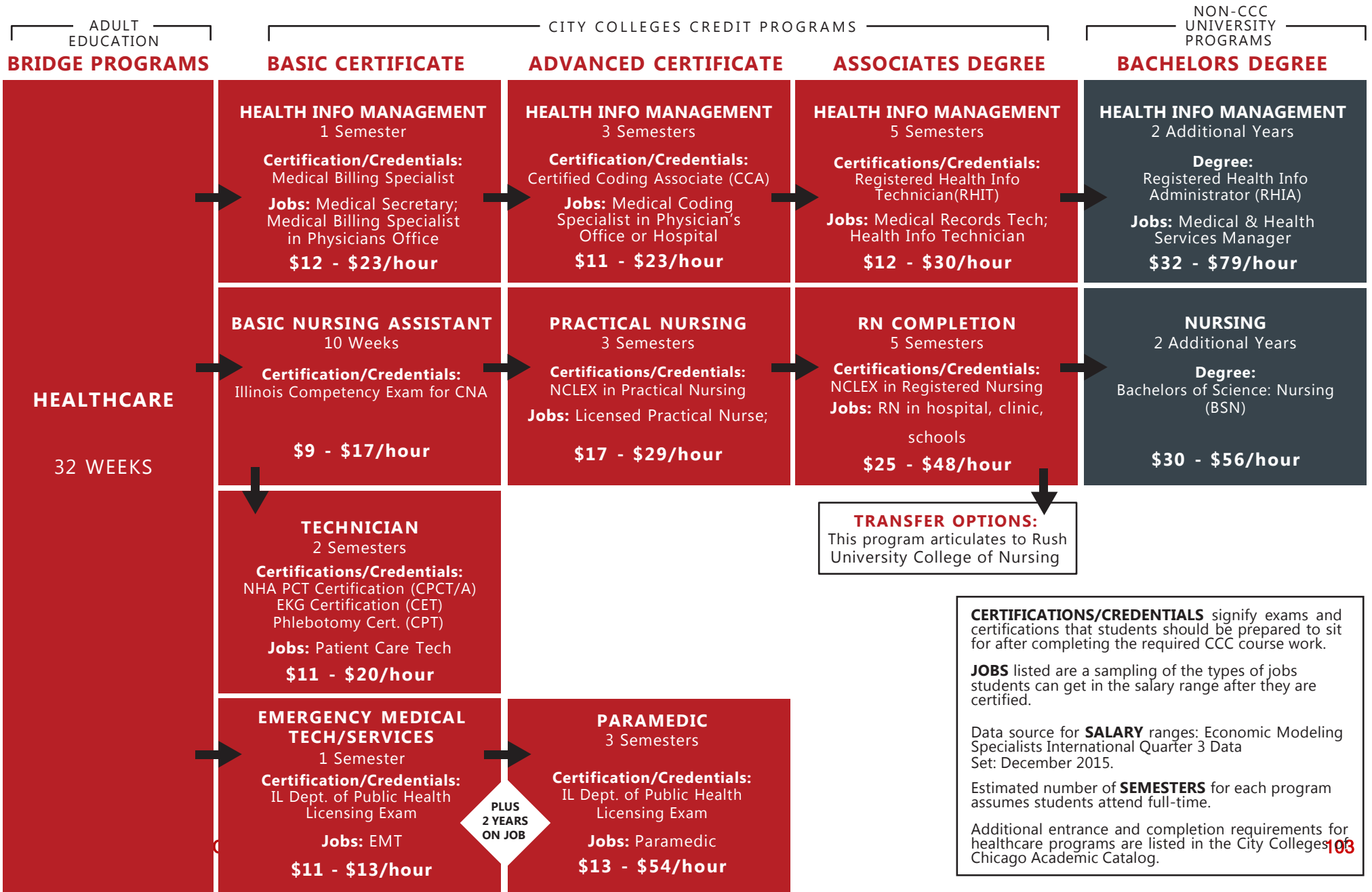
**COMPLETE:** Have students prepare a three-minute (no longer) presentation on “a day in the life” of one of the job titles that answers the following questions:

- What is the job title you have selected?
- How do your intelligences and skills match this job?
- What is “a day in the life” like for your selection?

# CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS

Programs with Stackable Credentials, Fall 2016

All programs eligible for financial aid eligible with a HSE or high school diploma.



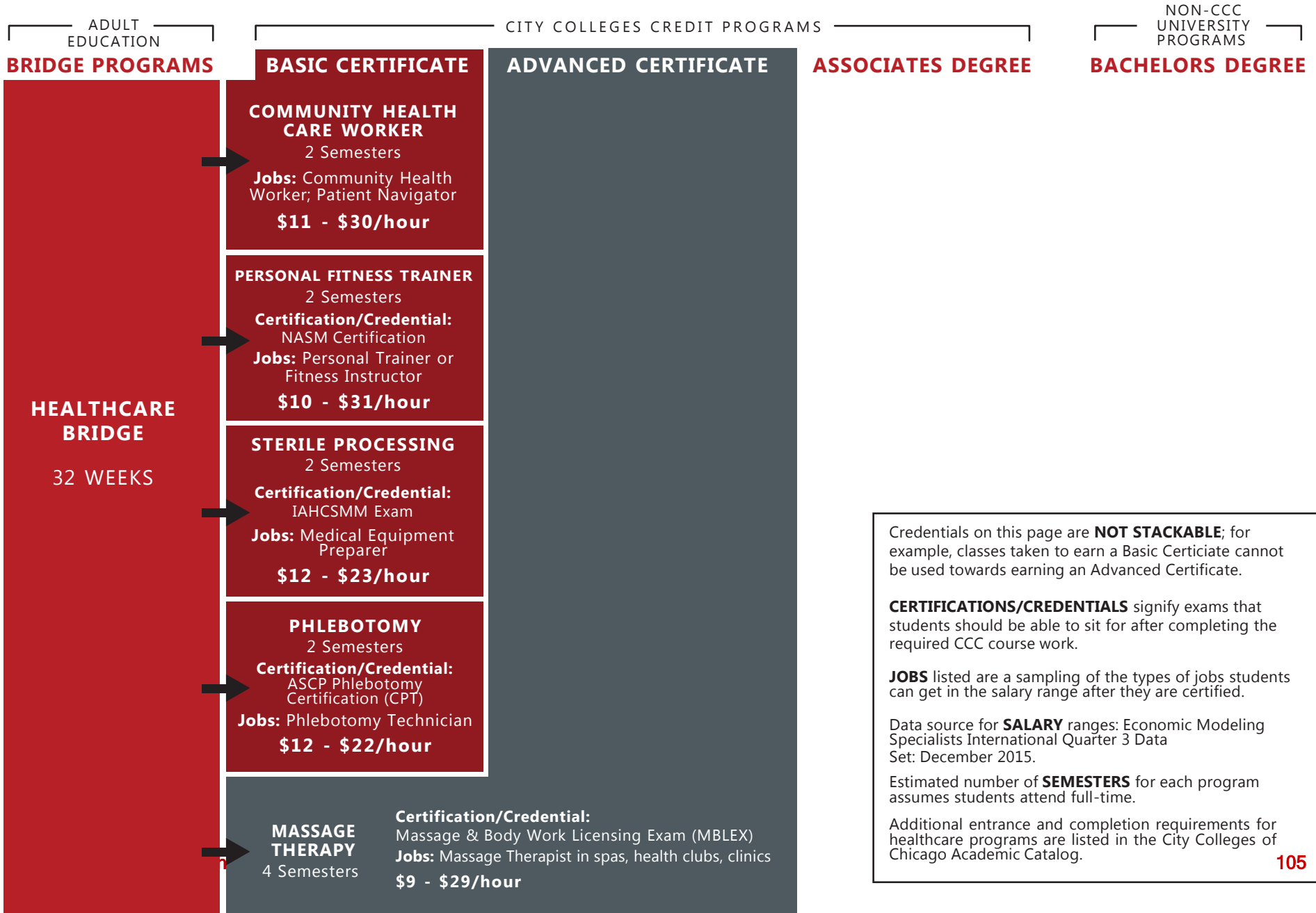
Page Intentionally Left Blank



# CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS

Certificates & Degrees (Not Stackable), Fall 2016

All programs eligible for financial aid eligible with a HSE or high school diploma.



Credentials on this page are **NOT STACKABLE**; for example, classes taken to earn a Basic Certificate cannot be used towards earning an Advanced Certificate.

**CERTIFICATIONS/CREDENTIALS** signify exams that students should be able to sit for after completing the required CCC course work.

**JOBS** listed are a sampling of the types of jobs students can get in the salary range after they are certified.

Data source for **SALARY** ranges: Economic Modeling Specialists International Quarter 3 Data Set: December 2015.

Estimated number of **SEMESTERS** for each program assumes students attend full-time.

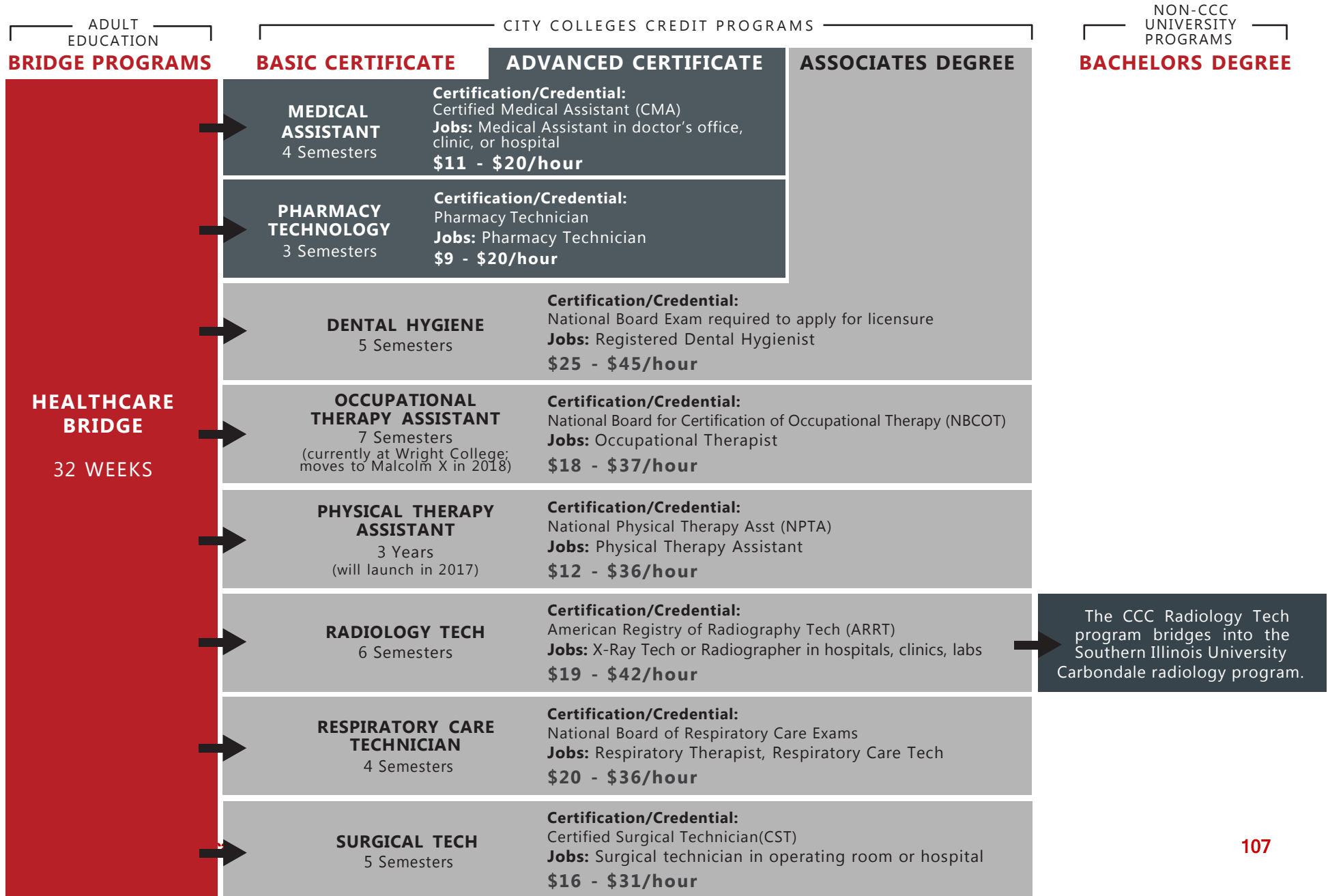
Additional entrance and completion requirements for healthcare programs are listed in the City Colleges of Chicago Academic Catalog.

Page Intentionally Left Blank

# CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS

Certificates & Degrees (Not Stackable), Fall 2016

All programs eligible for financial aid eligible with a HSE or high school diploma.



Page Intentionally Left Blank

## Day-in-the-Life Videos for Healthcare Jobs

- *I Am a Nursing Assistant*  
[http://www.youtube.com/watch?v=ho\\_cY9qoAFw](http://www.youtube.com/watch?v=ho_cY9qoAFw) (running time - 1:55)
- *What Makes a Great Nursing Assistant*  
<http://www.youtube.com/watch?v=pg43mfFBqf4> (running time - 1:09)
- *Diary of a New CNA*  
[http://www.youtube.com/watch?v=QtcX713\\_a4U](http://www.youtube.com/watch?v=QtcX713_a4U) (running time - 10:23)
- *A Day in the Life of a Medical Assistant*  
<http://www.youtube.com/watch?v=6jbS5bLzQoU&feature=related>  
(running time - 3:00)
- *A Day in the Life of a Dental Assistant*  
<http://www.youtube.com/watch?v=8PgkIWZ-JLE> (running time - 3:29)
- *Medical Secretary Careers Overview*  
<http://www.youtube.com/watch?v=nRqCbQDAwu0> (running time - 1:18)
- *A Day in the Life - Medical Technologist*  
<http://www.youtube.com/watch?v=-5qTFxMPcil> (running time - 1:22)
- *LPN Career Overview*  
<http://www.youtube.com/watch?v=ZT26OVkrhEs> (running time - 1:31)
- *A Day in the Life of an EMT*  
<http://vimeo.com/1441660> (running time - 3:16)
- *A Day in the Life - Pharmacist*  
<http://www.youtube.com/watch?v=4pXUcxWLA7g> (running time - 1:47)
- *The Many Faces of Occupational Therapists*  
<https://www.youtube.com/watch?v=VmAGzESjZal> (running time - 3:16)
- *Surgical Technologist Career Overview*  
<http://www.youtube.com/watch?v=wT9MjilZD4o> (running time - 2:01)
- *Respiratory Therapist*  
<https://www.youtube.com/watch?v=n1uyHUAeCUQ> (running time - 4:53)
- *Work Voices - Dialysis Technician*  
[http://www.youtube.com/watch?v=9wg3RrFKV0A&playnext=1&list=PL52AC8E86C134A442&feature=results\\_video](http://www.youtube.com/watch?v=9wg3RrFKV0A&playnext=1&list=PL52AC8E86C134A442&feature=results_video) (running time - 1:30)

- *Jackie Blake - Health Information Technician*  
<https://www.youtube.com/watch?v=CD-oCIWpSKI> (running time - 5:12)
- *Patient Care Tech*  
<https://www.youtube.com/watch?v=BapvjKlty9Q> (running time - 2:18)
- *A Day in the Life of a Community Health Worker*  
<https://www.youtube.com/watch?v=MXpgGABXfx0> (running time - 2:12)
- *Day in the Life: Personal Trainer*  
<https://www.youtube.com/watch?v=rHqfW8C315A> (running time - 3:11)
- *Physical Therapy Assistant, Career Video from drkit.org*  
<https://www.youtube.com/watch?v=GVnluuSpFv8> (running time - 7:55)
- *Career Options: Massage Therapist - Messina Kerr*  
<https://www.youtube.com/watch?v=eHHwkajUBjg> (running time - 2:37)
- *Look Ahead, Explore Your Career: Supervisor, Sterile Processing*  
[https://www.youtube.com/watch?v=7\\_k--oSGqEE](https://www.youtube.com/watch?v=7_k--oSGqEE) (running time - 3:14)

## Day-in-the-Life Articles and Readings for Healthcare Jobs

- *A Day in the Life of a Certified Nursing Assistant (CAN)*  
[http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life\\_CNA.pdf](http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life_CNA.pdf)
- What is a Typical MA Workday Like? (for a medical assistant)  
<http://theemicalassistants.com/what-is-a-typical-ma-workday-like/>
- *Career: Pharmacist*  
<http://www.princetonreview.com/careers/111/pharmacist> (updated)
- *A Day in the Life of an Occupational Therapist*  
<http://minoritynurse.com/a-day-in-the-life-of-an-occupational-therapist/> (updated)
- *A Day in the Life of a Respiratory Therapist*  
<http://minoritynurse.com/a-day-in-the-life-of-a-respiratory-therapist/> (updated)
- *A Day in the Life of a Surgical Technician*  
[http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life\\_SurgicalTech.pdf](http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life_SurgicalTech.pdf) (updated)
- *What Does a Hospital Medical Laboratory Technologist Do?*  
<http://purpleone.hubpages.com/hub/Working-in-a-Hospital-Laboratory-Perspectives-from-a-Canadian-Medical-Laboratory-Technologist>
- *A Day in the Life of an EMT*  
<http://en.allexperts.com/q/Careers-EMT-Emergency-3552/day-life-EMT.htm>
- *What is a Renal Dialysis Technician?*  
<http://www.wisegeek.com/what-is-a-renal-dialysis-technician.htm>
- *A Day in the Life of a Licensed Practical Nurse*  
<http://licensed-practical-nurse.net/lpn/>
- *A Day in the Life of a Dental Assistant*  
<http://ezinearticles.com/?A-Day-in-the-Life-of-a-Dental-Assistant&id=4787141>
- *Radiology Technician: A Day in the Life*  
<http://www.radiology-technician.com/a-day-in-life/#.VqJDUPkrLcs>
- *Day in the Life Series: Medical Secretary*  
<http://blog.staffnurse.com/2012/08/31/day-in-the-life-series-medical-secretary/>
- *A Day in the Life of a Phlebotomist*  
<http://www.womenemployed.org/sites/default/files/DayInLifeOfPhlebotomist.pdf>

- *Medical Records Technician*  
<https://www.sokanu.com/careers/medical-records-technician/>
- *A Day in the Life of Community Health Nurse Emily Williamson*  
<http://www.nashp.org/day-life-community-health-nurse-emily-williamson/>
- *Medical Records and Health Information Technician Overview*  
<https://www.sokanu.com/careers/medical-records-technician/>
- *A Day in the Life of a Patient Care Tech*  
<https://blog.ultimatemedical.edu/a-day-in-the-life-of-a-patient-care-technician/>
- *What is it Really Like Being a Community Health Worker?*  
<http://www.nashp.org/day-life-community-health-nurse-emily-williamson/>
- *Personal Training Careers*  
<http://www.careerexplorer.net/social-service/personal-training>
- *A Day in the Life of a Physical Therapist*  
<http://minoritynurse.com/a-day-in-the-life-of-a-physical-therapist/>
- *Massage Therapist Job Description*  
<http://www.beautyschoolsdirectory.com/faq/massage-therapist.php>
- *Medical Equipment Preparer Job Description*  
<http://www.bestalliedhealthprograms.com/professions/medical-equipment-preparer-jobs>



# Reading Week 3, Lesson 4

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

### THEME: Career Exploration in Healthcare – Reading



Class to be held in the Technology Lab

### OBJECTIVES

- Present a “Day in the Life” for one of the job titles students read about.
- Conduct research on the job titles using the Bureau of Labor Statistics and O\*NET.
- Select reasons for entering healthcare from a reading.

---

### 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.
- 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.

#### **SPEAKING AND LISTENING: Presentation of Knowledge and Ideas**

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

---

## **MATERIALS**

- Online Resource: Bureau of Labor Statistics, Occupational Outlook Handbook Healthcare Occupations website, <http://www.bls.gov/ooh/healthcare/home.htm>.
  - Handout: Make one copy for each student.  
*Top 5 Reasons to Work in the Healthcare Field* (attached)
  - Online Resource: O\*NET career exploration and job analysis website, <http://www.onetonline.org/>.
- 

## **ACTIVITY #1: “A Day in the Life” Presentations - 40 minutes\***

- Tell students they must only give their three-minute presentations based on notes from the reading. Have them take some time to prepare.
  - After each presentation, ask: Who else is also interested in this job?
  - Ask those who raised their hands: Why this job is attractive to you?
- 

## **ACTIVITY #2: Getting More Facts Treasure Hunt – 50 minutes\***

- Prepare students to conduct a treasure hunt by looking up the three career paths they chose in Week 3, Lesson 3, Activity #2 on the *Bureau of Labor Statistics Occupational Outlook Handbook Healthcare Occupations* and O\*NET websites.
  - From the Bureau of Labor Statistics they should:
    - Look up the three chosen career paths/jobs.
    - Find out how much each job pays.
    - Find out what the job outlook is.
  - From the O\*NET website, students should:
    - Read the full requirements for the three career paths/jobs that interest them.
    - Print out the summary report from O\*NET for the career path that interests them most.
    - Underline those descriptors that describe their skills and abilities.
- 

## **ACTIVITY #3: 5 Top Reasons to Work in the Healthcare Field - 30 minutes\***

- Have students read the *Top 5 Reasons to Work in the Healthcare Field* handout (attached) and underline those reasons that match their reasons for wanting to go into the healthcare field.
  - Ask:
    - What are your reasons for going into the healthcare field? Write these on the board.
    - Give an example from your research that supports one of these reasons.
  - Go around the room and have students report on their reasons and give one specific example from their research.
- 

## **HOMEWORK**

**WRITE:** Using the writing completed in class this week, have students write a four-paragraph essay that responds to the following outline:

- Paragraph 1: Explain your learning style. Include a topic sentence that summarizes the kind of person you are. Make sure the paragraph includes specific examples.
- Paragraph 2: Tell the reader the kind of worker you are and the kind of skills you have.

- Paragraph 3: Describe the working environment of the hospital and why you think the environment would be a good fit for you.
- Paragraph 4: Describe your chosen job title and why this job title is a good fit for you.

As part of their writing process, explain that students should:

- Make sure each paragraph has a topic sentence.
- Make sure that EVERYTHING is written in their own words.
- Read the draft out loud to make sure the paragraphs sound as if they are related to each other and all the sentences in each of the paragraphs are clear.

Students should e-mail their essays to the teacher before the next class, if possible.

**REMINDER:** Tell students to bring the following handouts to use in the next class:

- *GED Essay Scoring Rubric* they received in Week 2, Lesson 1.
- *The Writer/Audience Situation* they received in Week 1, Lesson 1.
- The “Table of Contents” from the grammar text you have chosen for this course that they received in Week 2, Lesson 1.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# Top 5 Reasons to Work in the Healthcare Field

## Perks and Benefits of a Health Career

By Andrea Santiago, About.com Guide

Working in the Healthcare industry offers many rewards and benefits. Find out more about what you'll gain by pursuing a career in Healthcare today!

### 1. Job Growth, Job Growth, and MORE Job Growth!

According to the US Bureau of Labor Statistics, EIGHT of the Top 20 fastest growing professions are in the Healthcare Industry! And the Healthcare industry has over 13 million jobs. What does this mean for you? It means that as a Healthcare professional, you will enjoy more options - and much better job security and stability. Most likely you will not be downsized, thanks to advances in medicine, and the country's aging population, which is continually increasing demand for medical professionals across the board.

### 2. Touch Lives - Make an Impact

In what other profession can you touch lives the way you can in the Healthcare industry? You could help bring a new life into the world, or save a life from ending. You can change lives, impacting families the way only healthcare professionals are able to. Not only will you impact individuals, you could also make an impact on entire communities, providing healthcare in a variety of forms or treating diseases and ailments of all sorts.

### 3. Jobs Available for ALL Education and Experience Levels

Whether you have a GED or a PhD, there is an exciting healthcare career available to you. Sure you need many years of school to be a doctor or a nurse, but there are hundreds of other roles available in the Healthcare industry to be explored.

### 4. Competitive Earning Potential

Due to the high demand for workers in the healthcare industry, careers in healthcare are some of the most lucrative options available. The more highly skilled you are, the higher your pay will be.

### 5. Never a Dull Moment!

Why do you think there are so many TV shows about hospitals and medical professionals? Shows like Grey's Anatomy, ER, Scrubs, Private Practice are successful because the medical field is exciting, ever-changing, and dramatic in nature. Healthcare is fast paced, you are dealing with life or death situations, and new patients come in every day, so you never will experience the same day twice.

Page Intentionally Left Blank

# Writing Week 4, Lesson 1

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

**THEME: Career Exploration in Healthcare - Writing**

### **OBJECTIVES**

- Expand criteria for evaluating writing assignments.
  - Evaluate others' writing assignments according to the criteria.
  - Identify 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: Craft and Structure**

**2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, while 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.**

#### **WRITING: Production and Distribution of Writing**

**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: Students bring hard copies of their homework assignments. Teachers may wish to bring hard copies of assignments (without teacher comments) that have been e-mailed prior to class.
  - 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 1, Lesson 1)
  - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. 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 you have chosen for this course (handout provided during Week 2, Lesson 1)
-

### ACTIVITY #1: Expanding Criteria for Good Multi-Paragraph Writing - 40 minutes\*

- Write the following questions on the board and ask the class:
    - How did your essay writing go?
    - What went well? What was difficult?
    - How did you overcome difficulties?
    - Who came up with new ideas through the process of writing?
  - Have students get out their notebooks, write the first question in their notebooks and write their answer.
  - Tell student 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. Explain to students to make sure that the question they ask makes their partner tell more specifically what their writing process was really like. They can use the questions on the board if they want to get their partner to tell them more.
  - When students have finished talking with their partners, go around the room and have each student tell the class how their partner’s writing process went over the weekend.
  - Tell students to take out their *Writer/Audience Situation* handout from Week 1, Lesson 1.
  - Ask:
    - What does the writing conversation you just completed have to do with the *Writer/Audience Situation*?
    - Are there additional criteria that you would like to add to the criteria for a good writing assignment that you created in Week 2, Lesson 1?
  - Have students get out their *GED Essay Scoring Rubric*. Tell students that they are going to work with “Organization” and “Development and Details” again, but this time the class will use the “Response to Prompt” category as well.
  - Ask:
    - What are the prompts for this essay?
    - What were you told to write the essay on?
  - Have students read out loud the descriptions for all three GED Rubric categories: “Response to Prompt,” “Organization,” and “Development and Details.”
- 

### ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes\*

- Tell students they will assist other students by giving constructive feedback. All their feedback must include answers to the following questions (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.
- Hand back student essays
- Put students into groups of three. Have them 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 rubric criteria and answer 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 a new essay.
  - After students have evaluated two essays, they should give evaluations to the authors and the authors should read the comments.
  - Ask the class as a whole:
    - 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 when back in your group.
  - Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well-developed paragraphs to read to the class and explain why they were selected.
  - Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
  - Tell students that you will also evaluate their essay so they will have three different reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
- 

### **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?
    - Spelling?
  - Have students take out their copy of the "Table of Contents" of the grammar text passed out in Week 2, Lesson 1, and check off those grammar issues in the "Table of Contents" that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving this class' grammar?
    - What would you recommend?
  - Go around the room to get students' ideas
  - Based on student answers, assign three grammar exercises for homework
  - Remind students that there will be grammar homework assignments for each day of each Writing week
- 

### **HOMEWORK**

**COMPLETE:** Have students complete three grammar assignments from the course's grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate student essays to hand back Week 4, Lesson 3. Your evaluation should answer the same three questions the students answered and be written on a separate piece of paper. The three questions are:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Organization," "Development and Details," and "Response to Prompt" scores do 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 having. Type these paragraphs up 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 exercise in the next lesson (Week 4, Lesson 2).

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Writing Week 4, Lesson 2

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

### THEME: Career Exploration in Healthcare - Writing

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Correct the grammar in a student writing 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.)

#### 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.
- 

#### MATERIALS

- Teacher Resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2)
  - Student Work: Make one set of copies for each student.  
Choose two paragraphs of student writings that demonstrate the kinds of grammar and spelling challenges most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts.
- 

#### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
- 

#### ACTIVITY #2: Editing Game #1 - 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 students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are 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 to ask a different student to come to the board and go through the same process as above.
  - Keep team scores on the board.
- 

### **ACTIVITY #3: Editing Game #2 - 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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Writing Week 4, Lesson 3

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

### THEME: Career Exploration in Healthcare - Writing

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Create a rewriting plan.
- 

#### 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

**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: Students' writing assignments with student and teacher comments will be handed back to students
  - Teacher Resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2)
- 

#### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
- 

#### Activity #2: Coming Up with a Rewriting Plan - 40 minutes\*

- Hand student essays back with your comments as well as the evaluations from the other two students who read their essay.
- Have the students read through all the comments.
- Ask:
  - What is your response to the feedback?
  - What kinds of rewriting ideas do you have? Write their ideas on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?
- Have students get into their original evaluation groupings and pass around their essays and evaluations to the left as before. Students should compare and contrast the teacher's comments with comments received from their classmates.

- Tell students to talk through their rewriting plans as a group.
  - As a class, ask students to 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: Writing with a Partner Audience - 40 minutes\***

- Have students take out their notebooks to do some writing.
  - Write the following questions on the board:
    - What is your plan to improve the opening of your essay? How can you get your reader's attention?
    - What is your plan to improve the facts and recommendations paragraphs?
    - Does your paragraph about your additional questions engage the reader in wanting to know more?
  - 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 pass their notebook to their partner. The partner must read the answer and write down any questions they may have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
    - Penmanship.
    - Spelling.
    - Grammar.
  - Have students repeat this process with the other questions on the board.
- 

### **HOMEWORK**

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

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Writing Week 4, Lesson 4

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

### THEME: Career Exploration in Healthcare - Writing



Class to be held in the Technology Lab

#### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
- Begin the rewriting process on the computer.
- Prepare for the homework 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.)

#### WRITING: Types and Purposes

**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.

---

#### MATERIALS

- Teacher Resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2)

---

#### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.

---

#### ACTIVITY #2: Begin the Rewriting Process on the Computer - 60 minutes\*

- Have students get out their rewriting plans, their essays, and their evaluations.
  - Give students class time to begin rewriting.
  - Encourage students to focus on one paragraph at a time.
  - Tell students they will be able to finish their rewrites for homework.
-

### ACTIVITY #3: Homework Preparation - 20 minutes\*

- Tell students this activity will help them to prepare for next week's class work
  - Ask: What or who motivates you?
  - Ask about the strategies they use to solve problems in their lives:
    - When you are feeling sad or you encounter a serious problem, what do you do to cope?
    - When have these strategies or processes been successful?
  - List some of these strategies and ask for some they know other people use. Write these strategies on the board. Examples may come from:
    - Different religious beliefs.
    - Recovery programs.
    - Counseling.
    - Family or cultural beliefs.
    - Influential people in their lives.
    - Books.
- 

### HOMework

**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.

**WRITE:** Have students finish rewriting their essay.

**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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.



# Reading Week 5, Lesson 1

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

**THEME: Getting Ready for Lifelong Learning and Earning - Reading**

### **OBJECTIVES**

- Present chosen motivational saying or article and personal story.
  - Compare and contrast different problem-solving strategies.
  - Formulate a personal theory.
  - Solve test situations using that 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.)

### **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.
- 

### **MATERIAL**

- Student Work: Students should bring in their sayings, articles, and homework paragraphs.
  - Dictionaries.
  - Handout: Make one copy for each student.  
*Abraham Maslow* (attached)
-

### **ACTIVITY #1: Present Your Motivational Saying/Reading/Story - 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 write one paragraph that answers the three questions for presentation to the class using the best parts of what they have written.
  - Go around the room 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 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 the *Abraham Maslow* handout (attached). Have them circle all words that are new to them and highlight those explanations that help them to understand:

- 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 5, 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? What kind of person does he seem like?
2. What are physiological needs? Give examples.
3. What are safety and security needs? Give examples.
4. What are love and belonging needs? Give examples.
5. What are esteem needs? Give examples.
6. What does self-actualization mean? Give examples.
7. What does it mean to be reality-centered? What does it mean to be problem-centered?
8. 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?

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# 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.

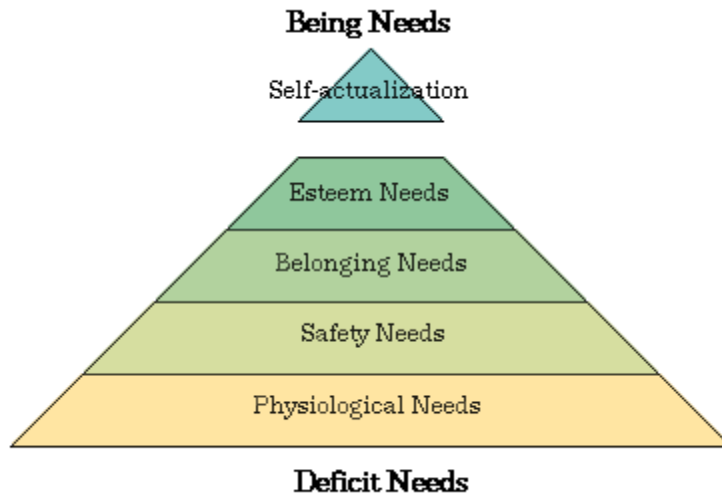


---

#### 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 (CO<sub>2</sub>, 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.

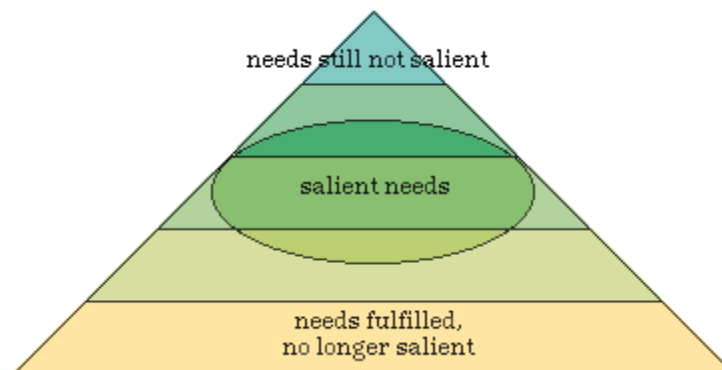
3. **The love and belonging needs.** When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. You begin to feel the need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community. Looked at it negatively,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

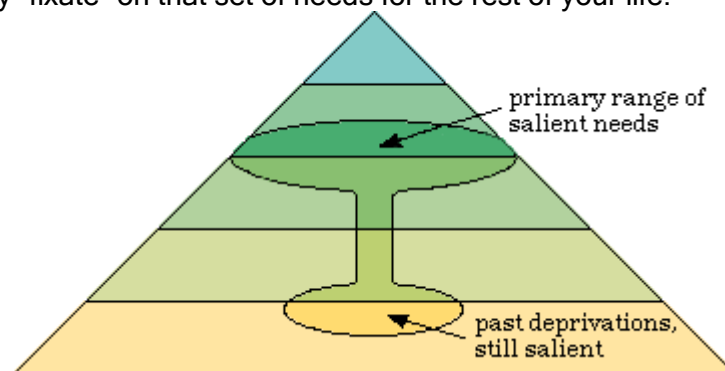
Under stressful conditions, or when survival is threatened, we can “regress” to a lower need level. When your great career falls flat, you might seek out a little attention. When your family ups and leaves you, it seems that love is again all you ever wanted. When you face chapter eleven after a long 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 Aldous 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 5, Lesson 2

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

**THEME: Getting Ready for Lifelong Learning and Earning - Reading**

### **OBJECTIVES**

- Analyze the reading in three parts.
- Understand vocabulary in context.
- Apply the theory to students' own lives.
- Have students 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.**

- d. Identify cause and effect implied in a paragraph.

#### **READING: Craft and Structure**

**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.

**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.

## 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.  
*Maslow's Pyramid* (attached):  
[http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s\\_Hierarchy\\_of\\_Needs.svg](http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s_Hierarchy_of_Needs.svg)
  - Technology: Be sure you have a computer and projector or other method for projecting *Maslow's Pyramid* during 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\***

- Look at *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 of these examples 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?
- Have students take a few minutes to answer these questions in note form in their notebooks.
- For the first question, go around the room to find out the range of student opinions on Maslow's theory.
- For the second question, let the class express their opinions and provide specifics for their opinions.
- For the third question, go around the room to find out student answers.
- 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.

### HOMEWORK

**WRITE:** Have students write a letter to Abraham Maslow and tell him what they think about his theory and why. Student letters should:

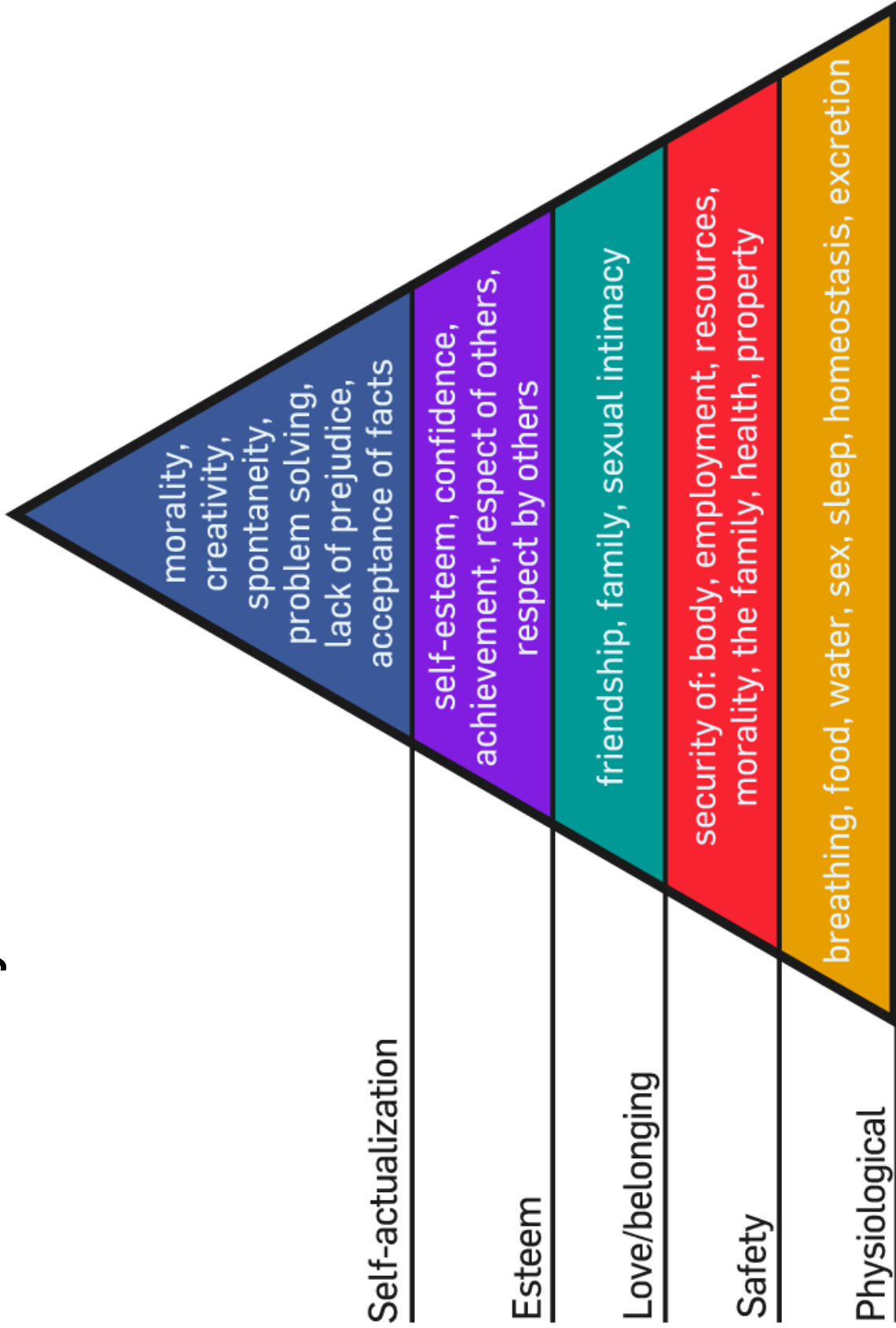
- Introduce themselves.
- Tell him what they are studying and that they have just read about his theory.
- Tell him how they think his theory applies to them.
- Tell him if they think his theory will be useful to them in the future and why or why not.

**TEACHER PREPARATION:** Preview the *Healthcare Planning Timeline* featured in the next lesson. Imagine yourself as a student with a set of goals and fill out the timeline in a way that would help you to meet those goals. Project your personal goals, training, and work activities over the next four years (two sheets). Have this ready to display on the overhead projector 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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Maslow's Pyramid



Page Intentionally Left Blank



# Reading Week 5, Lesson 3

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

**THEME: Getting Ready for Lifelong Learning and Earning - Reading**

### OBJECTIVES

- Review the Maslow letters that were assigned as homework.
  - Create a visual 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**

**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.
- 

### MATERIALS

- Handout: Make two copies for each student.  
*Career Pathway with Stackable Credentials* (attached).
  - Classroom Resource: Flip chart paper and markers.
  - Student Work: Students should have brought the letters to Abraham Maslow that they wrote for homework.
- 

### ACTIVITY #1: Review Letters to Abraham Maslow - 30 minutes\*

- Have students get out their letters and select the paragraphs that explain how Maslow's theory pertains to them and how it will be useful to them in the future.
  - Go around the room and have students read these sections of their essays aloud.
  - Tell students that Maslow's theory may be useful when making their career plans.
  - Have students hand in their letters to Maslow.
- 

### ACTIVITY #2: Review CCC Healthcare Career Pathways - 30 minutes\*

- Have students to get out their copies of the CCC Healthcare Career Path, and ask: Remember this?
- Ask the following questions to help students recall how to read the three pages:
  - Of everything on the three pages, which programs offer stackable credentials up to and including a Bachelor's Degree)?

- Which Basic Certificate prepares students for jobs with the highest wages?
    - Advanced Certificate?
    - Associates?
    - Bachelors?
  - Which program takes the longest to complete?
    - Which programs take the shortest amount of time?
  - Which programs are for people who are good with data?
    - For people who like to work in hospitals? In doctor's offices?
    - For people who like to have their own business?
    - For people who like to work in emergency situations outside the hospital?
- Go around the room to ask which program each student has chosen and why.
  - Put students into career path groups who want to pursue similar job titles.
- 

### ACTIVITY #3: Create a Visual Career Path - 60 minutes

- Pass out two copies of the blank *Career Pathway with Stackable Credentials* worksheet (attached) to each student.
- Tell students they will use this sheet to do a draft of their selection for a career pathway they plan to pursue. The chart will be the basis of their own drawing that they can present. They will need to use the three CCC Healthcare Career Path sheets from the previous exercise to fill in the chart.
- Project the *Career Pathways with Stackable Credentials* sheet and ask a student volunteer to help you demonstrate how this sheet should be filled in. Ask the student:
  - What is the job you most want to get in the healthcare field?
    - Where do I write the name of the job?
  - Which stackable credential would you need to complete to get that job?
    - Where do I write the name of the certificate and degree programs?
  - How many semesters will it take to complete that stackable credential?
    - Where do I write the number of semesters?
  - How much will that job pay?
    - Where do you write in the pay?
- Repeat this line of questioning to complete each of the stackable credentials the student plans to complete.
- If needed, ask another student to answer the same series of question to help you fill out a *Career Pathway with Stackable Credentials*.
- Lastly, ask the class:
  - How would they fill in the "Issues and Strategies" sections?
  - How would their work on what motivates them and on Maslow's theory be of use here?
  - Why are there two boxes to fill out? (Answer: Your life situation may change when you get a higher paying job.)
  - Why might their issues and strategies change when they are more used to going to college or when they were making more money at a healthcare job?
  - How do they see their lives changing during the course of their education?
- Go back to the two students who volunteered to help you create visual career pathways on the board and ask them how they would fill in these parts of the sheet.
- Have the class complete their own *Career Pathways with Stackable Credentials* sheets.
- When they are done, have them to find a partner and present the *Career Pathway* to their partner.
- Circulate to discuss students *Career Pathways* with them while they are working on them.

- When students are finished with their *Career Pathway*, hand out flip chart paper and markers so that students can draw their presentation on large paper. Encourage them to make their own designs that will make their plans clear and pleasant to look at.
    - Student must also be ready to present why they have made the choices they have and answer:
      - How are their choices going to improve their lives?
- 

### **HOMWORK**

**WRITE:** Have students finalize the Career Pathways for presentation in the next class.

**REMINDER:** Tell students to bring all course materials related to careers to help them with the activities in the next lesson.

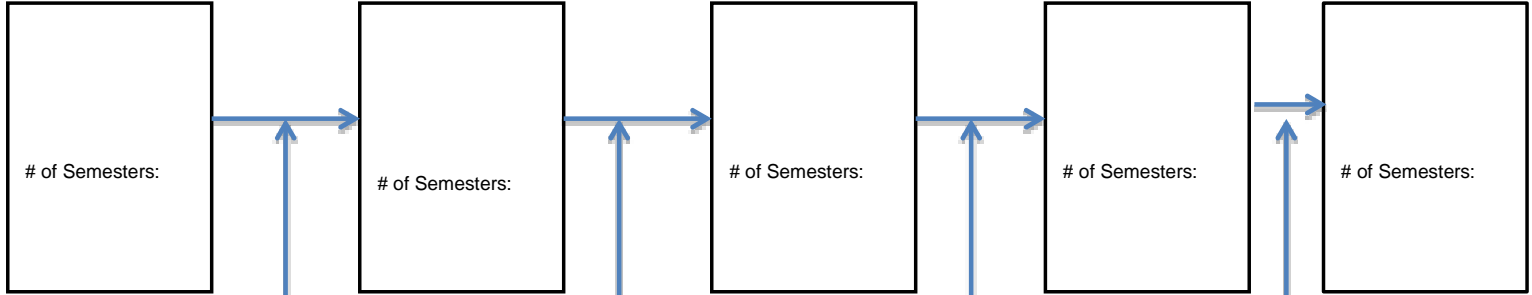
Page Intentionally Left Blank

# CAREER PATHWAY WITH STACKABLE CREDENTIALS

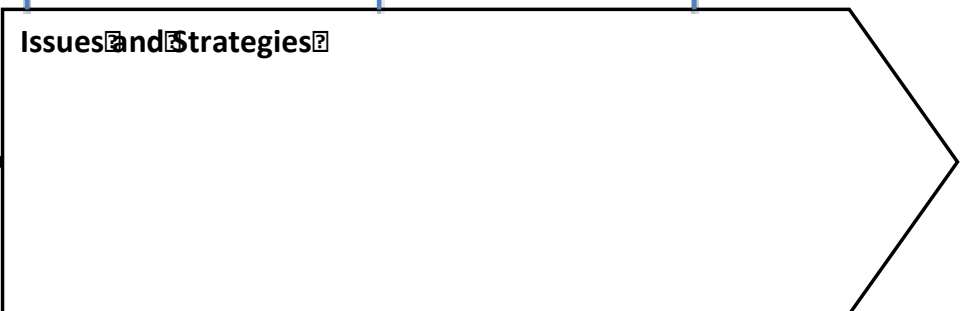
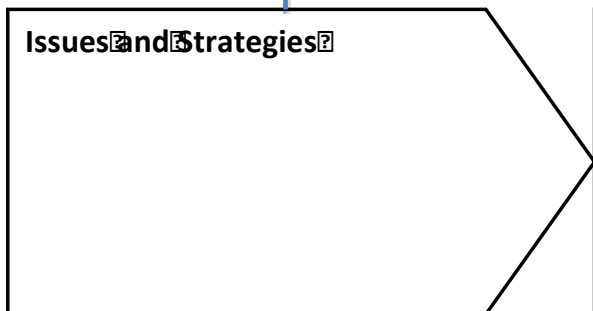


## JOB

High School / GED / Basic Certificate / Advanced Certificate / Associates Degree / Bachelors Degree



## PAY



Page Intentionally Left Blank

# Reading Week 5, Lesson 4

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

**THEME: Getting Ready for Lifelong Learning and Earning - Reading**

### **OBJECTIVES**

- Students present their Career Pathway.
- Outline student writing assignment for Week 6 using prompts, developing topic sentences, and taking relevant notes from the course's materials.
- Conduct oral interviews in pairs to develop and clarify how the paragraphs will be organized.

---

### **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: 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.

#### **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**

- Students should bring all course materials related to careers to date to class with them.

---

### **ACTIVITY #1: Students Present Their Career Pathway - 40 minutes\***

- Tell students they are to present their Career Pathway to the class.
- Ask students to put their flip chart paper up on the walls.

- Have student walk around to look at the different drawing to see the similarities and differences in the kinds of career choices students are making.
- Have each student present his/ her drawing. After each presentation ask:
  - Do you have any questions for the presenter?
    - Anything you want clarified or more information on?
- After all the presentations, ask:
  - Any observations about the kinds of choices this class has made?
    - Are more similarities or differences in students' choices?
    - How about their issues and strategies for being successful in their career?

### **ACTIVITY #2: Outlining the Next Writing Assignment - 40 minutes\***

- Write the assignment on the board: Write a five-paragraph essay - one paragraph for each of the following:
  - What are your career goals? Describe where you would like to be in two years.
  - What training will you need for which kinds of jobs and what jobs do you plan to have along the way?
  - What personal issues will you need to address while you are in school and/or at work?
  - How will you address these issues?
  - How will you keep yourself motivated to achieve your goals?
- Tell students they must include topic sentences for each paragraph. Practice writing a variety of topic sentences for the different paragraphs. Write these on the board. Make sure to emphasize the real opportunities for variety here.
- Have students take out all the work they have done so far for this class that has to do with careers.
- Talk about how to create an outline and explain this is best done on a computer. Explain:
  - Put the topic for each paragraph with enough room for notes underneath.
  - Go through your materials and take notes on those ideas that will help you answer each question. Come up with your own ideas for answering the questions.
  - Work to have a topic sentence for each paragraph.

### **ACTIVITY #3: Oral interview - 40 minutes\***

- Put students in pairs to interview each other. One student should ask each of the five questions from Activity #2 and the interviewee should respond first with their topic sentence and then continue with the “body” of their paragraph. The interviewer should ask for more clarification where needed.
- When done, students should find another partner and interview them until each student has given two interviews and interviewed two other students.

### **HOMEWORK**

**WRITE:** Have students write a five-paragraph essay, one paragraph for each of the following:

- What are your career goals? Describe where you would like to be in two years.
- What training will you need to take for which kinds of jobs and what jobs do you plan to have along the way?
- What personal issues will you need to address while you are in school and/or at work?
- How will you address these issues?
- How will you keep yourself motivated to achieve your goals?

This essay should be e-mailed to the teacher before the next class, if possible.



**REMINDER:** Tell students to bring the following handouts to use in the next class:

- *GED Essay Scoring Rubric* they received in Week 2, Lesson 1.
- *The Writer/Audience Situation* they received in Week 1, Lesson 1.
- The table of contents from the grammar text you have chosen for this course that they received as a handout in Week 2, Lesson 1.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# Writing Week 6, Lesson 1

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

**THEME: Getting Ready for Lifelong Learning and Earning - Writing**

### **OBJECTIVES**

- Expand the criteria for good multi-paragraph writing.
  - Evaluate others' writing assignments 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: Craft and Structure**

**2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, while 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.**

#### **WRITING: Production and Distribution of Writing**

**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: Students should bring hard copies of their homework assignments. Teachers may wish to bring hard copies of assignments that have been e-mailed prior to class.
  - 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 1, Lesson 1)
  - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. 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 provided during Week 2, Lesson 1)
-

### ACTIVITY #1: Expanding Criteria for Good Multi-Paragraph Writing - 40 minutes\*

- Write the following questions on the board and ask the class:
    - How did your essay writing go?
    - What went well? What was difficult?
    - How did you overcome difficulties?
    - Who came up with new ideas through the process of writing?
  - Have students get out their notebooks. Have them write the first question in their notebooks and write the 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. Tell students to make sure that the question leads your partner to telling more specifically what their writing process was like. Students can use the questions on the board or not.
  - When students have finished, go around the room to tell the class how their partner's writing process went.
  - Have students get their *Writer/Audience Situation* handout out.
  - Ask:
    - What does the Writing Conversation you just completed have to do with the *Writer/Audience Situation*?
  - Have students get out their notes on writing criteria (last used in Week 4, Lesson 1).
  - Ask students if they want to add additional criteria.
  - Tell students to get out their *GED Essay Scoring Rubric*. They will work with "Organization," "Development and Details," and "Response to Prompt" again.
  - Ask:
    - What was the prompt for this essay?
    - What were you told to write the essay on?
  - Have students read out loud the different descriptions for all three *GED Rubric* categories.
- 

### ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes\*

- Tell students they will assist other students by giving constructive feedback. All their feedback must include the answers to the following questions (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.
- Hand back student essays
- Put students into groups of three. Have them 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 a new essay.
- After students have evaluated two essays, they should give their evaluations to the authors and the authors should read the comments.
- Ask the class as a whole:
  - 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? Ask for clarification when back in your group.

- Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well-developed paragraphs to read to the class and explain why they were selected.
  - Go around the room and have students from the groups read aloud selected paragraphs and explain why they were selected
  - Tell students that you will also evaluate their essay so they will have three different reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
- 

### **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?
    - Spelling?
  - Have students take out their copy of the "Table of Contents" of the grammar text passed out in Week 2, Lesson 1, and check off those grammar issues in the "Table of Contents" that the class has identified as needing work.
  - Ask:
    - What do you think is the best strategy for improving this class's grammar?
    - What would you recommend?
  - Go around the room to get students' ideas.
  - Based on student answers, assign grammar homework.
  - Remind students that there will be grammar homework assignments for each day of each Writing week.
- 

### **HOMEWORK**

**COMPLETE:** Have students complete three grammar assignments from the course's grammar text that the class chose in Activity #3.

**TEACHER PREPARATION #1:** Evaluate student essays for Week 6, Lesson 3. These evaluations need to answer the same three questions the students answered and be written on a separate piece of paper. The three questions are:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Organization," "Development and Details," and "Response to Prompt" scores do 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 having. Type these paragraphs up 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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# Writing Week 6, Lesson 2

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

**THEME: Getting Ready for Lifelong Learning and Earning - Writing**

### 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.**
- 

### MATERIALS

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

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
- 

### ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of a paragraph of student writing that you have chosen before class with all the grammar and spelling mistakes intact.
- Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are 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 to ask a different student to come to the board and repeat the process
  - Keep team scores on the board.
- 

### **ACTIVITY #3: Editing Game #2 - 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.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.



# Writing Week 6, Lesson 3

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

**THEME: Getting Ready for Lifelong Learning and Earning - Writing**

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Create and write up a rewriting plan.
- 

### 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

**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 writing assignments with student and teacher comments.
  - Teacher Resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2).
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

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

### ACTIVITY #2: Coming Up with a Rewriting Plan - 40 minutes\*

- Hand student essays back with your comments as well as the evaluations from the other two students who read their essay.
- Have students read through all the comments.
- Ask:
  - What is your response to all the feedback?
  - What kinds of rewriting ideas do you have? Write their suggestions on the board.
- Write the following questions on the board:
  - What is your rewriting plan?
  - What strategies are you going to use to get your reader interested in your topic?

- Have students get into their original evaluation groups to pass around their essays to the left as before, with the teacher's comments to also read this time.
  - Have students talk through their rewriting plans as a group.
  - As a class, ask students to 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 writing plans in note form.
- 

### **ACTIVITY #3: Writing with a Partner Audience - 40 minutes**

- Have students take out their notebooks to do some writing.
  - Write the following questions on the board:
    - What is your plan to improve the opening of your essay? How can you get your reader's attention?
    - What is your plan to improve the facts and recommendations paragraphs?
    - Does your paragraph about your additional questions engage the reader in wanting to know more about the health issue?
  - 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 make comments on:
    - Penmanship.
    - Spelling.
    - Grammar.
  - Have students repeat this process with the other questions on the board.
- 

### **HOMEWORK**

**WRITE:** Have students rewrite the writing assignment based on their rewriting plan.

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

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Writing Week 6, Lesson 4

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

**THEME: Getting Ready for Lifelong Learning and Earning - Writing**

### OBJECTIVES

- Learn a critical grammar lesson chosen by the teacher.
  - Begin the rewriting process on the computer.
- 

### 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: Types and Purposes**

**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.
- 

### MATERIALS

- Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).
  - Dictionaries.
- 

### ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes\*

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

### ACTIVITY #2: Coming Up with a Rewriting Plan - 40 minutes\*

- Have students get out their rewriting plans, their essays, and their evaluations.
  - Tell students to focus on one paragraph at a time.
  - Tell students they will need to finish their rewrites before the next class.
- 

### HOMEWORK

**WRITE:** Have students complete the final draft for the Week 6 writing assignment.

**REMINDER:** Tell students to bring the *Learning Styles Explained* handout that they received in Week 2, Lesson 4 along with their scores on the *Multiple Intelligences Teacher* and the *Multiple Intelligences Palette* to use in the next class.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum

# Reading Week 7, Lesson 1

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

### THEME: Preparing for the Final Project



Class to be held in the Technology Lab

### OBJECTIVES

- Present the assignment for the final project.
- Demonstrate how to do a PowerPoint presentation.
- Develop criteria for a good PowerPoint presentation.

---

### 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.

---

### MATERIALS

- Equipment to demonstrate how to create a PowerPoint presentation.
- Handout: Make one copy for each student.  
*The Power Point Assignment: Healthcare Career Bridge I (attached)*
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*Learning Styles Explained (attached to Week 2, Lesson 4)*

### **ACTIVITY #1: PowerPoint Assignment and Demonstration - 40 minutes\***

#### **Activity #1, Part 1: The PowerPoint Assignment**

- Tell the students they are going to do a PowerPoint presentation on their career path for their final project and will use all their writings from the course to put this together. Explain that the presentation should answer the following questions, with at least one slide per question. However, the questions themselves should not be included on the slides.
  1. What is your presentation about and why is it important?
  2. What are you going to do in your presentation?
  3. Who are you?
    - a. What are your learning styles?
    - b. What kinds of skills do you have?
  4. Why have you chosen the healthcare field?
    - a. What does the field offer that fits your kind of intelligence and skills?
    - b. What else do you like about the field?
  5. Which specific job have you chosen as your career goal?
    - a. How is this job a good fit for you?
  6. Present a visual of your career plan, if possible.
  7. What training(s) will you need to reach your career goal?
    - a. How long are each of these trainings?
  8. Will you be working while you are training?
    - a. Which jobs? For how long?
  9. What obstacles do you need to overcome to make this career plan work?
  10. What resources and supports will you need?
  11. What will you do to keep yourself motivated?
- Include a motivational quote that will be helpful to you.
- Include at least three visuals as part of the presentation.
- Tell students to consider:
  - Who are all the potential audiences for this PowerPoint? Other students? Family? Employers? Others?
  - Why would these audiences be interested in your career path presentation?
- After students understand the assignment, discuss who they want to invite to these presentations, if appropriate.

#### **Activity #1, Part 2: Demonstration on How to Create a PowerPoint Presentation**

- Demonstrate how to put a PowerPoint together. Show students how to choose slide types, fill them in, etc.
- Start with question one: What is your presentation about and why is it important?
- To type in the text for a presentation, ask:
  - What are some ways to translate the primary questions into titles? What are some suggestions? Fill in a suggestion for a title slide.
  - When you are giving details on primary question slides, do you have to write whole sentences? Make sure students understand that a PowerPoint contains clear notes that they can talk about, but not all the text they would put in a written paper.
  - How would you fill in your learning styles? What kinds of skills should you write down?

- Continue the question/answer process to put together answers for the second question (What are you going to do in your presentation?) and the supporting slides.
- 

### **ACTIVITY #2: Criteria for Good Presentations - 40 minutes**

- Have students take out their criteria for evaluating writing assignments, last expanded in Week 6, Lesson 1.
  - Ask:
    - How do the criteria for a good presentation differ from the criteria for a good writing assignment?
    - How are presentations and writing assignments different? List differences on the board.
  - Have the class describe a great presentation.
  - Put students in pairs to come up with listings of criteria for their presentations.
  - Go around the room to have the pairs name different criteria items and place them on the board.
  - Finalize the criteria as a class. Have students write these criteria in their notebooks. Teachers should also write down these criteria to be used in Week 8.
- 

### **ACTIVITY #3: Using Visuals in Your PowerPoint Treasure Hunt - 40 minutes\***

- Tell students to think about the visuals they could use in their PowerPoint.
  - Have students call out the kinds of visuals they could use. Write them on the board.
  - Have students list possible search titles they could use to find materials. Write them on the board.
  - Tell students to find three visuals to include in the PowerPoint presentation.
- 

### **HOMEWORK**

**WRITE:** Have students outline questions 1-3 for their PowerPoint presentation. This outline should determine what will go on each slide to answer these questions.

1. What is your presentation about and why is it important?
2. What are you going to do in your presentation?
3. Who are you?
  - a. What are your learning styles?
  - b. What kinds of skills do you have?

E-mail this assignment to the teacher before the next class, if possible.

**TEACHER PREPARATION:** Type up the criteria for a good presentation created in Activity #2 in the form of a handout. These criteria will be provided to students as a handout in Week 8.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank



## THE POWERPOINT ASSIGNMENT: HEALTHCARE CAREER BRIDGE 1

The PowerPoint presentation on your career path for the final project will utilize all your writings from the course. The presentation should answer these questions. Each answer should be on a separate slide, but these questions should not be included in the presentation.

1. What is your presentation about and why is it important?
2. What are you going to do in your presentation?
3. Who are you?
  - a. What are your learning styles?
  - b. What kinds of skills do you have?
4. Why have you chosen the healthcare field?
  - a. What does the field offer that fits your kind of intelligence and skills?
  - b. What else do you like about the field?
5. Which specific job have you chosen as your career goal?
  - a. How is this job a good fit for you?
6. Present a visual of your career plan, if possible.
7. What training will you need to reach your career goal?
  - a. How long are each of these trainings?
8. Will you be working while you are training?
  - a. Which jobs? For how long?
9. What obstacles do you need to overcome to make this career plan work?
10. What resources and supports will you need?
11. What will you do to keep yourself motivated?
  - a. Include a motivational quote that will be helpful to you.

### Additional Presentation Requirements:

- Include a motivational quote that will be helpful to you.
- Include at least three visuals as part of the presentation.

Page Intentionally Left Blank

# Reading Week 7, Lesson 2

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

### THEME: Preparing for the Final Project



Class to be held in the Technology Lab

### OBJECTIVES

- Review answers to questions 1-3.
- Complete the PowerPoint for questions 1-3.
- Begin the outlining process for questions 4-7.

### MATERIALS

- Student Work: Students should bring their outlines of the answers to questions 1-3. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.

---

### ACTIVITY #1: Peer Review of Outline - 20 minutes\*

- Have students get into pairs to review the three questions they outlined and ask each other for clarification

---

### ACTIVITY #2: Build Out the PowerPoint - 60 minutes\*

- Put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
- Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.

---

### ACTIVITY #3: Compile Outline for Next Four Questions – 40 minutes\*

- For those students who have completed their first three questions, have them begin their outlines for questions 4-7.

---

### HOMEWORK

**WRITE:** Have students complete the outline for questions 4-7:

4. Why have you chosen the healthcare field?
  - a. What does the field offer that fits your kind of intelligence and skills?
  - b. What else do you like about the field?
5. Which specific job have you chosen as your career goal?

- a. How is this job a good fit for you?
6. Present a visual of your career plan, if possible.
7. What training will you need to reach your career goal?
  - a. How long is each of these trainings?

E-mail this assignment to the teacher before the next class, if possible.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Reading Week 7, Lesson 3

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

### THEME: Preparing for the Final Project

#### OBJECTIVES

- Review answers to questions 4-7.
  - Complete the PowerPoint presentation for questions 4-7.
- 

#### MATERIALS

- Student Work: Students should bring their outlines of the answers to questions 4-7. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.
- 

#### ACTIVITY #1: Peer Review of Outline - 20 minutes\*

- Have students get into pairs to review the four questions they outlined and ask each other for clarification.
- 

#### ACTIVITY #2: Build Out the PowerPoint - 60 minutes\*

- Put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
  - Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.
- 

#### ACTIVITY #3: Compile Outline for Next Four Questions – 40 minutes\*

- Have students who have completed all four questions begin their outlines for the last four questions.
- 

#### HOMEWORK

**WRITE:** Have students finish their outlines for questions 8-11:

8. Will you be working while you are training?
  - a. Which jobs? For how long?
9. What obstacles do you need to overcome to make this career plan work?
10. What resources and supports will you need?
11. What will you do to keep yourself motivated?
  - a. Include a motivational quote that will be helpful to you.

E-mail this assignment to the teacher before the next class, if possible.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank

# Reading Week 7, Lesson 4

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

### **THEME: Preparing for the Final Project**

#### **OBJECTIVES**

- Review answers to questions 8-11.
  - Complete the PowerPoint presentation for questions 8-11.
- 

#### **MATERIALS**

- Student Work: Students should bring their outlines of the answers to questions 8-11 Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.
- 

#### **ACTIVITY #1: Peer Review of Outline - 20 minutes\***

- Have students get into pairs to review the four questions they outlined and ask each other for clarification.
- 

#### **ACTIVITY #2: Build Out the PowerPoint - 60 minutes\***

- Put more confident students into pairs so they can ask questions as they put their PowerPoint together.
  - Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.
- 

#### **ACTIVITY #3: Finalize Writing or Practice in Pairs – 40 minutes\***

- For those students who have completed all their questions, provide an opportunity to work on finalizing their writing or practicing their presentation in pairs.
- 

#### **HOMEWORK**

**PREPARE:** Have students prepare to give their PowerPoint presentations.

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

Page Intentionally Left Blank



# Writing Week 8, Lessons 1-3

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

### **THEME: Delivering the Final Project**

#### **OBJECTIVES**

- Formally present PowerPoint presentations.
  - Evaluate presentations according to the criteria for a good presentation.
- 

#### **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**

##### **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

##### **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.**

**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***

- Equipment needed for PowerPoint presentations.
- Handout: Make one copy for each student.  
*Criteria for a Good PowerPoint Presentation (created in Week 7, Lesson 1)*

---

***ACTIVITIES #1 and #2: PowerPoint Presentations - 120 minutes\****

- Distribute a printed version of the student criteria for presentations from Week 7, Lesson 1.
- Have listeners fill out the criteria after they have listened to each presentation.
- After each presentation, conduct a discussion by asking:
  - What questions do you have for the presenter about his career?
  - What really worked in the presentation?
  - What needs further clarification?

\* When customizing this lesson, please be aware that this activity is necessary to ensure students are prepared for completing assignments later in the curriculum.

# Writing Week 8, Lesson 4

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

**THEME: Celebration**

**OBJECTIVES**

- Celebrate student achievements!
- 

**MATERIALS**

- Party supplies.
  - Certificates for students.
- 

**ACTIVITY #1: Celebration Prompts**

- Go around the room 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.