

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed

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Introduction to the Information Technology Bridge Semester I

Reading and Writing Lessons for High Intermediate Adult Basic Education

Why Bridge Programs?

Adult education programs have long been the places adults come to earn their High School Equivalency or to improve their basic English, reading, writing, and numeracy skills. However, adult education programs are rarely viewed as stepping stones to a pathway that allows adults to attain the post-secondary education and credentials needed to secure employment with family-sustaining wages.

National research on adult education participation show that a student who attends 100 or more hours in an adult education program with support tend to earn their High School Equivalency at a higher rate (36% versus 16% for students with fewer hours) and after several years these students earn a premium of \$10,000 more a year in salary. (Source: <http://sites.ed.gov/octae/2015/03/27/impact-data-on-adult-ed-program-participation/#more-2580>.)

Prior to the introduction of City Colleges of Chicago Bridge and Gateway programs, less than four percent of students transitioned to the post-secondary level. Bridge students transition to college credit at a rate of 63 percent, and Gateway students earned 282 certificates and degrees between 2011 and Spring 2015.

Research from the Community College Research Center has shown that there is an added value to teaching adult learners using contextualized instruction related to students' industry sector of choice. In 2012, City Colleges of Chicago (CCC) developed the Bridge program to provide an accelerated pathway for students to meet their goals, earn their high school equivalency (HSE), improve their workforce outcomes, and/or increase their language skills. The CCC Information Technology Bridge is designed for these students.

Introduction to Daily Lesson Plans

These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges at the sixth- to eighth-grade literacy level, while exposing those students to key issues that are relevant to their lives and the information technology field. This intensive sixteen-week course will prepare students to:

- Advance to a ninth grade or 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 GED skills.
- Progress to the Information Technology Bridge Semester 2, which prepares students who have reached the secondary level for the HSE/GED, college studies, and the college entrance test.
- Fully articulate a personalized training and employment plan in the information technology field.

These High Intermediate ABE lesson plans were created through a collaborative project between CCC and Women Employed.

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 Information Technology Bridge Semester 1 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 5.0 to 8.9 in 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 an information technology career and are able to devote at least 20 hours per week plus homework time for the duration of the program.

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 information technology programs and discharge current debt to the college before entering this course. While these lessons include activities that focus on and reinforce the importance of punctuality, good attendance, homework completion, and team work, instructors are not expected to act as advisors. 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.

Information Technology Bridge Semester 1 Program Benefits to Students and to CCC

During this Bridge Semester1 Reading and Writing course, students will:

- Improve their basic reading and writing skills using materials related to the information technology 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 using computers, as a number of classes will take place in a computer lab.
- Explore information technology 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.
- Learn and practice test-taking skills to prepare for future TABE tests, practice HSE tests, future HSE tests, and the college entrance exam.

Because these lessons are not lecture-based, students will need time to become comfortable with the learning activities and contextualized nature of these lessons.

At the conclusion of this course, students will be prepared to enter Information Technology Bridge Semester 2 at the Adult Secondary Education level (literacy level 9.0 to 10.9). When followed by Information Technology Bridge Semester 2, students should be able to pass the Reading and Writing portions of the HSE exam as well as the Social Studies, Science, and Math portions of the test, which is a prerequisite for financial aid for college level courses. Students who are not able to pass all sections for the HSE test, may be eligible to enter the Gateway program where they will receive continued support.

When followed by Information Technology Bridge Semester 2 students may also be able to score high enough on the college entrance exam to enter college-level courses and earn credit towards degrees or certificates without needing additional remediation. This will keep students from using precious tuition and financial aid dollars for additional basic skills remediation classes.

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.

The following graphic illustrates the various components of the two-semester information technology bridge model; the configuration of days and times may vary by campus.

INFORMATION TECHNOLOGY: FALL AND SPRING BRIDGE STRUCTURE

Bridge Semester 1- High Intermediate Adult Basic Education*

First 8 Weeks

Second 8 Weeks

| | |
|---|---|
| Language Arts- Lesson Set #1 Career Exploration | Language Arts- Lesson Set #2 Internet of Things; Artificial Intelligence |
| Computer Skills Course Microsoft Office and Career Exploration | Test-Taking Skills Course Take TABE Test/ Take Practice HSE Test |
| Math Decimals, Fractions, Percent/ Functions | |

Fall

- Computer Skills and Test-Taking courses
- Certifications and/or Terminology

Bridge Semester 2- Adult Secondary Education**

First 8 Weeks

Second 8 Weeks

| | | | |
|--|--------------------------------|---------------------------------------|--------------------------------|
| Language Arts Bridge-Lesson Set #3 Big Data; Network Security | | | |
| HSE Prep (4 weeks): Reading | HSE Prep (4 weeks): Writing | HSE Prep (4 weeks): Social Studies | HSE Prep (4 weeks): Science |
| Math Geometry and Measurement/ Algebra + | | | HSE Prep: Math |
| COMPUTER INFORMATION SYSTEMS 101 | | | |

Spring

- 4-week HSE preparation blocks
- College credit course offered, whenever possible

*ABE: TABE of 6.0- 8.9 in Reading and 5.0- 8.9 in Math
**ASE: TABE of 9.0- 12 in Reading and 8- 12.0 in Math

Information Technology Bridge Semester 1 Correlation with State and National Standards

To ensure that the Bridge Semester 1 lessons meet state and national learning standards, curriculum designers compared the Illinois ABE/ASE Content Standards¹ in Reading, Writing and Language, and Speaking and Listening with the NRS² 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 Semester 1 skill-building standards and HSE skill requirements.

Specific HSE skills are not explicitly incorporated in the Condensed NRS Level 4 Standards because these students are not yet at the adult secondary skill level. However, this framework is directly tied to HSE skills. What students learn in the Bridge Semester 1 course lays the foundation that they will need for specific HSE learning covered in Bridge Semester 2. At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons.

Principles for Lesson Plans

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

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

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 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 HSE exam 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 several thematic units; the first eight weeks alternates one reading week followed by one writing week as students acclimate to the student-centered style of the class and begin to build their basic skills. The second eight weeks focus on two units appropriate to the sector and integrate short and extended in-class and homework writing assignments into the units in a less structured manner.
- A variety of readings are assigned for students to analyze individually, to compare, and to use to draw information and form conclusions.
- 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 needed to support the improvement of written drafts. The Bridge does not focus on grammar as a separate area of study.
- At this level, writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research projects are incorporated into the lesson plans. 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 that are integrated into both reading and writing activities, as well as a PowerPoint project.
- All HSE standards work is taught in the Bridge Semester 2 course.

Lesson Plan Layout

The full sixteen-week course is organized into two eight week segments to allow for the inclusion of new students at the eight week mark. The first eight weeks will alternate between one reading week and then one writing week as students become familiar with the format and structure of the student-centered activities and build their basic skills.

| READING WEEKS | WRITING WEEKS |
|---|--|
| <p>Week 1 – Information Technology Bridge Goals and Skills:</p> <ul style="list-style-type: none"> • Establish course goals and an approach to writing. • Create classroom standards and support strategies. • Identify positive and negative impacts of technology on society. | <p>Week 2 – Written Work on How Technology has Impacted You <u>Write 5 linked paragraphs:</u></p> <ul style="list-style-type: none"> • Why is technology important in our world? • How has technology impacted your life? • Give some examples of how technology has made your life better. • Give examples of how technology has gotten in the way. • What can you conclude about technology from your experience? |
| <p>Week 3 – CCC Program Pathways in Information Technology:</p> <ul style="list-style-type: none"> • Learn about three primary pathways in IT. • Identify the skills needed for each IT pathway. • Choose an IT career pathway. • Learn about CCC's IT career pathways. • Establish a college goal by choosing the specific certifications and/or degrees at CCC you are most interested in. • Identify strategies for balancing school, family, and work. | <p>Week 4 – Written Work on the IT Career Pathway that Interests You <u>Write four linked paragraphs:</u></p> <ul style="list-style-type: none"> • What are your primary reasons for wanting to go into the IT field? • What is the job you want to prepare for and the level of certification or degree that you want to acquire at City Colleges? Why? • How do you balance school, family, and work now? • What additional supports will you need to maintain your balance in college? |
| <p>Week 5 – Reach Your College Goal Using Effective Motivational Strategies</p> <ul style="list-style-type: none"> • Identify a range of motivational strategies from videos, readings, and personal experience. • Learn about the obstacles students face when going to community college and recommendations for success. | <p>Week 6 – Written Work on the Strategies You Will Use to Achieve Your College Goal <u>Write four linked paragraphs that answer the following questions:</u></p> <ul style="list-style-type: none"> • What are the obstacles that most people face when going to Community College? • What is your community college goal and what are some of the barriers you expect to face when working toward that goal? • What are some of the strategies you will use to keep yourself focused and motivated? • Why do you think these strategies will be effective? |

| | |
|--|--|
| <p>Week 7 – Develop A Final PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Review how to use PowerPoint and how to set up slides to answer final project questions. • Write outlines for specific questions, have peers review these outlines, and complete slides in class. | <p>Week 8 – Give Your PowerPoint Presentation Create a PowerPoint that includes slides that answer the following questions:</p> <ul style="list-style-type: none"> • What is your PowerPoint presentation about? • What is the IT field? • Why do you want to go into it? • What skills and experiences make you a good fit for this field? • What are the Career Pathways available in the IT field at CCC? • Which Pathway and credential or degree in that Pathway to you want to make your college goal? • What are your reasons for making this selection? • What barriers do you anticipate could get in the way of your meeting your goal? • What strategies will you use to keep yourself motivated to overcome your barriers and meet your goals? |
|--|--|

Beginning in week 9, lessons will begin to focus on contextualized themes and reading and writing activities will become more integrated. The strategies for building contextualized themes for these lessons include:

- Science and Social Studies topics customized to information technology.
- Primary and secondary sources used as the basis for students' own thinking and writing.
- Activities to help students improve comprehension and analysis of newspaper articles, editorials, and political cartoons.
- Strategies for reading more difficult materials including: reading for a purpose, highlighting, small group and class analysis of readings in a broader context, and vocabulary development.
- Activities to develop persuasive writing: thesis, evidence, and conclusions/recommendations.
- Analysis of both reading and writing in terms of thesis, evidence, and conclusions/recommendations.
- Activities designed to compare points of view between readings.
- Activities designed to have students articulate their own points of view, using multiple sources to support their claims.
- The Internet as a research tool to answer questions and find information that can strengthen students' own points of view.
- Activities that show students how to outline thoughts and facts in preparation for the 45-minute essay.
- The 45-minute essay as the basis for formal writing projects.
- Complex charts and graphs that inform are incorporated into writing projects.
- Activities that show students how to quote sources and use statistics in persuasive writing.
- Note-taking on class discussions, readings, and video presentations.
- Activities designed to develop into good editors and evaluators of each other's work.

Themes and activities for weeks 9 through 16 will include the History and Future of the Internet, the Internet of Things, and Artificial Intelligence.

| THEME | PURPOSES | READING | WRITING | PRESENTATION |
|---|---|---|--|---|
| Week 9: History and Future of the Internet | <ul style="list-style-type: none"> Understand the importance of critical thinking skills. Connect critical thinking skills to the way the brain works. Introduce the history of global communication and predict its future. | <ul style="list-style-type: none"> Read about the importance of critical thinking skills and how to strengthen them. Watch videos on how brains learn and work. Watch a video on the history of global communications. | <ul style="list-style-type: none"> Write a summary of the history of global communication. | <ul style="list-style-type: none"> Create presentations on key readings and videos. |
| Week 10: The Internet of Things (Internet of Things) | <ul style="list-style-type: none"> Understand what the Internet of Things is, how it works and what it will be in the future. | <ul style="list-style-type: none"> Read and watch videos on Internet of Things as it is now and what it will be in the future. | <ul style="list-style-type: none"> Take organized notes on those questions that structure the first writing assignment. Write summaries on the benefits and concerns about the Internet of Things. | <ul style="list-style-type: none"> Research and present on Chicago-area companies that are involved in the Internet of Things. |
| Week 11: Issues Concerning the Internet of Things | <ul style="list-style-type: none"> Investigate the benefits and concerns about the Internet of Things. | <ul style="list-style-type: none"> Do research on the book 1984 and compare and contrast it to the Internet of Things in readings and videos. | <ul style="list-style-type: none"> Write an in-class 45-minute essay on the Internet of Things. | |
| Week 12: Written Work on the Internet of Things | <ul style="list-style-type: none"> Conduct a full rewriting process on last week's essay that includes: peer review, editing, planning and rewriting. | <ul style="list-style-type: none"> Read other student essays and provide ideas for improvement. | <ul style="list-style-type: none"> Write comments on other student work. Edit and rewrite essay drafts. | |

| THEME | PURPOSES | READING | WRITING | PRESENTATION |
|---|--|--|--|---|
| Week 13: The Impact of Technological Change on Communities | <ul style="list-style-type: none"> Learn the 2 first major historical shifts in human history. Learn how these shifts are currently in decline. Understand how poor communities are impacted by these declines. | <ul style="list-style-type: none"> Watch videos about historical shifts in human history. Read about how these shifts are currently in decline. Watch a video on the impact these declines have had on poor communities. | <ul style="list-style-type: none"> Write an in-class 45-minute essay on the economic impacts of key economic shifts on poor communities. | |
| Week 14: Artificial Intelligence (AI) Now | <ul style="list-style-type: none"> Trace the rise of robots and Artificial Intelligence. | <ul style="list-style-type: none"> Read about and watch videos on how Hollywood portrays Artificial Intelligence, overviews of Artificial Intelligence, and Artificial Intelligence products that exist now. | <ul style="list-style-type: none"> Conduct on-line research to find more facts about Artificial Intelligence and/or current Artificial Intelligence products. Write summaries of Artificial Intelligence research. | <ul style="list-style-type: none"> Create presentations on facts from readings and videos on Artificial Intelligence. |
| Week 15: Benefits and Concerns about Artificial Intelligence in the Future | <ul style="list-style-type: none"> Understand the potential economic impact of Artificial Intelligence in the future. | <ul style="list-style-type: none"> Report on experts' predictions on the impact of Artificial Intelligence on jobs. Read about the benefits and risks of Artificial Intelligence. Watch videos showing different opinions on the future of Artificial Intelligence. | <ul style="list-style-type: none"> Prepare final written work on Artificial Intelligence, its potential benefits, its potential issues, and some solutions to those issues. | |
| Week 16: Written Work on Artificial Intelligence | <ul style="list-style-type: none"> Conduct a rewriting process on last week's essay that includes: peer review, planning and rewriting. | <ul style="list-style-type: none"> Read other student essays and provide ideas for improvement. | <ul style="list-style-type: none"> Write comments on other student work. Rewrite essay drafts based on peer and teacher feedback. | <ul style="list-style-type: none"> Create presentations on Artificial Intelligence's potential issues and the potential solutions. |

Assumptions about Program Delivery

The lesson plan activity instructions contain full and detailed 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, 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 and interest 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 and interests of students in their classrooms.

These guidelines will 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 daily lesson plans that include activities and worksheets as well as list of the standards covered in each lesson.

City Colleges instructors and staff with questions about the design of the bridge program or customization of the lessons should contact Lauren Hooberman, Bridge Director, City Colleges of Chicago, at lhooberman@ccc.edu or Stephanie Sommers, Curriculum Specialist, at ssommers11@gmail.com.

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

CONDENSED READING STANDARDS FOR NRS LEVEL 4

TEXT IDEAS AND DETAILS

1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.

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

CRAFT AND STRUCTURE

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

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 1, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|--|
| <ul style="list-style-type: none"> • Complete an Ice Breaker: articulate student goals. • Introduce the course goals and compare to student goals. | SPEAKING AND LISTENING | 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. |
| <ul style="list-style-type: none"> • Introduce the course's approach to writing. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. 2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas. 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. |
| <ul style="list-style-type: none"> • Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. |

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Reading Week 1, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Information Technology Bridge Semester 1 Goals and Skills

OBJECTIVES

- Complete an ice breaker to articulate student goals.
- Introduce the course goals and compare to student goals.
- Introduce the approach to writing in the bridge.

MATERIALS

For Activity #2:

- Handout (attached): Make one copy for each student.
Information Technology Bridge Semester 1 Reading and Writing: Goals and Course Features

For Activity #3:

- Handout (attached): Make one copy for each student
"I Believe" Statements About Writing
- Handout (attached): Make one copy for each student.
Teaching Writing to Adult Education Students

For Homework:

- Handout (attached): Make one copy for each student.
The Health Benefits of Journaling
<http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>
- Handout (attached): Make one copy for each student.
7 Habits of High Effective Students
<http://www.educationcorner.com/habits-of-successful-students.html>

ACTIVITY #1: Ice Breaker to Articulate Student Goals - 30 minutes.

- Welcome students to the Information Technology Bridge Semester 1 Reading and Writing course and tell them the first eight weeks will be focused on matching their skills to the Information Technology field, exploring career paths in Information Technology that begin at City Colleges of Chicago (CCC), and making choices about what programs at the college level might be a good fit. In order to become good writers, this eight weeks will require lots and lots of reading and writing and a final presentation that will lay out what they want to study in college in Information Technology, and what they will do to be successful.
- Introduce yourself and explain how and why you are a strong and supportive teacher.
- Write the following questions on the board:
 - Why are you interested in Information Technology?
 - Why are you a good match for the Information Technology field?
 - What would you like to get out of the Bridge?
 - List your personal, academic, and career goals.
- Set up the board to record student goals in three categories: personal, academic, and career.
 - Tell students that you are going to be the note taker for the class. They will need a notebook where they will keep notes throughout the course.

- Put students into pairs to answer these questions.
 - Partners should take turns:
 - Using the questions to interview each other.
 - Asking additional questions to better understand the details.
 - Preparing to introduce their partners to the class.
 - Have students introduce their partners by answering the three questions on the board. Write students' goals in the appropriate categories. Make checks next to those goals that are stated multiple times—one check for each student that has that goal.
 - After each person has been introduced, ask students if they have thought of other goals they would like to add to the lists. Add these to the appropriate categories on the board.
 - Ask the class if there are any general statements they can make about the goals of students in this class.
-

Activity #2: Compare Student Goals to Formal Course Goals - 30 minutes.

- Tell students they are now going to compare the goals they have identified on the board with the formal written goals of the course.
 - Pass out the Information Technology Bridge *1 Reading and Writing: Goals and Course Features* attached to this lesson.
 - Go round robin and have a different student read the goals: loudly, clearly, and with feeling.
 - After each goal is read, ask:
 - Is this item already on the list of student goals on the board?
 - If yes, put a star next to the item on the board.
 - If no, ask: What category does this item go in? (Have students tell you where to put the goal and write the item in the appropriate category.)
 - When all the course goals have been reviewed, ask:
 - How do the course goals compare to student goals?
 - How do you think this first half of the course will help you meet your goals?
-

ACTIVITY #3: Introduce the Course's Approach to Writing – 60 minutes.

Activity #3, Part A: "I Believe" Statements.

- Tell students they are now going to look at their beliefs concerning what is needed to become a good writer—a key element of this course. This exercise will help them understand how they think about the process of writing and will help them understand the approach to writing that this course will take.
- Tell students to get out a piece of paper and number it from 1-11.
- Write the following on the board:
 - 1 = Strongly agree
 - 2 = Not sure
 - 3 = Strongly disagree
- Tell students you will be reading some "*I Believe*" statements to them. You are really only looking for students to respond to those that they feel strongly about. If students don't have a strong reaction as soon as it is read, they should just put "2" next to the corresponding number on their sheet.
- Read the statements slowly twice, leaving enough time between each reading for students to write down their rating.
- Pass out the written "*I Believe*" statements. Ask student to read the statements to themselves and circle those statements they feel the strongest about.

- Next, have students prioritize the top three statements that they have circled by marking them first, second, or third.
- Ask students the following questions:
 - What was the statement you felt most strongly about? Why?
 - Did anyone else have the same statement? Why did you choose it?
 - Did anyone else choose a different statement? Why?
 - Continue this line of questioning until a number of different opinions have been expressed clearly.
- After the exercise, ask:
 - Does this class tend to favor any particular group of statements?
 - What are the important differences in opinion in this class?
 - What are some similarities?

Activity #3, Part B: Reading on Writing.

- Pass out the *Teaching Writing to Adult Education Students* attached to this lesson and have students read it. Tell them to underline those statements that are related to the *I Believe* statements. They are to think about which of the “*I Believe*” statements the author of this article agrees with.
- After having students read the article to themselves, go round robin to have students read a paragraph: loudly, clearly, and with feeling.
 - Tell student to underline any new “*I Believe*” statements they find that the author agrees with.
- After students have finished reading, put students into pairs and ask them to:
 - Talk about the “*I Believe*” statements they think the author of this article believes.
 - Make sure they can explain why they have made each one of their choices. Ask them to find the part of the article that makes the author’s position clear, if possible.
- Go round robin and ask each pair to read one of the “*I Believe*” statements the article supports and explain and quote the section of the text that shows why they made that choice.
- Tell other pairs to share different “*I Believe*” statements they have chosen and to explain those statements as well.
- After all the appropriate “*I Believe*” statements have been identified, ask:
 - How similar is the way the article describes writing to the way you described writing with the “*I Believe*” statements?
 - How different?
- Tell students that this course is going to teach writing the way this article explains that it should be taught. Students will have to do a lot of writing to increase their fluency and overall comfort with writing:
 - They will have lots of opportunities to write without having to worry about grammar, penmanship, or spelling. They will be writing to get their thoughts out first, to make sure their writing is clear to a real audience, and only then will they worry about spelling and grammar.
- Tell student that they will have a journal writing assignment as homework every night. In order to do journal writing they will need to:
 - Have a notebook they can write in with standard sized lined paper. They should always bring this notebook to class!
 - They will need to write at least two pages on the homework journal question.
 - Their writing does not need to be composed; they just need to write what comes to their mind naturally. They do NOT need to worry about spelling, vocabulary, or penmanship. They should listen for that voice in their heads and just keep writing.
 - No one will read their journal work. They will be required to show you, however, that they have written the required number of paragraphs or filled up the required number of pages.
 - Each journal writing exercise will ask students to write about something that will be needed for each week’s formal paper. Thus, the thinking students do in their journals will make it easier to do their formal writing assignments.

- The point of journal writing is to find out what they have to say on the topics being covered and also to learn to enjoy writing so that they can become independent thinkers – the key to success in these classes, on the High School Equivalency (HSE) exam, and in college.
-

HOMEWORK

JOURNAL WRITING: Have students write in their journals and answer the following questions:

- What are the ways they have struggled with success in the classroom before?
- What could their teacher, school, classmates class have done differently to help them with these struggles?

REMINDER: Tell students they are going to set standards for the course during the next class and the insights they bring to the class will be very useful.

READ: Have students read *The Health Benefits of Journaling*. After reading the article, they should:

- Check off those health benefits they believe to be true.
- Be prepared to explain why.

READ: Have students read *7 Habits of Highly Effective Students*. After reading the article, they should put a:

- 1 Next to those habits they are great at
- 2 Next to those habits that are coming along
- 3 Next to those habits that they know they need to work on

TEACHER PREPARATION NOTE: For Activity #2 in the next lesson, prepare 12 index cards with the following words written on them:

- Three cards should say, "Punctuality".
- Three cards should say, "Attendance".
- Three cards should say, "Homework Completion".
- Three cards should say, "Teamwork".

Information Technology Bridge Semester 1

Reading and Writing: Goals and Course Features

Academic Goals

As a student, you will:

- Improve test scores in reading on both the Tests of Adult Basic Education (TABE) and the Practice High School Equivalency (HSE) test.
- Develop strong reading and writing skills appropriate for the HSE test and for meeting state of Illinois standards.
- Utilize Internet sources to do research.
- Prepare for the Bridge Semester 2 course needed to be fully prepared for the HSE exam and to enter training programs in Information Technology at City Colleges of Chicago that lead to good paying jobs.

Reading and Writing Goals

As a student, you will:

- Learn how to read with a purpose and get important information out of a reading for class discussion.
- Take notes on readings and videos to support your thinking for written work.
- Link information learned with various readings to make new meanings.
- Use information learned from reading to support your ideas in writing.
- Feel comfortable with all kinds of writing, including journal writing and multi-paragraph pieces.

Career Goals

As a student, you will:

- Become familiar with career options in the Information Technology field.
- Understand your skills and match them with jobs and programs available at the City Colleges of Chicago.
- Create a realistic career path and develop strategies to keep yourself motivated to reach your college and employment goals.
- Present your career plan in a formal PowerPoint presentation that could impress a potential employer.

Bridge Semester 1 Reading and Writing Course Features:

- Three writing projects and one final presentation are required.
- Journal writing that you can use in your first drafts of final writing assignments. Regular journal writing assignments that will be ungraded to make sure everyone learns to feel comfortable writing. Classes build on one another, so attendance is critical!
- Reading and/or writing homework after every class to make sure everyone gets the practice in reading and writing they need to improve. The class will review homework at the beginning of every class. So completing your homework is critical too!
- Classroom activities that include lots of group work because learning is a social activity. We will become more effective writers by working together.
- All brilliant ideas, insights, questions, and new answers welcome!

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“I BELIEVE” STATEMENTS ABOUT WRITING

1. I believe you can only learn how to write by writing.
2. I believe one should learn the rules of writing before getting started.
3. I believe everyone has a natural need to write, whether they know it or not.
4. I believe students have to be forced to write or they won't write at all.
5. I believe it is more important that a paper be interesting than grammatically correct.
6. I believe it is more important that a paper be grammatically correct than interesting.
7. I believe it is possible to become a good writer without learning grammar.
8. I believe it is impossible to become a good writer without learning grammar.
9. I believe grammar is only useful after someone has written down their thoughts first.
10. I believe grammar is only useful before someone has written down their thoughts.
11. I believe first drafts are always a mess, even for experienced writers.

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Teaching Writing to Adult Education Students

Adapted and paraphrased from original source: Learning to Write, Writing to Learn

Original authors: John S. Mayer, Nancy Lester, and Gordon M. Pradl

Research shows that the only way one learns to write is by writing. Teachers have too often viewed writing as a skill that can be learned independently of any actual need to write. This has led to writing instruction that has too many workbook exercises.

But real writing involves a purpose and an audience. The purpose, even if it's writing to fulfill an assignment, must finally be the writer's. Good writers learn to make even the most boring assignment their own. They learn that during the act of writing, they will discover what they want to say. Writing which has a real purpose, whether it is making lists, writing letters, emails, notes, memos, or more extensive written work, always has a real audience. But most school writing has only the teacher as its audience. Student writers perceive teachers, on the one hand, as having all the answers and on the other, as being more concerned with "getting it right" than ideas. Student writers often understand writing to be mastery of a series of rules, without being concerned with meaning.

Good writing takes time to develop and goes through these three steps: first *fluency*, then *clarity*, then *correctness*. In stressing *fluency*, the goal is to build a sense of comfort, confidence and control in the developing writer. Developing writers must feel they have ideas and language in their heads that they can use to fill up blank sheets of paper. Only when words fill the page can we emphasize *clarity*: does the writing make sense to others? The final concern is whether the text uses standard written English and is, therefore, correct.

Our reasons for focusing last on correctness are that there's little point in having a "correct" paper without clear content and that a crippled or fearful writer is generally one who worries constantly about making mistakes.

The problem arises when teachers operate on the mistaken notion that one must know the rules of grammar in order to speak and listen, or particularly, to read and write. With much writing practice, it is possible to become a good speaker, listener, audience *and* writer without ever having heard terms like *noun* or *relative clause*, much less being able to identify or define them. **Research study after research study has shown that knowledge of prescriptive grammar and usage rules does *not* transfer to writing ability.**

Grammar continues to be taught because of the mistaken belief that new grammar rules can be applied while you are writing. Ironically, it's precisely this view that causes many of the most severe writing problems. Even fluent writers would become pen-tied if overwhelmed with all the rules.

It is false to think that error-free texts are the goal of writing and that such texts can be produced the first time anyone writes.

The bottom-up teaching approach to writing (teaching lists of grammar rules) has created many fearful writers. They are very conscious of the importance of correctness, so worried about it, in fact, that on average, by the time they've written three words of a sentence, they're sure an error must lurk there somewhere. This editing/correctness anxiety is not useful at all.

Although we've taught our students the rules for grammar and editing finished prose, those aren't the things that are going to help them. These students read all the time, and they think it started out that way.

There's a story about a teacher who showed a student a number of drafts of Richard Wright's when he was writing *Native Son*. There were lots of changes and cross-outs and deletions. The student remarked, "Oh, look at all those cross-outs; he must be a lousy writer," as though correct writing is what happens right out of the pen. Professional writers, more often than not, go through many, many drafts before anything can be considered finished.

The Health Benefits of Journaling

Adapted and paraphrased from original source: <http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>

Original author: Maud Purcell, LCSW, CEAP

I'll bet you write (or word process) daily. If you are like most people, you record only what you must. In an effort to change your mind and your habits, I'll let you in on a well-kept secret: A pen coupled with paper can serve as a powerful life tool.

Journaling (or keeping letters or diaries) is an ancient tradition, one that dates back to at least 10th century Japan. Successful people throughout history have kept journals. Presidents have maintained them to pass on to history; other famous figures for their own purposes. Oscar Wilde, a famous 19th century playwright, said: "I never travel without my diary. One should always have something sensational to read on the train."

Health Benefits

Contrary to popular belief, our forefathers (and mothers) did know a thing or two. There is increasing evidence to support the notion that journaling has a positive impact on physical well-being. University of Texas at Austin psychologist and researcher James Pennebaker contends that regular journaling strengthens immune cells, called T-lymphocytes. Other research indicates that journaling decreases the symptoms of asthma and rheumatoid arthritis. Pennebaker believes that writing about stressful events helps you come to terms with them, thus reducing the impact stress on your physical health.

I know what you're thinking: "So writing a few sentences a day may keep me healthier longer, but so will eating lima beans! Why should I bother journaling when I've already got too much on my plate?" The following facts may convince you.

Scientific evidence supports that journaling provides other unexpected benefits. The act of writing accesses your left brain, which is analytical and rational. While your left brain is occupied, your right brain is free to create, intuit and feel. In sum, writing removes mental blocks and allows you to use all of your brainpower to better understand yourself, others and the world around you. Begin journaling and begin experiencing these benefits:

- a. **Clarify your thoughts and feelings.** Do you ever seem all jumbled up inside, unsure of what you want or feel? Taking a few minutes to jot down your thoughts and emotions (no editing!) will quickly get you in touch with your internal world.
- b. **Know yourself better.** By writing routinely you will get to know what makes you feel happy and confident. You will also become clear about situations and people who are toxic for you — important information for your emotional well-being.
- c. **Reduce stress.** Writing about anger, sadness and other painful emotions helps to release the intensity of these feelings. By doing so you will feel calmer and better able to stay in the present.
- d. **Solve problems more effectively.** Typically we problem solve from a left-brained, rational

perspective. But sometimes the answer can only be found by engaging right-brained creativity and intuition. Writing unlocks these other capabilities, and affords the opportunity for unexpected solutions to seemingly unsolvable problems.

- e. **Resolve disagreements with others.** Writing about misunderstandings rather than stewing over them will help you to understand another's point of view. And you just may come up with a sensible resolution to the conflict.

In addition to all of these wonderful benefits, keeping a journal allows you to track patterns, trends and improvement and growth over time. When current situations appear overwhelming, you will be able to look back on previous problems that you have since resolved.

How To Begin

Your journaling will be most effective if you do it daily for about 20 minutes. Begin anywhere, and forget spelling and punctuation. Privacy is key if you are to write freely. Write quickly, as this frees your brain from "shoulds" and other blocks to successful journaling. If it helps, pick a theme for the day, week or month (for example, peace of mind, confusion, change or anger). The most important rule of all is that there are no rules.

Through your writing you'll discover that your journal is an all-accepting, nonjudgmental friend. And she may provide the cheapest therapy you will ever get. Best of luck on your journaling journey!

7 Habits of Highly Effective Students

Adapted and paraphrased from original source: <http://www.educationcorner.com/habits-of-successful-students.html>

The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and more true as you advance in your education. An hour or two of studying a day is usually sufficient to make it through high school with satisfactory grades, but when college arrives, there aren't enough hours in the day to get all your studying in if you don't know how to study smarter.

While some students are able to breeze through school with minimal effort, this is not the rule. Most successful students achieve their success by developing and applying effective study habits. The following are the top 7 study habits employed by highly successful students. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn information improve.

Recommended study skills include:

- 1. Plan when you're going to study.** Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study every now and then typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside a period of time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.
- 2. Study at the same time.** Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you have to change your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.
- 3. Each study time should have a specific goal.** Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal (i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)
- 4. Never procrastinate your planned study session.** It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.
- 5. Start with the most difficult subject first.** As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not,

starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

6. Make sure you're not distracted while you're studying. Everyone gets distracted by something. Maybe it's the TV. Or your family. Or maybe it's too quiet. Some people actually study better with a little background noise. When you're distracted while you're studying you (1) lose your train of thought and (2) you're unable to focus -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed or distracted.

7. Use study groups effectively. Ever heard the phrase "two heads are better than one"? Well this can be especially true when it comes to studying. Working in groups enables you to (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others whereby helping both the other students and yourself to learn the subject matter.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 1, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|---|
| <ul style="list-style-type: none"> Identify the benefits of journaling and discuss their first experience for this class. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> |
| <ul style="list-style-type: none"> Collect new facts about good studying and set goals. | SPEAKING AND LISTENING/ READING | <p>SPEAKING AND LISTENING</p> <p>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.</p> <p>READING</p> <p>7. Integrate information from texts, charts, and graphs/ different media or formats.</p> |
| <ul style="list-style-type: none"> Determine what is needed for success in this class. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 1, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Information Technology Bridge Semester 1 Goals and Skills

OBJECTIVES

- Identify the benefits of journaling and discuss students' first writing experiences in the course.
- Collect new facts about good study habits and set goals.
- Determine what is needed for success in this class.

MATERIALS

For Activity #1:

- Handout (attached to Week 1, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

The Health Benefits of Journaling

<http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>

For Activity #2:

- Classroom Resource: Twelve index cards:
 - Three cards should say, "Punctuality".
 - Three cards should say, "Attendance".
 - Three cards should say, "Homework Completion".
 - Three cards should say, "Teamwork".
- Video: *9 Scientific Study Tips* (running time 03:25)
<https://www.youtube.com/watch?v=p60rN9JEapg>

For Activity #3:

- Handout (attached): Make one copy for each student.
Self-Assessment for Information Technology Bridge Semester 1
- Handout (attached to Week 1, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
7 Habits of Highly Successful Students
<http://www.educationcorner.com/habits-of-successful-students.html>

For Homework:

- Handout (attached): Make one copy for each student.
Impact of Technology on Society
<http://importanceofmoderntechonology.com/the-impact-of-technology-on-society/>

ACTIVITY #1: Identify the Benefits of Journaling and Discuss Students' First Experience – 20 minutes.

- Make sure you check students' journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Tell students they are going to be checking each day to make sure that they are journaling. Again, students should see journaling as a good opportunity to write freely and, then, to use the ideas they write about as part of their formal writing projects.

Tell students to take out their homework article: *The Health Benefits of Journaling*.

- Ask:
 - What was your experience journaling for this class?
 - Did the writing come to you easily?
 - What made the experience easy?
 - What made it difficult?
 - Did anyone come up with good ideas or insights they hadn't thought of before?
 - Next, ask:
 - What does the article say about the benefits of journaling? (Write student answers on the board.)
 - Which of the findings do you believe to be true?
 - Why?
 - Have students write two "I Believe" statements about journaling that use ideas that they are in agreement with from the article.
 - Go round robin and have students read their "I Believe" statements aloud. Keep going around until all statements have been read.
 - Ask: How is journaling different than other writing?
 - Write: "fluency, clarity, correctness" on the board and ask: Which of these skills does journaling strengthen most? (Answer: Fluency.)
-

ACTIVITY #2: Find Facts About Good Studying and Set Goals - 60 minutes.

- Tell students that they are going to look at what they need to do to be successful in this class, or any class, and set some personal goals.
- Put students in pairs and tell them to come up with a list that answers the question:
 - What do you think are the things that you need to do to be successful in this or any class?
- Go from pair to pair to add one idea at a time to a list you write on the board.
- Have each pair pick an index card from those you have prepared.
 - Tell each pair to make a list of all the things they can think of to do well in the item on the card.
- To report out, start with pairs who have an index card that says, "Punctuality":
 - Go to each pair for an item on their list. Put these items on the board.
 - Keep going around looking for new items until all student items related to punctuality are listed.
- Repeat this process for "Attendance", "Homework Completion", and "Teamwork".
- Next, tell pairs to discuss the next three questions:
 - Which one of these four items is the easiest for you? Why?
 - Which one is the most difficult? Why?
 - What three things will you focus on (drawing from the ideas on the board) to be successful in this class?
- Have each student write down the three things they will focus on to be successful in the class.
- Go round robin and have students read out loud the three things they have chosen to focus on. As they read each one, put a check next to the item on the board that matches it or write it on the board if it is a new item.
- Tell students to get out their homework article, *7 Habits of Highly Successful Students*, and ask:
 - What are the seven habits this article recommends to be successful?
 - Did we already have them on the board?
 - Make sure all seven are written on the board.
- Tell students they are going to watch a video about study habits. They are to jot down any new information they didn't get from the article.

- Play the video, *9 Scientific Study Tips*.
 - After the video, ask students:
 - What are the new habits shown in the video that are not already written on the board?
 - Write these on the board.
 - What new information did the video offer?
 - Any surprises?
 - Lastly, ask:
 - Which study habits would you say are easy?
 - Put a star next to students' choices on the board.
 - Which habits would you say are more difficult?
 - Check off students' choices.
 - Tell students to add the habits that were more difficult for them to the list of items they will focus on in their notebooks. These may become the goals they will set in their next activity.
-

ACTIVITY #3: Set Standards for Key Success Indicators – 60 minutes.

- Tell students now that they have listed goals for success in this class (i.e., the items they will focus on to be successful), they are going to set standards for the key success indicators. Write these four key success indicators on the board: Punctuality, Attendance, Homework Completion, and Teamwork.
 - Ask:
 - What is a standard?
 - What would a standard be for these four indicators?
 - What are some examples?
 - What do you think would be a fair standard in general?
 - Create pairs and assign each pair a success indicator. Make sure there are an equal number of pairs per indicator, if possible.
 - Have pairs talk through a standard for their indicator. They should do this by answering the following questions (write these on the board):
 - How would you describe when a student is doing well in this area?
 - Exactly when do you know when a student is having a problem in this area?
 - Make this a number where possible. How many times is it permissible to be late, absent? What about the number of homework assignments missed?
 - For teamwork, what defines good teamwork?
 - What rule(s) concerning this indicator would you recommend to this class?
 - For each indicator, go from pair to pair to have students present their proposals. Take notes on their proposals on the board.
 - Work to a decision about each standard by:
 - Reviewing each proposal.
 - Asking:
 - Does this proposal seem reasonable?
 - What would you want to change? How would make it more acceptable?
 - Take notes on these possible changes.
 - Have students vote on the standard they want to set for this course.
- Note: For the Attendance standard, compare the students' standard for Attendance to the City Colleges of Chicago policy. Make adjustments as needed.
- Pass out the *Self-Assessment for Information Technology Bridge Semester I*. Tell students:
 - They are to keep a record of each of the key indicators on this sheet so they always know how well they are doing in this class.
 - Have students check off how well they did today in terms of Punctuality, Attendance, Homework Completion, and Teamwork based on the standards.

- Demonstrate how to write a goal based a student choice of something they wanted to improve. Use the SMART approach. Make sure the goal is:
 - Specific, Measurable, Attainable, Realistic, Timely
 - Give some examples.
 - Have students write their goals using the SMART examples.
 - Have students volunteer to read out goals as samples.
 - Next, have students write in the final goals into the *Self- Assessment*.
 - Ask students about the heading for the Goal Assessment section:
 - What do you think the rating system means and how do you think you should use it?
 - Ask:
 - What are the ways you think this Self-Assessment will be useful to you? To this class? And to your teacher?
-

HOMEWORK

JOURNAL WRITING: Have students journal answering the following question: What are some ways that students in this class can help each other meet the class standards? Students should make a list of their ideas and write about the one that they think would be the most effective.

READ: Have students read *The Impact of Technology on Society*. After reading the article, they should:

- Circle words that they do not know.
- Underline the various impacts that technology has had on society according to the article.

TEACHER PREPARATION NOTE: For Activity #2 in the next lesson, prepare six index cards with one of the following written on each:

- Agriculture
- Medicine
- Education
- Travel
- Communication
- Business

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Impact of Technology on Society

Adapted and paraphrased from original source:

<http://importanceofmodernttechnology.com/the-impact-of-technology-on-society/>

The impact of technology on society is unquestionable. Whether considering the plow, vaccinations, or the internet, technology has had a huge impact on society. While not every advance has been beneficial, there have been many positive effects of technology. In order to understand the impact of these changes on society, it can be helpful to consider each field separately.



Agriculture

Agriculture has seen huge improvements because of the advances in technology. While in early times, the majority of each country was made up of farmland, today, only a very small percentage of the landmass is used growing food. Technology has allowed farmers to grow better crops in a smaller space and get a higher yield per acre. Also, harvesting food and transporting it across the country is much easier with the advances in farming equipment and trucking equipment. The preservation methods pertaining to food also allow farmers and food manufacturers to transport fresh, frozen, or prepared foods to multiple locations across the world without the food becoming spoiled.

Medicine

With the discovery of penicillin, the world of medicine grew enormously. Antibiotics were one of the few medical advances that allowed doctors to heal patients and saved millions of lives. Medical technology also expanded and devices such as life support machines allowed medical professionals to sustain life and improved their ability to treat patients. Whole organ transplants used to be unheard of, but now kidney transplants have become common. The medical world is constantly changing as more and more inventions which improve patient care are being developed.

Education

Any mention of the effects of technology on society would be incomplete without mentioning the advances in education. Since the development of public education, an affordable education is available to almost anyone who wants to improve their mind. More and more people are seeking out college degrees and tuitions are much more affordable. Another option that has become popular in recent years is online classes and online colleges. For students who may not live near a good school or have to work full-time, they now have the option of attending an online college and earning a degree at their own pace.

Travel

An important impact of technology on society has been travel. Going to another country for a

vacation used to be unheard of, but with the advances in trains, planes, and cars, traveling has become a favorite past time for many people. In larger cities, many people avoid owning cars due to the availability of inexpensive public transportation usually by train. Plane flights are also very safe and people can travel from one country to another in less than a day. This improvement is made possible by engineers, architects, and other professionals who wanted to increase opportunities for any person to see and travel throughout the world.

Communication

From the first technological advance of morse code to today's Skype, the ability to communicate with people has changed dramatically. Almost everyone today has a phone, a computer, and uses both to communicate with their friends, family, and business. Technology has changed the way that people communicate. One example is soldiers who are deployed. They are now able to both see and hear people back home through Skype. Skype is a video chat option that is one of the newer technologies in communication. Skype is also used by business for conference calls and has multiple uses, allowing people to communicate much more effectively, no matter where they are located.

Business

One final point to make about the impact of technology on society is the effect on business. Businesses are able to grow and expand much more easily in today's society, with multiple technological resources. It's also much easier for individuals to start smaller businesses and promote those businesses through internet sites and other advances.

These are some of the positive effects of technology broken down into separate fields. With the ever-changing world of technology, it's hard to predict what the future will hold for each field. Great improvements and strides are constantly being made in every area to improve the quality of life for each person.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 1, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Select fellow-student support strategies. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Analyze the homework reading. | READING/ LANGUAGE | <p>READING:</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>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.</p> <p>LANGUAGE</p> <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |

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Reading Week 1, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Information Technology Bridge Semester 1 Goals and Skills

OBJECTIVES

- Select student support strategies.
- Analyze the homework reading.

MATERIALS

For Activity #2:

- Handout (attached to Week 1, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Impact of Technology on Society
<http://importanceofmoderntechology.com/the-impact-of-technology-on-society/>
- Classroom Resource: Six index cards with one of the following written on each: Agriculture, Medicine, Education, Travel, Communication, and Business.
- Classroom Resource: Flip chart paper and markers.
- Classroom Resource: Dictionaries. (You may choose to let students use their smart phones to access dictionary definitions.)

For Homework:

- Handout (attached): Make one copy for each student.
Positive Effects of Technology on Communication
<http://science.opposingviews.com/positive-effects-technology-communication-1418.html>
- Handout (attached): Make one copy for each student.
What are the Positive and Negative Effects of Using Technology to Communicate?
<http://smallbusiness.chron.com/positive-negative-effects-using-technology-communicate-21241.html>

ACTIVITY #1: Select Student Support Strategies – 60 minutes.

- **Journal Check-In.** Make sure you check student's journaling in every time there is a journal writing assignment. You are checking for the number of pages they have filled out by sight without reading anything and marking completion of the journal assignment down. This can be handled when students walk into class before class starts.
- Tell students they are going to decide how the class wants to support students who are struggling with one of more of the four key success indicators on their Self-Assessment. As a community, it is important to see that everyone is successful.
- Put two columns on the board with the following headings: "Teacher-based support," and "Student-based support."
- Ask:
 - What are some of the issues that came up in your journal writing? What should have been going on in the class you wrote about to make you more successful?
- Write student suggestions for the two categories on the board.
- Put students into pairs to come up with a list of additional student-based support ideas.

- Put two pairs together and have them share their lists to make both lists longer.
 - Go round robin from pair to pair and ask each pair to share a student-based support idea. Keep going around until you have all their ideas on the board.
 - Include your own suggestions on the list that could include the following:
 - Out-of-class partners who help each other with classroom issues and work as needed.
 - Quick class meetings at the end of the week where students provide suggestions to help struggling students solve specific issues.
 - A set of class volunteers who meet with struggling students after class to provide suggestions.
 - Others you think would work with this group.
 - Write the following questions on the board:
 - What are the most effective strategies for students supporting each other? Why?
 - When will we know when a student is in need of additional help?
 - How should the class follow-up with these students who need additional help?
 - Take notes on these ideas on the board.
 - Put students back into pairs to come up with their proposal for helping fellow students and strategies for implementing their idea.
 - Have pairs share their ideas. Note their ideas on the board.
 - Vote and finalize class selections and talk through how these ideas will be implemented in the class.
 - Lastly, ask students what kinds of support for struggling students could come from the teacher. List these on the board in the “Teacher-based support” column. The teacher should share which ones she or he thinks will be the most effective.
-

ACTIVITY #2: Analyze the Homework Reading - 60 minutes.

- Tell students they are going to look closely at the article they read as homework to understand the impact of technology on society as preparation for coming up with their own lists. But first they will start with looking at vocabulary.

Activity #2, Part A: Vocabulary Check-In.

- Tell students they are going to learn new vocabulary in the context of what they read. Being honest about the words they don’t understand will only help the class get a better understanding of the material themselves.
- Have students get out their homework article, *The Impact of Technology on Society* and look at the introductory section.
- Ask:
 - What are the words you circled in this section?
 - Write these on the board.
- For each word, ask:
 - Does anyone know the meaning of this word? Get students’ responses and write them next to the word on the board.
 - Can someone read the sentence this word appears in?
 - Does our definition help make sense of that sentence?
 - Should our definition change?
- For words students are unsure of:
 - Pass out a dictionary or two or ask a few students to take out their phones.
 - Have a student read the sentence that the word appears in.
 - Have a student who has a dictionary read the definition.
 - Decide on the wording of the definition that helps students understand the sentence best.

- Write that definition on the board.
- Repeat this process for each of the characteristics cited, having students focus on the words they don't understand for just that section and use the process above.
- After defining the words for the section, ask a student or two to read the characteristic description out loud (one student per paragraph) and then move onto the next characteristic to define words first and then reading aloud.
- Tell students to write down the words and the meanings from the board for quizzes later.

Teacher Note: You will need to write down the words and meanings, too, for later quizzes.

Activity #2, Part B: Analyze the Reading.

- Divide the class into six groups and let a member of each group choose one of the index cards, which gives the topic from the article their group is to focus on.
- Ask each group to:
 - Make two lists:
 - The impacts that technology has had on their area, according to the article.
 - Other impacts they can think of in addition to what is in the article.
 - Create a brief lesson for teaching what the group came up with to the class. Students should focus on making the lesson engaging. Also, each group member must play a role in teaching the "lesson".
 - Make the flip chart paper, markers, and room on the board available to the groups.
- Have the groups teach their lessons and the listeners take notes. After each group has finished, ask:
 - What did this lesson add to your understanding of their topic?
 - What did you think of the group's approach to teaching their material?
- Create two columns on the board with the following two headings: Pros and Cons.
- Ask each of the students to create the same two columns on a sheet of paper.
- Ask the class, what do they think are some:
 - Positive impacts of technology, based on their own experience?
 - Write some examples in the "Pro" column.
 - Negative impacts of technology, based on their own experience?
 - Write some examples in the "Con" column.
- Then tell the groups to:
 - Get out a sheet of paper.
 - Add a pro or a con to their paper and then pass it to the left.
 - Continue with adding one new item and passing papers to the left.
- As a large group:
 - Start with the pros. Go round robin and have each student give a different pro until there are no more new ones.
 - Repeat for cons.
- Ask:
 - What would be some of your conclusions about this classes experience and thinking about technology based on this information?
 - Do you think there are more positive or negative impacts of technology in general? Why?

HOMWORK

JOURNAL WRITING: Have students journal and answer the following questions:

- How has technology impacted your life?

- What are some of the ways it has made life better? What are some of the ways that it gets in your way?

READ: Have students read the following articles.

- *Positive Effects of Technology on Communication*
- *What are the Positive and Negative Effects of Using Technology to Communicate?*

After reading the article, they should:

- Circle the words they do not know.
- Make separate lists of the positive and negative aspects of technology for each of the two articles.

TEACHER PREPARATION NOTE: For Activity #1 in the next lesson, prepare eight index cards with one of the following written on each:

- Keeping in Touch
- Doing Business
- Overcoming Disabilities
- Reaching a Broader Audience
- E-Mail
- Text Messaging
- Instant Messaging
- Social Media

Positive Effects of Technology on Communication

Adapted and paraphrased from original source: <http://science.opposingviews.com/positive-effects-technology-communication-1418.html>

Original author: Laurel Storm, studioD

Technological development has had a strong impact on the way society communicates. From the invention of the telegraph and telephone to the creation of the Internet, technology has given people tools to not only keep in touch with each other, but also express their feelings and opinions to a broader audience than would otherwise have been possible.

Keeping in Touch

For more than a century now, technological advances have brought the world closer, making communication across long distances easier. Telegrams are faster than letters; phone calls, in turn, are faster than telegrams, as well as easier and more pleasant, since they require no go-between and allow users to hear each other's voice. Cell phones take this one step further, allowing people to call and speak with each other regardless of their location. Online communication of all types is the most efficient yet, with email being a near instantaneous version of the paper letter; webcams, paired with communication programs such as Skype, iChat or Google Video Chat, make it possible to see the person you are speaking with rather than just hear his voice.

Doing Business

The 2011-2012 Egyptian revolution was aided by technological advances in communication. The same technological advances that have simplified and improved personal communication have also had the same beneficial effects on business. Communication between colleagues is near-instantaneous whether they are a few rooms or a few countries apart; video conferencing allows companies to have workers scattered around the globe while but still hold efficient meetings and discussions; business networking is made easier by social media and online networks designed specifically for that purpose, such as LinkedIn. Perhaps most importantly, companies can expand beyond their local market and gain a wider customer base simply by maintaining an active online presence.

Overcoming Disabilities

Technology has both improved communication for disabled people and made it possible where it previously wasn't. Hearing aids boost the hearing of partially deaf people, making it easier to understand speech, while ear implants restore hearing to the completely deaf. Speech-generating devices give people with severe speech difficulties a way to express themselves: perhaps the most famous user of such a device is scientist Stephen Hawking. Further advances in technology may result in functional brain-computer interface systems, restoring the ability to communicate to people who have lost it entirely, such as sufferers of locked-in syndrome.

Reaching a Broader Audience

As people's ability to communicate improves, the reach of their messages widens. This can be especially important in politics and activism. For instance, photos and video recorded secretly through a cell phone can be quickly and easily shared online through websites such as YouTube, making it harder for oppressive regimes to keep control; social networks such as Facebook and Twitter can be used to organize and coordinate meetings and protests.

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What Are the Positive & Negative Effects of Using Technology to Communicate?

Adapted and paraphrased from original source: <http://smallbusiness.chron.com/positive-negative-effects-using-technology-communicate-21241.html>

Original author: Shannon Webster, studioD

With communication, technology can be a positive and a negative in today's society.

Communication is an essential part of life. The ability to communicate clearly and effectively is one of the skills that businesses look for in employees. The use of technology can be a great help to people in communicating, as it reduces the overall time it takes. But technology can reduce person-to-person interaction too, which can have a negative effect.

Email

Electronic mail, or email, was one of the first changes in how companies use technology to communicate with individuals. The ability to release information to many different people at once, without calling a meeting or requiring printing of the materials, turned into a money- and time-saving device. The positives of email were the speed of delivery and the reduction of paper costs. Negatively, more people spend more time on email than on other projects. The sound of a new email being received and the tendency to check email frequently have led to distracted workers. A poorly written email can lead to confusion, rather than clarity, in the workplace.

Text Messaging

Text messaging is one of the most popular ways to communicate. Rather than seeing or talking to a person face-to-face, you can talk to a person over the phone at your leisure. It can be an effective tool for locating a person in a crowd or talking to someone far away. Text messaging also has its own language, an abbreviated form of speech that has found its way into classrooms and businesses. These days, people are more likely to pull out their phone and start texting while sitting at the table for dinner or while having a conversation in person. This use of texting may seem rude to many, leading to misunderstandings.

Instant Messaging

Instant messaging has been around since the 1990s. It was primarily used by people to communicate while doing homework and just to keep in touch. It was texting before text messaging became affordable. Businesses realized the potential of real-time communication at the computer between employees and implemented it. Instant messaging, or IM, has allowed people to reach other people without having to use the phone. The ability to have questions answered immediately allows customer support staff to work faster without irritating the customer. The downside is that employees are less likely to engage in social activities away from their computers. Water cooler talk now takes place by IM, rather than face to face. Many people sit at home talking via IM rather than on the phone or in person.

Social Media

Social media have been a revolution in how people plan events and communicate with one another. Rather than talking to their friends in person, they can post a comment about their life. The revolution of social media has allowed people to rekindle friendships, make new friends and gain new interests. Some people will use social media to connect new relationships in person, while

other people will never meet anyone from the sites used. Cyber bullying is one of the problems with social media. The content posted, though personal, can be used to fire or deny people work and promotions. Social media can help you stay in touch with friends, but it can be dangerous to your career and life. The amount of information you put out on the Internet over social media, intended or not, affects you in the real world.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 1, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|--|
| <ul style="list-style-type: none"> Analyze the homework articles. | READING/ LANGAUGE/ SPEAKING AND LISTENING | READING 1.Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. LANGUAGE 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. SPEAKING AND LISTENING 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. 5. Comprehend key elements of oral information. 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. |
| <ul style="list-style-type: none"> Watch a video for more facts on the impact of technology. | READING | 7. Integrate information from texts, charts, and graphs/ different media or formats. |
| <ul style="list-style-type: none"> Prepare for your first writing assignment. | 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. |
| <ul style="list-style-type: none"> Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. |

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Reading Week 1, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Information Technology Bridge Semester 1 Goals and Skills

OBJECTIVES

- Analyze the homework articles.
- Watch a video for more facts on the impacts of technology.
- Prepare for your first writing assignment.

MATERIALS

For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Classroom Resource: Dictionaries. (You may choose to let students use their smart phones to access dictionary definitions.)
- Handout (attached to Week 1, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Positive Effects of Technology on Communication
<http://science.opposingviews.com/positive-effects-technology-communication-1418.html>
- Classroom Resource: Four index cards with one of the following written on each: Keeping in Touch, Doing Business, Overcoming Disabilities, and Reaching a Broader Audience (topics from the homework article: *Positive Effects of Technology on Communication*).
- Handout (attached to Week 1, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
What are the Positive and Negative Effects of Using Technology to Communicate?
<http://smallbusiness.chron.com/positive-negative-effects-using-technology-communicate-21241.html>
- Classroom Resource: Four index cards with one of the following written on each: E-Mail, Text Messaging, Instant Messaging, and Social Media (topics from the homework article: *What are the Positive and Negative Effects of Using Technology to Communicate?*)

For Activity #2:

- Video: 5 Crazy Ways Social Media is Changing Your Brain Right Now (running time: 03:15)
https://www.youtube.com/watch?v=HffWFd_6bJ0

ACTIVITY #1: Gather Facts from the Homework Articles - 50 minutes.

- Tell students they are going to look at each of the homework articles to see if the class can expand their list of pros and cons regarding the impacts of technology on their lives.

Activity #1, Part A: Vocabulary Check-In.

- Have students get out their homework article, *Positive Effects of Technology on Communication*.
- Ask for circled vocabulary words from the first article and write these on the board.
- Use the protocol from Week 1, Lesson 3 to define the words:
 - Ask if students know the meanings. Write these next to the words.
 - Read the sentence or section where the words are used.

- Write the definitions as makes sense in context.
 - Have students copy down the words and meanings for use later in quizzes.
- Repeat for the second article, *What are the Positive and Negative Effects of Using Technology to Communicate?*

Activity #1, Part B: Journal Report Out.

- Put students into pairs and have them get out their journal homework.
- Write the following questions on the board:
 - How has technology impacted your life?
 - What are some of the ways it has made life better?
 - What are some of the ways that it gets in your way?
- Have pairs:
 - Ask each other these questions.
 - Make a list of the pros and cons from their own lives.
- Ask students to get up and talk to each other for a quick treasure hunt:
 - Talk to other students until they find at least two new pros or cons they can add to their lists.
- Have students report out on their findings and record their pro and cons on the board.

Activity #1, Part C: Analyze Pro and Con Lists Continued.

- Have students count off by four and put them in four groups.
- Have a member from each group pick one of the four index cards for the first article: *Keeping in Touch, Doing Business, Overcoming Disabilities, and Reaching a Broader Audience.*
- Ask the groups to compile a list of pros and cons for topic from the first article and:
 - Use flip chart paper and markers to show the pros and cons in their list.
 - Prepare to go over this with the class very briefly.
- Have groups present their analyses of Pro and Cons. After each presentation, ask:
 - Which of these items is new to our list?
 - Ask student to add these new items to the lists in their notebooks.
- Repeat this process for the second article, *What are the Positive and Negative Effects of Using Technology to Communicate?*, using the set of index cards that cover the topics from this article:
- E-Mail, Text Messaging, Instant Messaging, and Social Media.

ACTIVITY #2: Watch a Video for New Facts on the Impacts of Technology - 30 minutes.

- Tell student that they are going to watch a video to identify more pros and cons of technology for their big lists. They need to watch the video and jot down new pros and cons.
- Watch the video: *5 Crazy Ways Social Media is Changing Your Brain Right Now.*
- Have student report what they jotted down and write the new pros and cons on the board.
- Ask if they want to watch the video again to get more information out of it.
- Watch the video again; have student report out, and write down new pros and cons students got from the second viewing.
- Ask:
 - What are your thoughts about the issues in this video?
 - About social media and addiction?
 - About social media and a focus on ourselves to our followers?
 - About social media and finding a mate?

ACTIVITY #3: Prepare for Your First Writing Assignment - 40 minutes.

- Tell students they are going to prepare to work on their first writing assignment that will be written and then re-written by the end of next week. This writing assignment will give them the opportunity to think about everything they have read and written thus far to get started.
 - Here is the assignment:
 - **Why is technology important in our world?**
 - How has technology impacted your life?
 - Give some examples of how technology has made your life better.
 - Give examples of how technology has gotten in the way.
 - What can you conclude about technology from your experience?
 - Tell students they are going to focus on just the first questions for today. The goal will be to get them ready to answer the first question as homework for next week.
 - To get ready for the first two questions, have students:
 - Put the first question on the top of one page.
 - Go through their journals and notes to get ideas about what they might want to say.
 - Jot these down on the page for why technology is important.
 - Get these notes ready to talk to a partner about your answer to the first question.
 - Put students into pairs and have them:
 - Let the first person talk about their answer to the first question while the other listens.
 - The listener can ask questions for more information if they need it to understand what the talker is trying to say.
 - The talker can explain and add more to his or her answers.
 - Ask students switch partners and repeat this process with the same paragraph.
 - Afterwards students have talked their first paragraphs through with two different partners. Ask:
 - Did talking about what you are going to write improve what you have to say?
 - What are some examples?
 - Why do you think it is important to have an audience for what you are going to write?
 - Ask students to get out their journals.
 - Give students ten minutes to write their first paragraph in answer to the first question: Why is technology important in our world?
-

HOMEWORK

WRITE: Students should come in with first drafts of the first question in the list. Both paragraphs should be in a form that is easy for others to read. The questions are:

1. **Why is technology important in our world?**
2. How has technology impacted your life?
3. Give some examples of how technology has made your life better.
4. Give examples of how technology has gotten in the way.
5. What can you conclude about technology from your experience?

TEACHER PREPARATION NOTE: Prepare a handout or prepare flip chart paper with the three role play dialogues written in bold in Activity #1, Part B of the next lesson.

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 2, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Set criteria for evaluating and practice introductory paragraphs. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' introduction according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite introductory paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 2, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on How Technology has Impacted You

Class to be held in the Technology Lab



OBJECTIVES

- Set criteria for evaluating and practice introductory paragraphs.
- Provide feedback on others' introductions according to the criteria.
- Rewrite introductory paragraphs.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
The Writer/Audience Situation
- Classroom Resource: Six index cards with the following on them: Newspaper Editor; Best Friend; Fellow Student; Teacher; HSE Test Audience; and Family Member.
- Handout (prepared by teacher before class): Make one copy for each student.
Three typed role play dialogues written in bold in Activity #1, Part B. If you choose, you may also put these dialogues on flip chart paper and post them in the room instead of creating a handout.
- Student Work: Students should bring hard copies of their homework writing assignments.

For Activity #2:

- Handout (attached): Make two copies per student.
Audience Comment Page

ACTIVITY #1: Set Criteria for Evaluating and Practice Introductory Paragraphs - 60 minutes.

Activity #1, Part A: Set Criteria for Evaluating Introductory Paragraphs.

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, your feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- But first, ask:
 - Who is your audience when you write? Write student answers on the board.
 - Can different audiences affect the way you write?
- Pass out *The Writer/Audience Situation*.
- Ask:
 - What is going on in this silly picture?
 - What is the writer trying to do? (Answer: The writer is trying to communicate something of interest to an audience.)

- What is the audience trying to do?
- What kinds of writing situations would make the writer happy and comfortable?
- What kinds of reading situations make the audience happy and comfortable?
- What does the reader need from the writer? (Answer: Enough information to be interested and to understand the writer's topic well.)
- Put students in pairs and have them pick one of the prepared index cards.
- Go round robin and have each pair read their cards and write the names of the different audiences on the board.
- Write the following on the board:
 1. Describe the audience in detail.
 2. Describe how writing to this audience would affect their writing.
 - Would this audience be easy or hard to write for?
 - Why or why not?
- Have each pair come up with at least two reasons for their answers and make sure that each member of the pair has at least one reason to report back to the class.
- After each presentation, ask:
 - Is this an audience that would be easy or hard to write for? Why?
 - Note whether presenters say "easy" or "hard" next to the name of the audience type.
- Write the following questions on the board to solicit the beginnings of a criteria for introductory paragraphs:
 - What would make an audience interested in reading your written work?
 - What would make an audience really not interested in reading your written work?
 - What does an audience need at the beginning of the essay to get involved in reading?
 - Ask the class each of the questions and take notes on their answers on the board.
 - How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Ask each question and put student answers on the board.
- Tell students to write these criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes. These criteria will be used again in Week 4, Lesson 1.

Activity #1, Part B: Practice Introductory Paragraphs.

- Write the assignment questions on the board and explain that the class will be focusing on the first question primarily:
 1. **Why is technology important in our world?**
 2. How has technology impacted your life?
 3. Give some examples of how technology has made your life better.
 4. Give examples of how technology has gotten in the way.
 5. What can you conclude about technology from your experience?
- Tell students:
 - We are going to keep the writing assignment questions in front of us while we do an activity that will help us answer the first question in different ways.
- Next, put students into pairs and display the first role play dialogue for the introduction of the written work.

Role Play Dialogue #1:

Writer: I have to do some written work for my Bridge class on technology and how it has impacted my life.

Audience: Cool. This is a topic that is interesting to me. What do you plan to say?

Writer: Well, I think technology is important in our world because you can't live without it. Everyone needs to use technology just to get through the day.

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more information.
- Next, have two people come up in front of the class. Choose a pair where one of the members feels the way the writer does in this role play example. Ask that:
 - Both people shake hands like they are old friends.
 - One person play the role of the writer and one person play the role of the audience. Both should read their role play lines loudly, clearly, and with expression.
 - Then, the student playing the role of the audience can ask additional questions to get more information from the writer.
 - The writer answer these questions with a real interest in satisfying the audience.
 - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.
- Repeat this process with the other two role play dialogues.

Role Play Dialogue #2:

Writer: I have to do some written work for my Bridge class on technology and how it has impacted my life.

Audience: Cool. What do you plan to say?

Writer: Well, I think technology has completely changed our society: sometimes for the better and sometimes for the worse. But personally, I can't stand modern technology because, by and large, it has made my life miserable.

Role Play Dialogue #3:

Writer: I have to do some written work for my Bridge class on technology and how it has impacted my life.

Audience: Cool. This is a topic that is interesting to me. What do you plan to say?

Writer: Well, technology is really important because we have all been impacted by it so much. Technology has made my life so much more convenient than in my parents' day, but I have real worries about my kids using it all the time.

- When all of the role play dialogues have been talked through, ask:
 - What do we know now about introductions that we didn't know before?
 - Add new ideas to the listing from the beginning of the activity.
- Explain that not all the information that the audience asked for needs to be in the first paragraph. Look at the list of questions for the whole written work. Ask:
 - What kinds of information will come in other paragraphs?
 - What kinds of information will the audience need to have in the introductory paragraph?

ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria - 40 minutes.

- Tell students they will now provide constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
 - Put students into groups of three.
 - Have students take out their first paragraph.
 - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraph written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
 - Have students pass their paragraphs to the left.
 - After students have evaluated the first paragraph, they should pass the essay they have worked on to their left and evaluate a new essay.
 - After students have evaluated two paragraphs from two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraph 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.
-

ACTIVITY #3: Rewrite Introductory Paragraphs - 20 minutes.

- Tell students that they are now going to have the opportunity to re-write their introductory paragraph. Whatever they don't complete today they can work on as homework.

HOMEWORK

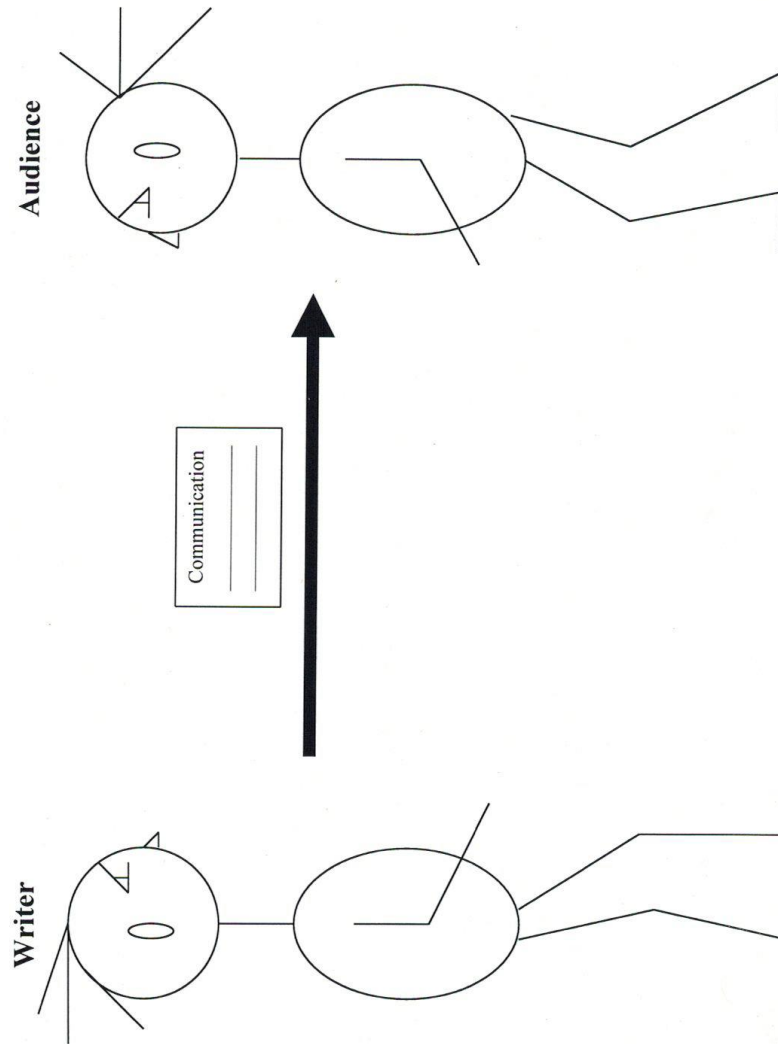
WRITE: Have students finish rewriting their introductory paragraphs. Also have students write a first draft for questions two, three, and four from the assignment. These paragraphs should be in a form that is easy for others to read. The questions are:

1. Why is technology important in our world?
2. **How has technology impacted your life?**
3. **Give some examples of how technology has made your life better.**
4. **Give examples of how technology has gotten in the way.**
5. What can you conclude about technology from your experience?

TEACHER PREPARATION NOTE: Prepare a handout or use flip chart paper with the three role play dialogues written in bold in Activity #1, Part B of the next lesson.

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The Writer/ Audience Situation



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AUDIENCE COMMENT PAGE

WRITER _____
AUDIENCE _____

1. What is working for you as the audience for this piece of writing?
2. As the audience, what do you need clarified or want to hear more about to make you more interested what the writer has to say?
3. Do you have any questions for the writer?

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 2, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Set criteria for evaluating and practice paragraphs that explain your introductory paragraph. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' explanatory paragraphs according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite explanatory paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 2, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on How Technology has Impacted You

Class to be held in the Technology Lab



OBJECTIVES

- Set criteria for evaluating and practice paragraphs that explain your introductory paragraph.
- Provide feedback on others' explanatory paragraphs according to the criteria.
- Rewrite your explanatory paragraphs.

MATERIALS

For Activity #1:

- Handout (prepared by teacher before class): Make one copy for each student.
Three typed role play dialogues written in bold in Activity #1, Part B. If you choose, you may also put these dialogues on flip chart paper and post them in the room instead of creating a handout.

For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.
Audience Comment Page
- Student Work: Students should bring hard copies of their homework writing assignments.

Teacher Resource:

- Teacher Resource (attached): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.

ACTIVITY #1: Set Criteria for Evaluating and Practice Paragraphs that Explain Your Introductory Paragraph - 40 minutes.

Activity #1, Part A: Set Criteria for Evaluating Explanatory Paragraphs.

- Tell students they are going to get an opportunity to talk about explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the following questions on the board to solicit the beginnings of a criteria for explanatory paragraphs:
 - What would make an audience interested in reading your written work?
 - What did the audience learn in the introductory paragraph?
 - Why are examples so important for the audience to understand what you are trying to say?
 - What makes a really good example?
 - Ask the class each of the questions and take notes on their answers on the board.
- Tell students to write these criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes. These criteria will be used again in Week 4, Lesson 2.

Activity #1, Part B: Practice Explanatory Paragraphs.

- Write the assignment questions on the board and explain that the class will be focusing on the second, third, and fourth questions:
 1. Why is technology important in our world?
 2. **How has technology impacted your life?**
 3. **Give some examples of how technology has made your life better.**
 4. **Give examples of how technology has gotten in the way.**
 5. What can you conclude about technology from your experience?
- Put students into pairs and display the first role play dialogue:

Role Playing Dialogue #1:

Remember we talked about my writing assignment for the Bridge the other day? The one about technology? Well I am going to give more explanation and examples to my basic ideas.

Cool. I wanted to know more about the way you are thinking about this topic. How has technology affected you?

Technology has really impacted my life in so many ways. I can't imagine living without my cell phone especially. I just couldn't get through the day without it.

- Ask pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more needed information.
- Next ask two people to come up in front of the class. Ask that:
 - Both people shake hands like they are old friends.
 - One person take the role of the writer and the other person take the role of the audience.
 - The pair read the script loudly, clearly and with expression.
 - The student playing the role of the audience should then ask additional questions to get more information from the writer.
 - The writer is to answer these questions with a real interest in satisfying his or her audience.
 - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.
 - Couch the audience to ask writers for lots of good examples.
- After the writer has answered a question from the audience, ask the writer:
 - Which question from the board did you start to answer to satisfy your audience's question?
 - Encourage students to understand that their writing assignment has made room for them to give plenty of detail about the topic they introduce in their second paragraph.
- Repeat this process with the other two role play dialogues.

Role Playing Dialogue #2:

Remember when we talked about my writing assignment for the Bridge the other day? The one about technology? Well, I am going to tell you about how technology has impacted me.

Cool! I wanted to know more about the way you are thinking about this topic. How has technology affected you?

Technology has made my life miserable. With technology, people expect me to do so much more and to keep responding to them all day long.

Role Playing Dialogue #3:

Remember when we talked about my writing assignment for the Bridge the other day? The one about technology? Well, I am going to tell you about how technology has impacted me.

Cool! I wanted to know more about the way you are thinking about this topic. How has technology affected you?

Technology appears to be impacting different people very differently. At the beginning, technology made me very confused, but I am learning to get more out of it. But my kids, they are simply addicted and it is making my job as a parent really hard.

- When all of the explanatory examples have been talked through, ask:
 - What do we know now about explanatory paragraphs that we didn't know before?
- Have students add new ideas to the criteria from the beginning of the activity into their notebooks. Again remind them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes.
- Explain that not all the information that the audience asked for needs to be in the second paragraph. Look at the list of questions for the whole written work. Ask:
 - What kinds of information will come in other paragraphs?
 - How are the paragraphs related together?
 - What kinds of information will the audience need to have in this second kind of paragraph?

ACTIVITY #2: Provide Feedback on Others' Explanatory Paragraphs - 40 minutes.

- Tell students they will now provide constructive feedback on each other's explanatory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their three new paragraphs with their introduction.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the set of written work they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.

- They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
 - Have students pass their paragraph to the left.
 - After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
 - After students have evaluated two paragraph sets from two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
 - Put students back in their groups to talk through differences and to get clarification.
 - Have groups decide which paragraph should be read aloud as a good example for one of the example paragraphs.
 - Ask the writers to read the selected paragraphs from each group loud and clear and with expression.
 - After each paragraph is read, ask:
 - What worked about the paragraph you just heard?
 - Are you satisfied or do you want to know more? Why?
-

ACTIVITY #3: Rewrite Explanatory Paragraphs - 40 minutes.

- Tell students that they are now going to have the opportunity to re-write their explanatory paragraphs. Whatever they don't complete today they can work on as homework.
 - Have students hand in their first drafts of their explanatory paragraphs that they have rewritten in course of this activity.
-

HOMEWORK

WRITE: Have students rewrite explanatory paragraphs that they have not finished yet. Students are also to draft a paragraph that answers the last question for the written work. These paragraphs will not be due in the next lesson but will be due in Week 2, Lesson 4.

1. Why is technology important in our world?
2. How has technology impacted your life?
3. Give some examples of how technology has made your life better.
4. Give examples of how technology has gotten in the way.
5. **What can you conclude about technology from your experience?**

TEACHER PREPARATION #1: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are exhibiting. 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.

TEACHER PREPARATION #2: Choose a grammar lesson that you think will be especially helpful for the student writing you have collected. Review the *Activities for Teaching Writing* set of grammar exercises attached and choose a lesson that can help you prepare for next class.

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; and have them go fast.
- Ask:
 - How many errors are in the first sentence?
 - Ask one or more students to answer. Then ask others: Is that correct?
 - What are the errors?
- Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns; have them each give their paragraph to another pair to correct; then have the authors correct their corrected paragraphs.

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

Materials. Find or create:

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

Activity Description.

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

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

4. Follow the six comma rules.

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

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

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

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

Activity Description.

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

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

Materials. Find or create:

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

Activity Description.

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

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

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

Materials. Find or create:

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

Activity Description.

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

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

Materials. Find or create:

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

Activity Description.

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

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

Materials. Find or create:

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

Activity Description.

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

Comma Rule Practice:

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

Activity Description.

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

5. Use semicolons and colons correctly.

Activity Description.

Semicolon Rule #2.

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

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

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

6. Correlate nouns and verbs for agreement.

Materials. Find or create:

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

Activity Description.

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

7. Practice Using an Active Voice.

Materials. Find or create:

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

Activity Description.

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

8. Use possessive nouns and pronouns correctly.

Materials. Find or create:

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

Activity Description.

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

9. Improve spelling.

Materials. Find or create:

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

Activity Description.

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

10. Take GED Writing Skills Practice Tests.

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

Activity Description.

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

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

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 2, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--------------------------|--|
| <ul style="list-style-type: none"> Learn a critical grammar lesson chosen by the teacher. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> |
| <ul style="list-style-type: none"> Edit student writing. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Grammar homework. | WRITING | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> |

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Reading Week 2, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on How Technology has Impacted You

OBJECTIVES

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

MATERIALS

For Activity #1:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson from *Activities for Teaching Writing Skills*.

For Activity #2 & 3:

- Handout: One copy of each paragraph for each student.
Two student paragraphs typed up with all the grammatical and spelling mistakes intact.

For Activity #3-Only:

- The “Table of Contents” from the grammar text chosen for this course.
-

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

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

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

- Pass out typewritten copies of two paragraphs 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 until all the issues in the paragraph have been corrected.
-

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.
 - Tell students they will now get a chance to think about their grammar and spelling concerns.
 - 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
-

HOMEWORK

COMPLETE: Have students complete assigned grammar homework that will address the significant grammar issues identified by the class.

REMINDER: Remind students to bring a copy of all their paragraphs to the next class. This should include their introductory paragraph, their explanatory paragraphs, and their conclusions.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 2, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Set criteria for evaluating and practice concluding paragraphs. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' concluding paragraphs according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite concluding paragraphs. | WRITING | <p>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.</p> <p>Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 2, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on How Technology has Impacted You

Class to be held in the Technology Lab



OBJECTIVES

- Set criteria for evaluating and practice concluding paragraphs.
- Provide feedback on others' concluding paragraphs according to the criteria.
- Rewrite your concluding paragraph.

MATERIALS

For Activity #2:

- Student Work: Students should bring hard copies of their homework writing assignments.
- Classroom Resource: Flip chart paper and markers.

For Homework:

- Handout (attached): Make one copy for each student.
Why the Information Technology Field is a Great Career Choice
<http://www.anthem.edu/articles/why-the-information-technology-field-is-a-great-career-choice/>
- Handout (attached): Make one copy for each student.
What Skills are Needed for Information Technology Employment?
<http://www.wisegeek.com/what-skills-are-needed-for-information-technology-employment.htm>

ACTIVITY #1: Set Criteria and Practice for Concluding Paragraph - 40 minutes.

Activity #1, Part A: Set Criteria for Concluding Paragraphs.

- Tell students they are going to get an opportunity to talk about concluding paragraphs that tell the audience what they can take away from the experience of reading your written work.
- Write the following questions on the board to solicit the beginnings of a criteria for a concluding paragraph:
 - What was the main point of your written work?
 - What was the strongest example you used that demonstrates your main point?
 - What kinds of conclusions can you make given the examples you have given? What do you want your audience to take away from the experience of having read your written work?
 - Do you have a recommendation you want to make?
 - A prediction?
 - A new idea for both the writer and the audience might need to think about?
- Ask the class each of the questions and take notes on their answers on the board.
- Tell students to write these criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes.

Activity #1, Part B: Practice for Concluding Paragraphs.

- Put the writing assignment questions on the board and explain that the class will be focusing on the last question primarily:
 1. Why is technology important in our world?
 2. How has technology impacted your life?
 3. Give some examples of how technology has made your life better.
 4. Give examples of how technology has gotten in the way.
 5. **What can you conclude about technology from your experience?**
 - Tell students you will want them to prepare some talking points that summarize their written work, but first you will demonstrate the process you want them to use:
 - Ask for a volunteer.
 - Have that volunteer look at their written work and:
 - Give you one sentence that answers the first question (on the board): What was the main point of your written work?
 - Write that sentence on the board.
 - Repeat for questions 2-4.
 - For question #5: ask for a conclusion.
 - Write that sentence on the board.
 - Read the five sentences on the board aloud and ask the volunteer:
 - Do these five sentences summarize what you are trying to say in your essay?
 - Does your conclusion help further understanding of technology in the world today?
 - Ask the class: are there other possible conclusions for this written work?
 - List these other options on the board as well.
 - Ask for a recommendation, prediction, and a new idea.
 - Review the list and ask the writer:
 - Which one of these conclusion ideas makes the most sense to you?
 - Why? (Take notes on the volunteer's answers.)
 - Encourage students to really say what makes the most sense to them. Strong feelings about an idea make the audience more interested in what they have to say.
 - Repeat this process with another volunteer, if necessary, for students to understand the process.
 - Ask each student to write down the five sentences that summarize their written work, one sentence for each paragraph.
 - Put students into pairs and ask them to:
 - Present their five sentences.
 - Come up with a list of other possible conclusions.
 - Have the writer decide the one they feel the strongest about and be able to explain why.
 - Give each student a piece of flip chart paper and a marker to write up their five sentences.
 - Have students present their five written sentences and explain why they chose this conclusion.
-

ACTIVITY #2: Provide Feedback on Others' Concluding Paragraphs - 50 minutes.

- Tell students they will now provide some constructive feedback on each other's concluding paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their full written work, including the draft of their conclusion.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.

- Fill out one *Audience Comment Page* for each of the set of written work they read. They should focus their comments on the concluding paragraph, primarily.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their concluding paragraph.
 - Have students pass their paragraph to the left.
 - After students have evaluated the first student's concluding paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
 - After students have completed two *Audience Comment Pages*, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
 - Put students back in their groups to talk through differences and to get clarification.
-

ACTIVITY #3: Rewrite Your Concluding Paragraph - 30 minutes.

- Tell students that they are now going to have the opportunity to re-write their explanatory paragraphs. Whatever they don't complete today they can work on as homework.
 - Ask that students hand in their first drafts of their explanatory paragraphs that they have rewritten in course of this activity.
-

HOMEWORK

WRITE: Have students finalize their written work.

JOURNAL WRITING: Have students write in their journals their answers the following question: What are your strongest skills? They should give examples of how they use their strongest skills.

READ: Have students read: *Why the Information Technology Field is a Great Career Choice*. After reading the article, they should:

- Find and write down definitions for the words underlined in the handout:
 - Lucrative
 - Cloud computing
 - Big Data
 - Cyber security
 - The Millennial
 - Competent
- Decide which reasons are the most important to them and number them from 1-3 to show the relative importance of each reason to them.

READ: Have students read: *What Skills are Needed for Information Technology Employment?* After reading the article, they should:

- Circle words they do not understand.
- Identify the different types of IT jobs.
- Identify the skills need for each type of job.

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Why The Information Technology Field Is a Great Career Choice

Adapted and paraphrased from original source: <http://www.anthem.edu/articles/why-the-information-technology-field-is-a-great-career-choice/>

Original author: Anthem Webmaster

Information Technology or more commonly known as I.T. is the most popular career and the fastest growing industry in the world. There are several success stories about people who chose this field for a career and are now on top of their game. But what is it about I.T. that makes it such a lucrative career choice for up and coming professionals. Here are a few reasons why people who choose Information Technology are successful in their business life:

Low Cost of Education

The biggest advantage of choosing information technology for a career is that it has very low cost of education as compared to many other career choices. You don't need a 4-year degree to become an I.T. professional. Instead, you can get quick training to be certified in specific areas of Information Technology. This way you save huge amounts of money that you may have otherwise spent on years of college tuition. The more knowledge and certifications you acquire the more you'll advance in your career.

Fastest Changing Industry

The Information Technology industry operates at a speed much faster than any other industry and for this reason, there's always a significant demand for highly-skilled workers. With the innovations in cloud computing, big data, and cyber security, an aspiring I.T. professional has many avenues to pursue and grow from. An I.T. professional never stops learning, and must always stay on top of the latest technological trends in order to be successful in the field. The more training and knowledge the I.T. professional has the more employable he or she will be.

Better Income

It is a well-known fact that Information Technology professionals are paid well, compared to other professionals. An I.T. professional with the right mix of certifications and experience can find a permanent position in either the public or private sector. Recently, many companies have been extensively hiring experts in cloud computing, cyber security and network security to help enhance their current systems. Many I.T. jobs provide great career advancement opportunities for a dedicated and hardworking I.T. professional.

Final Words

Information technology is the field of the millennial. Aspiring I.T. professionals must know that in order to succeed in the I.T. field they must be committed to learning and adapting to new technological advancements in order to stay competent. This entails getting the right mix of experience and certifications. I.T. professionals that stay on top of the latest tech trends will have many career options to choose from.

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What Skills are Needed for Information Technology Employment?

Adapted and paraphrased from original source: <http://www.wisegeek.com/what-skills-are-needed-for-information-technology-employment.htm>

There are a wide range of skills needed for employment in the information technology field. The skill sets necessary to have a career in this industry is based on three types of positions: development, support and analysis. Combine these skills together to take advantage of an entire range of new positions that are in high demand.

All information technology careers require a similar set of basic skills. A solid understanding of mathematical concepts and a high degree of skill in data manipulation and multiple step logic is required. Communication skills and the ability to understand a wide range of perspectives is also critical. Detail orientation and mental focus are necessary skills.

Development Positions

Development positions include programmers, system developers and computer configuration staff. A degree in math, [computer science](#), or [computer engineering](#) is a basic requirement. Additional certification in specific programming languages and techniques are required to maintain information technology employment as new programming languages are continually being developed.

Support Positions

Support staffs in information technology are generally divided into two roles: user support and hardware support. User support includes assisting with [computer software](#) purchase, installation and training. Degrees or diplomas in technology or computers are all helpful for these roles. Employment as support staff often includes training, writing documentation, working on a [help desk](#) and troubleshooting. Communication and people skills are the most important tools required for this type of position.

Hardware Support

Hardware support is a more technical skill, relying on specialized training in computer networking, hardware installation and modification. A degree or [diploma](#) in computers, hardware, computer networking or computer engineering is necessary. This type of role is very mechanical in nature, involving cables, servers and actual computer components.

IT Analyst

An information technology analyst needs excellent communication, project management, and trouble shooting skills. An education in technology, computer science or the sciences is great preparation for this type of employment. The role of an analyst is to bridge the gap between the user and the developer. They need to have a firm grasp on the business process, technical options and the methodologies of system development.

Information technology is a rapidly growing field, with huge changes in technology occurring all the time. Continuing information technology employment requires a commitment to [continuing education](#) and learning throughout your career. There are many opportunities to advance from an entry-level job to a professional position by simply expanding your [knowledge base](#) and working hard. A critical skill for information technology employment is an affinity for [problem solving](#) and taking initiative.

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 3, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|------------------------------|---|
| <ul style="list-style-type: none"> Analyze homework readings. | READING/ LANGUAGE | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> <p>LANGUAGE</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Take skills inventory. Match skills to IT categories. | READING | <p>7. Integrate information from texts, charts, and graphs/ different media or formats.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING/ LANGUAGE | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> <p>LANGUAGE</p> <p>3. Use knowledge of language and its conventions when writing.</p> |

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Reading Week 3, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: CCC Career Pathways in Information Technology

OBJECTIVES

- Analyze homework readings.
- Take skills inventory.
- Match skills to IT categories.

MATERIALS

For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Handout (attached to Week 2, Lesson 4): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Why the Information Technology Field is a Great Career Choice
<http://www.anthem.edu/articles/why-the-information-technology-field-is-a-great-career-choice/>
- Handout (attached to Week 2, Lesson 4): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
What Skills are Needed for Information Technology Employment?
<http://www.wisageek.com/what-skills-are-needed-for-information-technology-employment.htm>

For Activity #2:

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

For Homework:

- Handout (attached): Make one copy for each student.
What does a Network Administrator Do?
<http://www.rasmussen.edu/degrees/technology/blog/what-does-a-network-administrator-do/>
- Handout (attached): Make one copy for each student.
What does a Web Developer do all Day?
<http://www.kitsmedia.ca/what-does-a-web-developer-do-all-day/>
- Handout (attached): Make one copy for each student.
A Day in the Life of a Software Engineer
<https://blog.socialcops.com/team/a-day-in-the-life-of-a-software-engineer>

ACTIVITY #1: Analyze Homework Readings - 70 minutes.

- Tell students they are going to do a number of short activities they will have to move through quickly. Being focused will be key to making these activities work.

Activity #1, Part A: Vocabulary Check-in - 20 minutes.

- Tell students that this week they are going to learn about different kinds of jobs in the IT field and programs available at City Colleges of Chicago that will prepare them for careers in the IT field. By the end of the week, they will select the kind of job they want to focus on and the level of certification

or degree they need to attain in college to qualify for the job. Tell student they are going to start by exploring why IT is such a good field and getting a general view of the types of IT jobs.

- Have students to get out their homework article: *Why the Information Technology Field is a Great Career Choice*.
- Write the following words on the board.
 - Lucrative
 - Cloud computing
 - Big data
 - Cyber security
 - Competent
- Put students into pairs to discuss and decide on a definition for each term.
- Ask one pair for their definition of the first word and write it next to the word on the board.
- Ask another pair:
 - Is this the correct definition?
 - Anything you want to add or subtract from this definition?
 - Write revisions as pairs give them to you until you have a working definition that the students accept.
- Repeat this process for all the words on the board.

Activity #1, Part B: Analyze the Article's Structure - 20 minutes.

- Write the following questions on the board:
 - What does the author tell the audience this article is about in the introductory paragraph?
 - How do the explanatory paragraphs support what the introductory paragraph says?
 - What is the conclusion of this article?
- Put students in different pairs and have them answer these questions in one sentence each.
- Ask the class the answer to the first question:
 - Go round to each pair and ask them to read their sentence loud, clear and with expression.
- Have the class decide which sentence most clearly tells the audience what this introductory paragraph is going to do. Write that sentence on the board.
- Repeat this process for all three questions to come up with a clear summary of how the article is structured.

Activity #1, Part C: Choose Reason for Going into IT - 10 minutes.

- Next, write the following categories from the article on the board:
 - Low Cost of Education
 - Fastest Changing Industry
 - Better Income
- Go round robin to have students identify the #1 reason they chose from the article for going into IT.
 - For each answer put a check on the board next to the category they chose.
- Ask those students who chose the category on the board with the most checks:
 - Why did you choose this category?
 - Write down the different answers.
- Repeat this process for students who chose the other categories.

Activity #1, Part D: Analyze the Second Article - 20 minutes.

- Have students to get out their homework article: *What Skills are Needed for Information Technology Employment?*
- Write the following two questions on the board:

- What is this article about?
 - What are the four jobs or job categories described?
 - Write these four categories on the board: development positions, support positions, hardware support, and IT analyst.
 - Count off by four and put student into groups by number.
 - Give each group a piece of flip chart paper and marker.
 - Assign each group a different job category listed on the board and ask the groups to:
 - List the most important skills for that job category.
 - Put the name of the job category at the top of the flip chart paper followed by the list of skills.
 - Put the flip chart paper up where it is easy for everyone to see.
 - Have a student from one of the groups stand and read the job category and list of skills, loud and clear and with expression.
 - Repeat this process for all four groups.
 - Lastly, ask students:
 - Which job category interests you?
 - Go round robin to have each student state which job category interests them just now.
-

ACTIVITY #2: Take Skills Inventory - 20 minutes.

- Tell students that they are now going to identify more of their skills and start to link them to the IT job categories.
 - Pass out the *Skills Identification* worksheet.
 - Have students put a check next to each skill that describes them.
 - When students have finished, have them look at the skills they have checked off and circle the two categories where they think they have the strongest skills.
 - Next, go round robin to ask students their top two categories of skills.
-

ACTIVITY #3: Match Skills to IT Categories - 30 minutes.

- Tell students they will now try to match their skills to the job categories they looked at earlier.
- Write the following categories from the Skill Identification sheet on the board:
 - Communications Skills
 - Technical Skills
 - Business Skills
 - Management and Self-Management Skills
 - Creative/Artistic Skills
 - People Skills
- Also create four columns on the board for: development positions, support positions, hardware support, and IT analyst.
- Put students into pairs and ask them to:
 - Take a piece of paper and make four columns on the paper.
 - Put the name of one job category at the top of each column: development positions, support positions, hardware support, and IT analyst.
 - Match each of the categories of skills to the job category by writing the name of the skill category in the column on their paper where they think it best fits.
 - Demonstrate on the board as needed.
- Go to each column on the board and ask:
 - What are the skills that are associated with this job category?

- Write these on the board.
 - Lastly, ask students:
 - Which job category do your skills fit best? Why?
-

HOMEWORK

READ: Have students read the following three articles:

- *What does a Network Administrator Do?*
- *What does a Web Developer do all Day?*
- *A Day in the Life of a Software Engineer*

After reading each article, they should:

- Choose one article that describes the type of IT job that interests them the most.
- Underline those parts of the chosen article that made them think they would enjoy the job.

JOURNAL WRITING: Have students journal and answer the following questions:

- Which of the jobs that you have read about so far is most attractive to you? Why?
- What makes you a good fit for this type of jobs?

Skills Identification

Read over the skills listed and put a check next to each skill that you have. Add up the number of checks for each category and put the number next to the title of the category.

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, a dictionary, the 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 <input type="checkbox"/> artistic <input type="checkbox"/> drawing <input type="checkbox"/> expressing <input type="checkbox"/> performing <input type="checkbox"/> presenting artistic ideas <input type="checkbox"/> dancing, body movement <input type="checkbox"/> visualizing shapes <input type="checkbox"/> designing <input type="checkbox"/> model making <input type="checkbox"/> making handicrafts <input type="checkbox"/> writing poetry <input type="checkbox"/> illustrating, sketching <input type="checkbox"/> doing photography <input type="checkbox"/> mechanical drawing | People Skills <input type="checkbox"/> caring for children responsibly <input type="checkbox"/> caring for the sick and elderly <input type="checkbox"/> showing warmth and caring <input type="checkbox"/> calming people down <input type="checkbox"/> helping people complete a task <input type="checkbox"/> teaching someone how to do something <input type="checkbox"/> knowing how to get along with different people/personalities <input type="checkbox"/> leading groups or activities |
|---|--|

Adapted from “Integrating Career Awareness into the ABE & ESOL Classroom” pages 51-52; available at:
<http://www.collegetransition.org/docs/ICAcriculumguide.pdf>

What Does a Network Administrator Do? A Behind-the-Scenes Look

Adapted and paraphrased from original source:

<http://www.rasmussen.edu/degrees/technology/blog/what-does-a-network-administrator-do/>

Original author: Elena Fultz

So you're thinking about a career in information technology and you're curious about the role of a network administrator. Maybe you saw it ranked in [U.S. News' 10 best technology jobs of 2014](#). Or you heard the position can provide a sweet salary, ranging from \$45,270 to \$117,150 according to the Bureau of Labor Statistics (BLS).

If you're thinking about a career move toward computers and technology, becoming a network administrator might be the perfect fit. The field of computer systems design is a fun, fast-changing world that we interact with every day. From scheduling doctor's appointments, to checking your bank balance online, to even reading this article right now—behind each computer network is a network admin who keeps things running smoothly.

You enjoy being on the forefront of new technologies but you're probably still wondering, "*What does a network administrator actually do?*"

Well we're here to help you answer that question. We gathered real-time market intelligence and government data to help provide a realistic look at what life would be like working as a network admin.

What exactly is a network administrator?

A network administrator, sometimes called a systems administrator, is responsible for keeping an organization's computer network up to date and running smoothly. Any company or organization that uses multiple computers or software platforms needs a network admin to coordinate the different systems. (That's a *lot* of job opportunities!)

This explains the promising job outlook for network admins. Demand for these professionals is projected to increase by up to 35 percent throughout the next decade, according to the BLS. Network admins will especially be in high demand in growing industries like cloud computing and healthcare—which means both interesting work and great job security.

What are the job duties of a network administrator?

A network admin's job can be wide or narrow depending on the organization and how complex its networks are. But in general, a network admin is responsible for the following tasks:**

- Installing network and computer systems
- Maintaining, repairing and upgrading network and computer systems
- Diagnosing and fixing problems or potential problems with the network and its hardware, software and systems
- Monitoring network and systems to improve performance

What skills does a network administrator need?

Network admins are responsible for both the computer side of things—networks, software and hardware—as well as for the teams and end users they support. That means a network admin should have a combination of problem-solving and people skills.

In addition to the necessary technical knowledge, here are some common skills employers are looking for in a network admin:

Analyzing and critical thinking

Network admins need to explore and solve problems logically and consistently. “[The] ability to take the concepts you’ve learned in school and understand how they work and affect other concepts is the bread and butter of being a network administrator,” says Brad Meyer, systems administrator at [TechnologyAdvice](#). Even if you don’t yet know the solution, he believes thinking critically will help you get there.

Project management

Network admins juggle several projects, people and problems simultaneously. This means it’s essential to be organized for right now and prepared for what’s coming next. It’s like spinning plates—a little practice and the whole thing balances.

Interpersonal skills

Network admins work with a range of people, from network engineers to help desk employees to end users, explains Eric Jeffery, founder of IT solutions firm [Gungon Consulting](#). He says bridging the gap between diverse groups of people requires patience and understanding.

Lifelong Learning

The technology field is constantly changing, which means network admins must be willing to learn and evolve with it. Good network admins are able to adapt to new techniques and technologies throughout their careers.

Where do network administrators work?

If you’re considering a career as a network admin, don’t feel like you have to box yourself into a particular industry—network administrators are in demand in many business sectors. We used real-time job analysis software from Burning-Glass.com to examine more than 135,000 network admin jobs posted over than past year.

Based on the data, here are the [top industries](#) hiring network administrators over the last year:

- Professional, scientific and technical services
- Education
- Transportation equipment manufacturing
- Insurance
- Hospitals

As you can see, earning a [degree in network administration](#) means you won’t be tied down to working in one industry your entire career. There are a variety of fields in need of these professionals so if you ever get bored in one area, you can always dabble in another.

What is a typical day like for a network administrator?

As seen in the job duties above, a network admin has a broad job description: managing an entire network, preventing and fixing network problems and supporting a number of teams and individuals. This means there’s hardly a “typical day” in the life of a network admin.

“No two days are ever the same,” Meyer says. He says a “normal day” might include checking logs, auditing processes, putting out fires that arise from your end users and working on projects. Projects could include creating new programs to make the network more efficient or researching

technology and brainstorming creative solutions for the organization's network needs.

Taking the next step

The next time someone asks you, "What does a network administrator do?" you can confidently answer that they do a lot of things! Network admins are constantly analyzing, monitoring and creatively solving problems, while looking for ways to improve in an always-changing field.

* Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Network and Computer Systems Administrators

** National Center for O*NET Development. 15-1142.00. *O*NET OnLine*.

*** Burning-Glass.com (*analysis of 135,650 network administrator job postings, Aug. 15 2013 – Aug. 14, 2014*)

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What does a web developer do all day?

Adapted and paraphrased from original source: <http://www.kitsmedia.ca/what-does-a-web-developer-do-all-day/>

A client commented a few weeks ago that I am “way into my work”, which is probably true. I’m holding a lot of stuff in my head at once.

Some people might think that web developers build one site at a time. That would be so nice. But that absolutely does not ever happen. There are normal, regular delays in our workflow as we wait for client approvals or materials. And the average day involves juggling a wide variety of tasks and issues as we work on very different kinds of problems.

I like to start the day by getting all the little things done first. If you’ve sent me a small request to add or remove some content, I’ll probably do that first. Next come the status reports as I talk to Jr. and Sr. Tech about our current projects. We have a quick consult to decide what we’ll each be doing, then separate for a while.

Today I didn’t have any clients come over because it’s Friday. I try to keep the day clear because there are usually a lot of small jobs to be finished up for the weekend. This morning I started with a couple of phone call “meetings”. The first was a review of a brand new site for a small school in downtown Vancouver that we finished two days ago. Normally I like to present the results in person but we’ve been working on this particular site without meeting the client. The client and I went through each page on the phone while I made notes of the additions and revisions. I left him with a to-do list of things to send me by email, then updated our work schedule for the day as well as his invoice, and sent him a copy. Since I was into the Invoice folder, I sent out a couple of others while I was there, and wrote a couple of reminder emails.

The second phone call came from a long-standing client, a wonderful man with a great sense of humor. He likes to send the text and photos for his company’s blog and have me assemble them. I’d been receiving content from him all week and had organized it into folders. There were a lot of images but he had nicely zipped them up for us. We discussed the next three blog posts, then I spent a couple of hours creating the first one and sending it to him for his approval. I worked in Photoshop to size the images, then created new pages in Dreamweaver, and added and edited and tested the copy. One of the blogs was about a recent auction at the Vancouver Art Gallery. It was a good read with beautiful photos. Meanwhile Sr. Tech was working on an online shop he’s added to a site, and answering the other phone.

After finishing up the post, I answered a few more emails then made an apologetic phone call to some realtors who came to see us last week. Their real estate website was originally built using a ready-made WordPress theme. It had gone through a great deal of additional modifications, including some plugins for real estate sites, and there were some problems with it. The dilemma now facing us was whether to push forward (because the site was very workable in most ways) or not to push forward (because we were bound to run into more snags picking up where the other developer had left off). We spent a lot of extra time trying to come to a decision and finally had to recommend a new build instead.

At this point I discovered some of the pictures I made yesterday for an online coloring book were “leaking”. This website has been a long-term project for an annual festival in Vancouver that

hopefully will launch in the next two weeks. We've been adding fun widgets and games to the site to make it entertaining and to build excitement for the June event. It looks like I didn't completely "close" some of the lines in the coloring images, so when an area was "painted" with color, it flooded the adjacent section. Back to Photoshop to open the offending images, close the lines, crunch them through the software we bought to make the coloring program, and upload them again.

Time to check with Sr. Tech about the sites he's working on. He's been fielding requests from new clients so we go over the issues and concerns and make some decisions. We've launched a new site for a Zen Buddhist retreat in Pennsylvania this week, and a few questions have come back about the slide show I built on Wednesday. I work on this until we're happy with it, then it's time for my lunchtime bike ride. It's raining heavily and miserable, so we opt for some take-out sushi instead.

After lunch I review a small job for a folk band who would like to add a WordPress guestbook plugin, have us update their menu to include the new Guestbook for their visitors to sign, and add a bright green "star" shape linking to the guestbook from the homepage. Unfortunately the star image has to be uploaded through the back end and the link has to be hard-coded to the guest page URL. Meanwhile, the guestbook needs to match a sample site they sent. After spending some time identifying a couple of plugins that look good, I make the star and put the plugins aside to discuss with the others.

Next I tackled the search engine optimization on a site we built for an author. It needed a couple more hours of work to complete. I worked hand in hand with Google ad word tools to identify suitable phrases and add them to the code, then loaded an XML site map.

As I was finishing, I took a phone call from someone who needs to configure her email client to receive emails sent via the server for her site. Unfortunately we don't actually do this work, although we will type out the information and send it to her. After being "blamed" several times for problems that were out of our control, we had to make the hard decision that we won't help anyone install software or configure emails or register for a host. (Having said that, Sr. Tech is opening a can of worms again by offering hosting through Kits Media. He has gone to a great deal of trouble to set this up and is patiently waiting for me to create a nice interface for it.)

Next came a series of emails back and forth with a client who is thinking about compressing some of the videos uploaded earlier to their financial company's website. We discussed using an Adobe compressor and building a Flash player, or loading them to Youtube and grabbing the embed code. After checking their Google Analytics, I discovered that only 6% of their clients are using an iPhone or iPad (which doesn't display Flash), so their market demographics are not a problem. I recommended the Youtube solution however because she'll be able upload and compress more videos in the future, and I can show her how to grab the embed code and add them to her pages. This is working out well because we re-built this site last year so she can manage a lot of her own updates. I spend some time on Youtube to create a ghost account, upload the videos and make them private, so only I can find them or get the embed code.

Suddenly an avalanche of emails – it's [Preview](#) time. Every two months since 1989 I've written 10 or 12 art reviews of local shows for a small gallery magazine. I start making folders to receive all the emails and images that will come in the next 24 hours. Hard on the heels of the gallery information comes a late afternoon email from an accountant client. His site is also ready to go live and he's spent the week reviewing the pages. His email has a list of changes which I read over and let him know I'll start working on them. His review is extremely detailed and organized. It consists mostly of text replacements with a couple of PDF links. Lovely! It

looks like we can get him online and looking good by Monday. I sort out the tasks to be done and get started on it.

Now it's time for a stretch, a cup of tea, and a quick review of what we need to do next. TGIF!

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A Day in the Life of a Software Engineer at SocialCops

Adapted and paraphrased from original source: <https://blog.socialcops.com/team/a-day-in-the-life-of-a-software-engineer>

My name is Rishabh Jain and I'm a Software Engineer at SocialCops. I'm a Data Parser – which means my day to day involves everything from parsing locality level shape files to scraping household level data from open government data sets.

It is really hard to describe a typical day as a Software Engineer at SocialCops. Because when your daily work is creating products that can solve problems for millions of people across the globe, you cannot have a “typical” day. I can assure you, every day here will be a new challenge.

Yet, I'm going to try and decode what a typical day looks like in the Software Engineering Team!



9 am: Fall back asleep

My day usually begins with waking up at 9 am, expressing gratitude for not having a typical corporate gig and falling back asleep to the rising sun.

10:30 am: Arrive at work

When I finally wake up and manage to get to the office, the day starts with some awesome office breakfast while conversing with some of my colleagues about the European economy or the cool Javascript library that released last night.

11:00 am: Get started with work

After that, I get started – I plug in my headphones to some Linkin Park music and open my code editor to build something that will potentially help people all across the world. Today, I'm working on some amazing mapping technology that will help policymakers visualize their data geographically (at the most granular level) to make decisions that are best suited for the people of that region.

We don't have a fixed desk policy at SocialCops, which means we end up interacting with different people every day. Sitting around me today are:

- One of our Android developers, who has built an [Android app for data collection for the next billion](#).
- A full stack developer who is working on a [tool that allows one to visualize their data](#) in the most concise and easiest way.
- One of our engineers working on a Natural Language Processing engine that can be used by policymakers to understand problems faced by people everywhere in a way that has never been done before.

Since we are a full-stack data startup, I get to learn so much from the engineers around me. Given the nature of the data platform that we are building, we are all working on incredibly varied things that lead up to our mission.

2 pm: Have a doubt about my work

One of the biggest advantages of working at SocialCops is that I am answerable to no one except myself and my work. With the level of team that we have, everyone gets the full freedom to make their own design decisions. And when I have a problem, I just slide over to the guy sitting next to me and we solve our way through it.



3 pm: Learn something new (Teach on Tuesday time!)

Every week, we have a ToT (Teach on Tuesday), one of the most joyful and unique parts of working here. We make sure that we never stop learning new things and, with that in mind, we have weekly sessions where someone from the team teaches us something new.

Today, a backend engineer who recently joined us is teaching us about Functional Programming Principles with [Scala](#). So here I am, learning about how functional programming transforms your computation to a mathematical model that can be parallelized into various independent sub computations.

4 pm: Weekly Standup

Once a week, there will be a meeting with the team called “Standup” which is a short 10-15 minute meeting, wherein we discuss some road blocks in product implementation. Everyone at SocialCops makes sure to only be in meetings where they can make productive contributions and, more importantly, have fun while solving the problem at hand, so it’s only those of us involved in

building the scalable map infrastructure who are around.



4:30 pm: Grab a Quick Lunch

4:30 – 9:00 pm: Developer Zone 2: Headphones. Chai & Code.

After lunch with the energy levels soaring, the evenings tend to pass by pretty quickly. After all, time flies by when you're having... okay, you're right, that's too cliché.

9:00 pm: Break!

By the day's end I've had 3-4 cups of chai and it's time for a break. So begins our daily series of basketball/FIFA matches. Yes, we have an actual basketball net and an Xbox in the office. And let's not even talk about the host of games that we have invented to keep ourselves busy during the break.

10:00 pm: Dinner (and some interesting conversations)

During dinner, we have the obligatory talks where everything from [Sundar Pichai](#), to [React.js](#) to the things that we are working on gets discussed.



10:30 pm: More work?

After dinner, I decide on whether to call it a day or hack the world problems during the night.

More often than not, you will find our office full during the night. This is because part of SocialCops' mantra is "Innovate in the night and execute during the day".

At night, the code practically writes itself. And if it's a Thursday night, the teams make sure that their code is working (by hook or by crook) for our Friday demos. At the demos, everyone presents what they have worked on during the week and gets input from the rest of the team, because everything can be made faster, better and prettier. The team that innovated the most that week gets the coveted "Showdown" title that we yearn for!

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 3, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|--|
| <ul style="list-style-type: none"> Analyze homework readings. | READING/ SPEAKING AND LISTENING | READING 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. SPEAKING AND LISTENING 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. 5. Comprehend key elements of oral information. 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. |
| <ul style="list-style-type: none"> Watch videos, and select area of job interest. | READING | 7. Integrate information from texts, charts, and graphs/ different media or formats. |
| <ul style="list-style-type: none"> Prepare and give presentations on your selected job type. | SPEAKING AND LISTENING | SPEAKING AND LISTENING 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. 5. Comprehend key elements of oral information. 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. |

| | | |
|---|-----------------------|--|
| <ul style="list-style-type: none"> • Writing homework. | <p>WRITING</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |
|---|-----------------------|--|

Reading Week 3, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: CCC Career Paths in Information Technology

OBJECTIVES

- Analyze homework readings.
- Watch videos, and select area of job interest.
- Prepare and give presentations on your selected job type.

MATERIALS

For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Handout (attached to Week 3, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
What does a Network Administrator Do?
<http://www.rasmussen.edu/degrees/technology/blog/what-does-a-network-administrator-do/>
- Handout (attached to Week 3, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
What does a Web Developer do all Day?
<http://www.kitsmedia.ca/what-does-a-web-developer-do-all-day/>
- Handout (attached to Week 3, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
A Day in the Life of a Software Engineer
<https://blog.socialcops.com/team/a-day-in-the-life-of-a-software-engineer>

For Activity #2:

Video from Networking Career Path:

- Video: Computer Network Administrator (running time: 05:45)
<https://www.youtube.com/watch?v=bcMPKi1PZ-I>

Videos for the Web Developer Career Path:

- Video: Career Trek Web Developer (running time: 05:18)
<http://www.careertrekbc.ca/episode/web-developer>

Video for the Computer Science Career Path:

- Video: Career Trek Software Engineer (running time: 04:47)
<http://www.careertrekbc.ca/episode/software-engineer>

For Activity #3:

- Classroom Resource: Flip chart paper and markers.

ACTIVITY #1: Analyze Homework Readings – 40 minutes.

- Tell students they are going to get more information about different types of IT jobs, make a selection of the type of job they are most interested in, and explain why that job interests them.
 - Write the following list on the board:
 - Network Administrator
 - Web Developer
 - Software Engineer
 - Have students take out the articles that they read for homework and ask their impressions of each day-in-the-life reading. Ask:
 - How were the days described? Please give examples.
 - Ask: Which one of these job types did you decide you were most interested in? Why?
 - Go round robin posing these questions to each student.
 - Write each student's name next to the type of job she or he selected.
 - Put students into three groups based on the type of job they selected. Give each group a sheet of flip chart paper and a marker.
 - Have groups:
 - Choose a scribe and make a list of the important job-based skills and/or activities described in the article about that type of job.
 - Put this list on the flip chart paper and post it up on the wall.
 - Be ready to explain why this job type is cool.
 - Give each group member a role in presenting the list.
 - The presentations must be loud and clear and expressive!
 - Have groups give their presentations.
-

ACTIVITY #2: Watch Videos and Select Area of Job Interest – 30 minutes.

- Tell students they are going to look at three videos that give more information about the three job types on the board. They will need to watch the video and write down new information about the job they are most interested in.
 - Watch the videos.
 - After each video, ask:
 - What new information did you learn about this job type?
 - Write down this new information on the board.
-

ACTIVITY #3: Prepare for and Presentations on Your Selected Job Type – 50 minutes.

- Tell students they need to prepare a short formal statement they will stand up and make to the class that will answer the following three questions. Also let students know that the preparation for this statement will be the outline they use for their homework assignment.
 - What is the job type you are most interested in?
 - What skills do you have that make you a good fit for this type of job?
 - What else convinced you that this would be a good job type for you?
- Give students time to assemble the things they want to say.
- Have student stand to give their brief formal statements of their job type interest.
 - Tell listeners to jot down questions they may have for presenters. They will get a chance to question the speakers after everyone is finished.
- Have students applaud each brief formal statement.
- At the end of the statements, ask:

- Does anyone have any questions for the speakers?
 - How would you summarize the job interests of this class?
-

HOMEWORK

WRITE: Have students write three paragraphs based on their presentations in class that answer the following questions. Write one paragraph for each question:

- What is the job type you are most interested in?
- What skills do you have that make you a good fit for this type of job?
- What else convinced you that this would be a good job type for you?

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 3, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--------------------------|---|
| <ul style="list-style-type: none"> Peer review of three-paragraph written work. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Introduction of CCC career paths in IT. Watch videos on CCC career path jobs and make your selection. | READING | <p>7. Integrate information from texts, charts, and graphs/ different media or formats.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |

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Reading Week 3, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Career Paths in Information Technology

OBJECTIVES

- Peer review three paragraphs written for homework.
- Introduce City Colleges IT program and career pathways.
- Watch videos related to City Colleges IT program and career pathways and select a type of IT job.

MATERIALS

For Activity #1:

- Handout (attached to Week 2, Lesson 1): Make two copies for each student.
Audience Comment Page

For Activity #2:

- Handout (attached): Make one copy for each student.
City Colleges of Chicago, Information Technology Career Pathways
- Handout (attached): Make one copy for each student.
Knowing the Difference Between the Types of Associate Degrees

For Activity #3:

For the primary Web Developer Career Path Job:

- Video: Jonathan Mosny-Front End Web Developer- Condensed Interview (running time 2:21)
<https://www.youtube.com/watch?v=O7V1vcAMRr8>
- Video: Career One Stop Web Developers Video (running time 1:21)
<http://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=15113400>

For the Networking Systems and Technology Career Path Jobs:

Help Desk Support:

- Video: Help Desk Interview: CAREERwise Education (running time 3:52)
<https://www.youtube.com/watch?v=kHDzhfXKGKs>

Computer User Support Specialist

- Video: Computer Support Specialist Job Description (running time 2:02)
<https://www.youtube.com/watch?v=ah0OJSI7Di4>

Computer Network Support Specialist

- Video: Computer Network Support Specialist (running time 4:04)
<https://www.youtube.com/watch?v=PCXANYO63Jw>

Network Administrator

- Video: Occupational Video - Computer Network Administrator (running time 5:45)
<https://www.youtube.com/watch?v=bcMPKi1PZ-I>

For the Computer Science Career Path Jobs:

- Video: Day in the Life: Software Developer (running time 7:13)
https://www.youtube.com/watch?v=V_8M2f_igiA

Homework:

- Handout (attached): Make one copy for each student.
Balancing School, Work, and Family
http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#_federated=1
 - Handout (attached): Make one copy for each student.
Parents in college must juggle responsibilities
<https://www.cpcc.edu/spark/archives/parents-in-college-must-juggle-responsibilities>
-

ACTIVITY #1: Peer Review of Three-Paragraph Written Work - 40 minutes.

- Tell students they will now provide some constructive feedback on each other's three-paragraph written homework. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
 - Put students into groups of three.
 - Have students take out their three paragraphs.
 - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the three paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the pieces of homework they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
 - Have students pass their three paragraphs to the left.
 - After students have evaluated one student's homework, they should pass the paragraphs they have worked on to their left and evaluate another student's homework.
 - After students have evaluated two sets of paragraphs from two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraph 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.
-

ACTIVITY #2: Introduce the City Colleges Career Paths in IT - 40 minutes.

- Tell students they are now going to relate what they know about the IT job types they have been reading about and working on in class to the specific IT programs that City Colleges offers. They will be glad to know that there are career pathways that cover a wide variety of IT interests.
- Tell students that in this set of activities they are going to look at the specifics of the City Colleges career pathways in IT and then look at more videos that describe the different jobs that City Colleges programs will prepare them for so that they have the information they need to make a good decision about what would fit them best.

- Tell students that there will be two major documents for this activity: one that shows them the different kinds of credentials and degrees that are available at CCC in general; and one that provides all the specifics of the IT career pathways.
- Project the *Knowing the Difference Between the Types of Associate Degrees* slide. Ask:
 - How many kinds of transfer degrees are there?
 - (Answer: Two, transfer and occupational degrees.)
 - What do you think are the differences between the transfer and occupational degrees?
 - (Answer: Transfer degrees prepare students to transfer to a four-year college where they can obtain a Bachelors degree. Occupational degrees prepare students for good paying jobs at the Associate Degree level that do not necessarily require a Bachelors degree.)
 - What does AS and AA stand for?
 - (Answer: Associate Degree in Science and Associate Degree in Arts.)
 - What are the differences in the kinds of classes you take for a transfer degree and an occupational degree?
 - (Answer: Transfer degrees require more general education courses while occupational degrees require more technical courses.)
 - What do you think are the advantages of a transfer degree?
 - What are the advantages of an Occupational Degree?
- Ask:
 - Which kind of degree are you more interested in: a transfer degree or an occupational degree? Why?
- Next, project the *City Colleges of Chicago: Information Technology Career Pathways* chart.
- Ask students a long list of questions that will lead students through the chart and help them understand the information in it:
 - How many City Colleges IT pathways are there?
 - (Answer: Three.)
 - What are their names?
 - (Answer: Web Development, Networking Systems and Technology, and Computer Science).
 - Which pathways are transfer pathways and which ones are occupational pathways?
 - (Answer: Web development and networking systems are occupational pathways. Computer science is a transfer pathway.)
 - How can you tell by just looking?
 - (Answer: Web development and networking systems offer basic and advanced certificates that can be used to get jobs as you work towards earning an Associate's degree. They're occupational pathways. Computer science only offers an Associate's degree; it is a transfer pathway.)
 - What kind of certificates can you earn before an Associate Degree?
 - (Answer: Basic and advanced certificates.)
 - Can you get jobs with only a basic or advanced certificate?
 - (Answer: Yes.)
 - What jobs can you get after you complete a(n):
 - Basic certificate in web development? (Answer: Junior Web Developer, if you have a work portfolio.)
 - Advanced certificate in web development? (Answer: Web Developer, if you have a work portfolio.)
 - Basic certificate in networking? (Answer: Help desk specialist and computer user support specialist).
 - Advanced certificate in networking? (Answer: Computer network support specialist and network technician.)
- Now let's look more closely at each pathway starting with the web development pathway:

- How long will it take you to complete the Bridge? (Answer: 32 weeks or 2 semesters.)
- How long will it take you to complete a basic certificate in web development? (Answer: 2 semesters more.)
- What jobs can you get with a basic certificate? (Answer: Junior Web Developer, if you have a work portfolio.)
- How much does that job typically pay? (Answer: \$15-\$17 per hour.)
- Repeat these questions for the advanced certificate in web development.
- To guide students through the Associates degree in web development ask:
 - What do you think "Access to Internships and Portfolio Development" means?
 - (Answer: That at the AAS level students who have not had experience in the IT world can get the degree and build a portfolio that will help them get a job.)
 - What colleges and universities could you go to with an AAS degree if you wanted to?
 - (Answer: DePaul, IIT, and Robert Morris.)
 - How long will it take you to complete an AAS degree in web development?
 - (Answer: 4 semesters.)
 - How many semesters total will it take to complete an AAS degree in Web Development, not including the Bridge?
 - (Answer: 4 semesters.)
 - Including the Bridge?
 - (Answer: 6 semesters, including this one because the bridge is two semesters long.)
 - How much more can you make per hour with an AAS degree than with:
 - A basic certificate? (Answer: \$3- \$13 more per hour.)
 - An advanced certificate? (Answer: \$3- \$10 more per hour.)
- Repeat this line of questioning for the networking and computer science pathways with the following additional questions added for networking systems and technology:
 - What are the industry recognized credentials you will earn:
 - At the basic certificate level? (Answer: A+ and CCENT.)
 - At the advanced certificate level? (Answer: Networks+ and CCNA.)
- After questions have been answered for all three career pathways, ask:
 - Who is eligible for financial aid?
 - (Answer: Those with a high school diploma or high school equivalency.)
 - Do you expect someone can earn much more with a 4-year Bachelors degree?
 - (Answer: Yes.)
- Ask:
 - How much time do you want to put toward college?
 - What level of degree do you think would be a good fit for you?
 - Why?

ACTIVITY #3: Watch Videos on Jobs that City Colleges Programs Will Prepare You For - 40 minute.

- Tell students the class will be doing a YouTube marathon of five videos focusing on jobs that students can get in the IT field.
- But first, ask students to look at their City Colleges Information Technology Career Pathways chart again and ask:
 - Which jobs do we already know something about?
 - What do we know about these jobs?
 - Where do these jobs fit on the chart?
- Write the following on the board: What is your interest level in this job?
 - 1 – Very high interest
 - 2 – High interest

- 3 – Not sure
 - 4 – Not interested
 - Tell students they are going to find out about most of the remaining jobs. For each of the jobs presented they will need to take notes on:
 - What each person does as part of their job.
 - Their own interest level, using the rating system on the board.
 - Play each video, and after each, ask:
 - What is the name of the job described?
 - Write it on the board.
 - What does a person do in this job?
 - Take notes on student answers on the board.
 - What level of City Colleges certification or degree do you need to be eligible for this job?
 - Go round robin and ask each student:
 - What is your interest level?
 - Why?
-

HOMework

READ: Have students read the articles: *Balancing School, Work and Family* and *Parents in college must juggle responsibilities*. After reading the articles, have students decide which of the people described in the article is most like them:

- Nedine Muwne
- Katrice Smith
- Curtis Bickham
- Roger Aubuchon
- Vicky Reed

WRITE: After students have selected which of the people described in the articles is most like them, have them write a brief summary of how the person they selected is most like them and how this person is also different. Students will need to bring a hard copy of this assignment to the next class.

ADDITIONAL READING OPPORTUNITIES: Below is a range of reading materials for students who want to find out more about specific jobs listed in the City Colleges Career Pathway chart. You can make these available by e-mailing these links to students who want more information.

- Learn What the Daily Life of a Junior Developer is Really Like
<http://skillcrush.com/2016/06/09/junior-developer-daily-life/>
- Everything You Need to Know About Becoming a Web Developer
<http://www.rasmussen.edu/degrees/technology/blog/everything-about-becoming-web-developer/>
- A Day in the Life of a Help Desk Analyst
<https://www.roberthalf.com/technology/blog/a-day-in-the-life-of-a-help-desk-analyst>
- Occupational Outlook Handbook: Computer Support Specialists
<http://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm>
- Truity: Computer Support Specialist
<http://www.truity.com/career-profile/computer-support-specialist>
- What Does a Network Administrator Do? A Behind-the-Scenes Look
<http://www.rasmussen.edu/degrees/technology/blog/what-does-a-network-administrator-do/>
- Computer Programmer

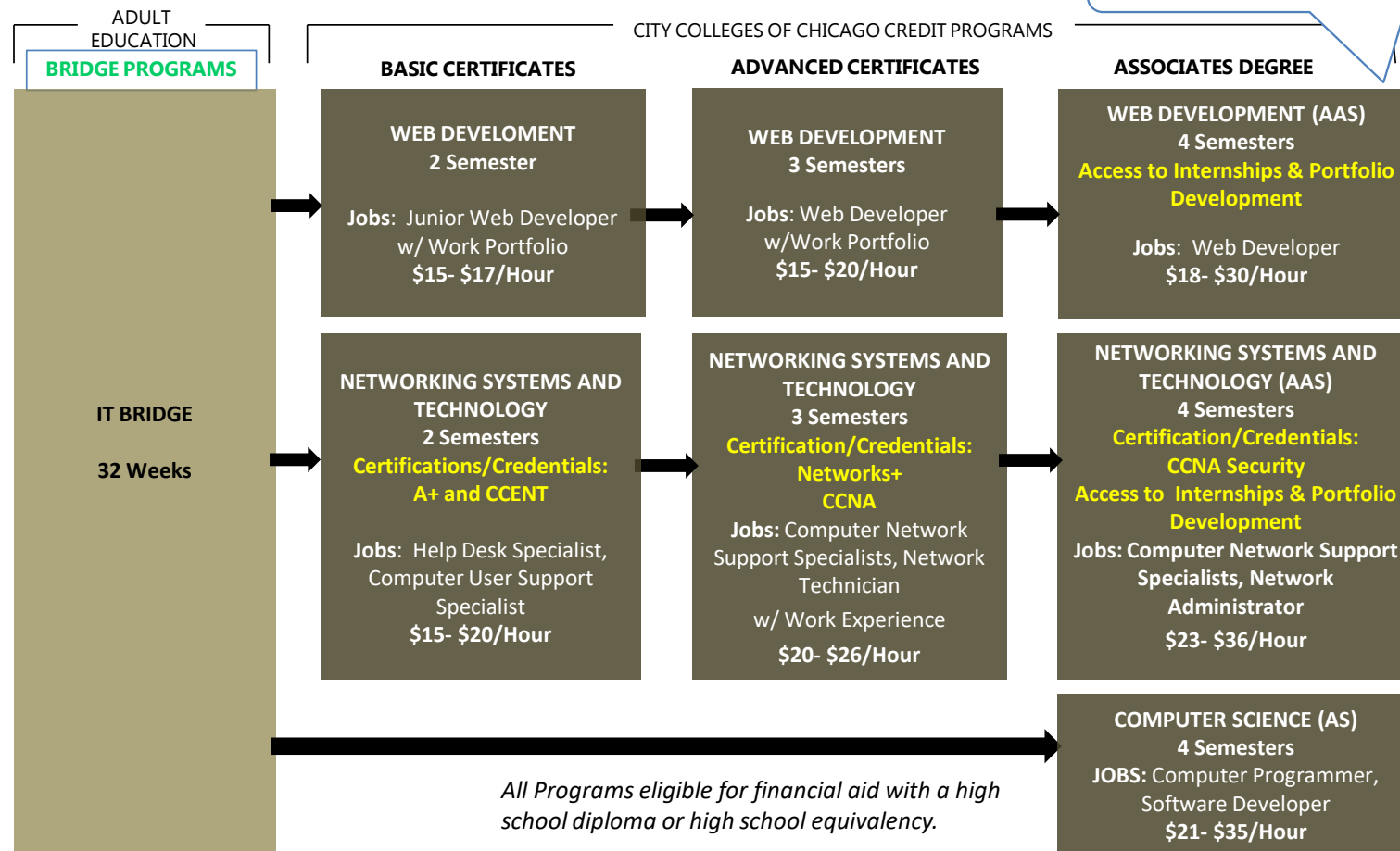
<http://www.shmoop.com/careers/computer-engineer/>

- Job Profiles: Software Developer

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/softwaredeveloper.aspx>

Fall 2016 City Colleges of Chicago: Information Technology Career Pathways

ALL AS and AAS programs articulate to DePaul, IIT and Robert Morris



CERTIFICATIONS/CREDENTIALS signify exams or industry credentials that students should be able to earn after completing the required City Colleges course work.

JOBS listed are a sampling of the types of jobs students can get in the salary range after completing a certificate or degree. Data source for **SALARY** ranges: Economic Modeling Specialists International Quarter 4 Data Set: February 2016.

Estimated number of **SEMESTERS** for each program assumes students take 12 or more credit hours per semester. Additional entrance and completion requirements for Individual programs are listed in the City Colleges of Chicago Academic Catalog.

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Knowing the difference between the types of Associate degrees and identifying career goals early on is critical for your students!

| TRANSFER | | OCCUPATIONAL |
|---|---|--|
| Associate in Arts (AA) | Associate in Science (AS) | Associate in Applied Science (AAS) |
| 62 credit hours (CH) total: <ul style="list-style-type: none"> • 37 CH General Educational Requirements • 25 CH Minimum Program Core and Electives | 64 credit hours (CH) total: <ul style="list-style-type: none"> • 37 CH General Educational Requirements • 27 CH Minimum Program Core and Electives | 60-78 credit hours (CH) total: <ul style="list-style-type: none"> • 15 CH Gen. Ed. Requirements • 50 to 75% of CHs required technical core and specialty course work • BC and AC may be stackable with AAS |

Source: City Colleges of Chicago



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Balancing School, Work, and Family

Adapted and paraphrased from original source:

http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#_federated=1

Original author: Laura Raines
For EDU Atlanta

Education used to be for the young only. It was a straight ascent through elementary, middle and high school. Some went on to college and graduate school before joining the work force and raising a family. Most worked for about 40 years based on what they learned before age 25 and later on the job.

Today, people change jobs and careers more frequently and those changes often mean more education. Online learning and flexible college programs make it possible for people to go back to school at almost any age, providing they can fit it in with their other obligations.

Maybe you've considered it yourself. The question to ask is, how well can you juggle?



Roger Aubuchon, an assistant manager at Wal-Mart and an American Public University student, tries to concentrate on course work for an online class with his son, Kolby, 4, draped over his leg.

"Knowing how to balance your time is the key to going to school, working and having a family," said **Roger Aubuchon**, an assistant manager with Wal-Mart and a student at [American Public University](#), a for-profit online learning institution. He's working toward a bachelor's degree in management with a concentration in retail, while supporting his wife, Gretchen, and sons, Kaleb, 8, and Kolby, 4.

Retail was not his first career. Aubuchon earned a nice living as a mortgage executive on commission until the housing and lending industries collapsed during the recession.

"My salary went down to a couple of hundred (dollars) a week. We maxed out the credit cards, sold the BMW and lost the house," Aubuchon said.

Jobs were scarce, especially for someone without a college degree.

"I finally found a job as an overnight stocker at Wal-Mart. I was shattered and humbled but after a

couple of weeks, I found myself enjoying it and seeing the innovation that came out of retail. I worked my tail off and started applying for assistant manager positions in the company.”

Aubuchon earned a spot in Wal-Mart’s manager training program and graduated at the top of his class in 2008. After being promoted to assistant manager, he enrolled in American Public University in 2011.

Out of the classroom since 1974, Aubuchon found higher education to be a totally new environment. “I had to learn about FAFSA forms and took tutorials to learn how to write a paper,” he said.

Wal-Mart’s agreement with the school gave him a 15 percent tuition reduction but it still took family budgeting, Pell Grants and loans to pay for school.

Aubuchon, who carries a 3.499 GPA, received a \$5,000 Ray M. Greely Scholarship from the National Retail Federation last spring. He was one of 27 students in the nation identified as a future retail industry leader.

His flexible work schedule of four days or nights on and four days off allows him to spend time with his family and take two or three online classes per semester. The couple is also involved at church and with A Fresh Hope, a charity for needy children.

To balance everything that’s on his plate, Aubuchon often gets up at 4:30 a.m. to do his school work. “Being a manager, you learn how to manage time. If I block out time to study, that’s what I do, and the more you do it, the easier it gets,” he said.

Aubuchon is applying Six Sigma principles at work and loves to share some of his retail experiences with classmates. His goal is to become a store manager and keep advancing his career after earning his degree in 2014.

“It’s not been easy, but now that I’ve been classified a senior, I can see an end in sight. When I get up now, I can’t wait to learn more about retail,” he said. “This job is about people and I love mentoring younger employees. I want to be a leader who helps people be successful, not just someone who gives orders.”

Big, busy calendar

Registered nurse Vicky Reed believes education will help her make a greater impact in her second career. After earning a bachelor’s degree in international business, Reed worked in banking for five years until a volunteer stint at a hospital emergency room convinced her that nursing was her true calling.

“My husband was totally supportive, so I quit my job and started an associate degree (program) in nursing while pregnant with our first child,” she said.

Reed earned her degree from [West Georgia Technical College](#) and started working as a nurse in 2010.

“If I had known how much work nursing school was going to be, I probably wouldn’t have done it, but now it’s worth it. I would do it again,” she said.



Vicky Reed, a nurse who works in the medical/surgical stroke unit at Grady Memorial Hospital (above) and at WellStar Douglas Hospital, is also a student in Clayton State University's RN-to-MSN program and the mother of three children.

In fact, Reed is back in school in an RN-to-MSN program at [Clayton State University](#). The program will allow her to earn a bachelor's degree in nursing and a master's degree in leadership and management.

A mother of three (ages 6, 4 and 1), Reed works one day a week in a medical/surgical stroke unit at Grady Memorial Hospital and three days a week in WellStar Douglas Hospital's emergency room. "I couldn't do this without the full support of my husband, Lemont," she said. "He works long hours, but then picks the kids up at day care, feeds and bathes them many nights."

After a 12-hour shift and a one-hour commute, Reed comes home to prepare bottles, wash dishes and organize things for the next day. On her days off, she takes the children to day care and studies for at least four hours. Then she runs errands, cooks meals ahead of time and spends time with her family.

How does she do all that and still manage to take three online classes per semester?

"We keep a huge calendar at home with everything on it. One daughter takes gymnastics and my son, karate, so we have to keep track of their activities and also plan family times," she said. Reed plans to complete her bachelor's degree by May 2014, and her master's degree by January 2016.

"I knew that higher degrees would help me make more of a difference as a nurse, but it was a hard decision because of the time and the money involved," she said. "Deciding was the hard part. It seemed impossible, but now that I'm doing it, I'm learning so much more to help my patients. "It's worth it. I tell friends who are thinking about it to just decide. Once you've committed, it's just a matter of putting one foot in front of the other."

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Parents in college must juggle responsibilities

Adapted and paraphrased from original source:

<https://www.cpcc.edu/spark/archives/parents-in-college-must-juggle-responsibilities>

Original author: Garang Wol

Parenting and going to college at the same time is not an easy thing to do.

It's a full-time job especially for single parents. Being a parent and attending school at the same time is very challenging, according to CPCC Family Resource Center coordinator Linda Jones.

The most important things parents in college have to deal with right now is money, time management and finding good-quality childcare.

Nedine Muwne, is a mother of three children and is in the dental program at CPCC. Muwne, 29, and her husband both work and attend classes at CPCC. "My husband and I needed more than day care for our children especially when the 11- years-old gets home from the school and if the day care center is closed for the other two children," she said.

"For working parents, balancing jobs, children and school can be tough, but we are parents and we have no choice. The only way is to understand a situation we are in," she Muwne.

The only assistance the parents in school get is childcare money and financial aid. "They get money to pay for their school fees and books," said Sara Graham, program director for TRIO-Student Support Services.

It's not easy for the parents to make it on their own, to be in school and take care of children. "The most important thing is childcare," she said.

Parents in college have encountered problems with time. "Studying and taking care of children is not the only thing they do in their life," she said. Parents always have to plan what they're going to do first in the morning before they come to school or go to work, "which is very important, but it's not easy for the parents," she said.

Jones also said the situation is not the same for all the parents in the college. "Some have support from their family, close relatives or friends to help them either financially or to take care of the children when they are at school or at work." Those parents seem to be more well off than the single parents, she said.

I always encourage them that you are doing so wonderful and I am happy. I want them to be successful in their life," Jones said.

Katrice Smith, a single parent of two children, 11-year- old Kierra and 11-month- old Kyla, is in the respiratory therapy program at CPCC. "It's not an easy thing to be a parent and a student at the same time," said Jones.

Smith, 28, lives with grandparents who sometime help take care of the children. She works full time and comes to school part time. "I have a choice," she said, "to extend my education or become part of the system of welfare which I feel is not a productive option."

Smith also emphasizes “I am very fortunate to have my grandparents helping me to take care of my children when I’m at work or in school and also I get food stamp from the Department of Social Services, but that is not what I want for myself and my children,” she said.

Curtis Bickham, works as a part- time adviser with CPCC, Transfer Resource Center. “According to my previous experiences parents in school have a lot of problems with time management because of the children and school,” said Bickham.

He also added “Parents in college always used the school resources more effectively than traditional-age students, because they are mature enough to understand how valuable the school resources are for them.”

According to a Sept. 1998 issue of “Parenting,” “Going to school on top of being a parent and worker can be quite stressful,” says Marsha Padwa, a psychology instructor at the Harvard Medical School, who conducts seminars on work-family balance for parents in the Boston area.

“Juggling job and family is tough enough. Yet there's a sizable group of moms and dads trying to balance yet another demand: college.”

More than one-fifth of all undergraduates are parents, according to recent reports from the National Center for Education Statistics. Of these moms and dads, approximately 75 percent hold down a job with more than half of them logging over 35 hours a week.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 3, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------|---|
| <ul style="list-style-type: none"> Analyze homework reading. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. |
| <ul style="list-style-type: none"> Write a draft of writing assignment in a writing conversation. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. 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. |
| <ul style="list-style-type: none"> Writing homework. | READING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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Reading Week 3, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: CCC Career Paths in Information Technology

OBJECTIVES

- Analyze homework reading.
- Write a draft of writing assignment in a writing conversation.

MATERIALS

- Handout (attached to Week 3, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Balancing School, Work, and Family
http://www.ajc.com/news/business/balancing-school-work-and-family/nYd6G/#_federated=1
- Handout (attached to Week 3, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Parents in college must juggle responsibilities
<https://www.cpcc.edu/spark/archives/parents-in-college-must-juggle-responsibilities>

ACTIVITY #1: Practice Asking Good Questions to Prepare for the Writing Conversation - 40 minutes.

- Tell students they are now going to look at the work they did for homework to see how they are planning to balance work, school, and family in preparation for going to college.
- Write the following names on the board:
 - Nedine Muwne
 - Katrice Smith
 - Curtis Bickham
 - Roger Aubuchon
 - Vicky Reed
- Have students count off by five and make a group for each of the people on the board.
- Have the different groups:
 - Describe the person they were assigned based on the readings.
 - Describe the assets that person has that will help them create balance.
 - Describe the challenges that person has that might get in the way of them creating balance.
 - Make sure a different person reports back on each of these three items.
- Have groups report on their assigned person while you take notes on the board.
- Now, read each name on the board and ask:
 - Who identified with _____?
 - Write the names of those who raise their hands next to the names from the articles on the board.
- Put students into the groups that are now written on the board and ask the groups to:
 - Talk about why they identify with this person.
 - What about their lives are similar to this person?
 - What is different?
 - What strategies do they recommend to deal with some of the issues this person has to deal with?
 - Make sure a different person reports back on each of these four items.
- Have each group report on their analysis, taking notes on the board on the strategies they recommend.

- After each group has reported back, ask:
 - How do the students in this class compare with the people we read about overall?
 - What will be some of the key strategies you will need to focus on to successful balance work, school, and family?
-

ACTIVITY #2: Write a Draft of Your Writing Assignment in a Writing Conversation – 80 minutes.

- Tell students that they are now going to play the roles of writer and audience for each other in order to get a head start on their first writing assignment. The writer is to be someone who wants to communicate their ideas to their audience and the audience is trying to understand as best she or he can. The audience will ask questions when she or he thinks more information, explanations, or examples will make the writer's work easier to understand. A good chunk of time has been assigned to this process, so, if pairs work together well, many may get a full draft of their writing assignment finished during this exercise.
- Write the writing assignment for this next week on the board:
 1. What are your primary reasons for wanting to go into the IT field?
 2. What is the job you want to prepare for and the level of certification or degree that you want to acquire at City Colleges? Why?
 3. How do you balance school, family, and work now?
 4. What additional supports will you need to maintain your balance in college?
- Give students some time to:
 - Set up their notebooks with one question per page.
 - Review their notes and readings to prepare to write.
- Tell students that they are to give full answers in their responses. Their partner will still be able to ask questions for more information.
- Tell students that the rules are that audiences are not to fuss about grammar and spelling. If they can read and understand what their partner is saying, then the writing is OK.
- Put students into pairs and ask students to:
 - Turn to a blank sheet of paper in their notebook.
 - Students should copy the first question from the board into their notebooks and then answer it so their friendly, curious audience can clearly understand what they are trying to say. They should:
 - Not worry about grammar or punctuation but simply focus on explaining their answers to someone who wants to know.
 - Listen to the voice in their head that wants to do the explaining, and write down what that voice says.
 - When they are finished, they should give their notebook to their audience to read (meaning that partners are swapping notebooks to read what the writer has written, in other words). The audience should:
 - First, think if they have any questions for the writer. Is what they wrote clear enough? Or are they interested in what the writer is saying and want to hear more?
 - If so, write their follow-up question in the notebook.
 - If not, copy the next question on the board and give it back to the writer to answer.
- When students have written answers to all the questions on the board, ask:
 - Did your audiences make you feel happy and comfortable?
 - Did your audiences ask you questions that helped your writing become clearer and more interesting? Give some examples.
- Give students the writing assignment which is to:
 - Draft paragraph-long answers for the first two questions so, that an audience can understand fully what they are trying to say. To do this they can:

- Review their notes and readings to see which ones will help them answer the questions.
 - Take the questions OUT of their writing conversation and read their writing out loud (maybe even to someone who makes them feel happy and comfortable) to see that what they have written sounds natural and easy to understand. They may also make changes so that what they have written matches the way they think it should sound.
-

HOMEWORK

WRITE: Have students draft paragraphs in response to the first question for their formal writing assignment to an outside audience.

1. **What are your primary reasons for wanting to go into the IT field?**
2. What is the job you want to prepare for and the level of certification or degree that you want to acquire at City Colleges? Why?
3. How do you balance school, family, and work now?
4. What additional supports will you need to maintain your balance in college?

For the next lesson, students should bring in a copy of their writing that is easy for others to read. They should type their piece of writing on the computer, if possible. If it is on the computer, it will be easier to make changes for the final draft that will be due later.

TEACHER PREPARATION NOTE: Prepare a handout or prepare flip chart paper with the three role play dialogues written in bold in Activity #1, Part B of the next lesson.

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 4, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria and practice for introductory paragraphs. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' introduction according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite introductory paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 4, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the IT Career Pathway that Interests You

Class to be held in the Technology Lab



OBJECTIVES

- Expand criteria and practice for introductory paragraphs.
- Provide feedback on others' introductions according to the criteria.
- Rewrite introductory paragraphs.

MATERIALS

For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Handout (prepared by teacher before class): Make one copy for each student.
Three typed role play dialogues written in bold in Activity #1, Part B. If you choose, you may also put these dialogues on flip chart paper and post them in the room instead of creating a handout.
- Student Work: Students should bring hard copies of their homework writing assignments.

For Activity #2:

- Handout (attached to Week 2 Lesson 1): Make two copies per student.
Audience Comment Page

ACTIVITY #1: Expand Criteria and Practice for Introductory Paragraphs - 60 minutes.

Activity #1, Part A: Expand Criteria for Introductory Paragraphs.

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, teacher feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- Write the following questions on the board to guide group work:
 - What would make an audience interested in reading your written work?
 - What would make an audience not interested in reading your written work?
 - What does an audience need at the beginning of the writing to get involved in reading?
 - How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Put students into four groups. Assign each group one of the questions above and give each group flip chart paper and markers in at least two colors.
- Have groups:
 - Refer to their notebooks and make a list of the criteria that the class came up with in Week 2, Lesson 1.
 - Add new criteria based on recent writing experience for this class.
 - Put together a list using different colors or some other technique to make the list of criteria from Week 2, Lesson 1 and the additional criteria added today in a different color.

- Assign a different group member to present each of the two lists – the list of criteria from Week 2, and the list of new criteria added today.
 - Hang the flip chart paper around the room.
- Have two members from the first group each read their lists: loudly, clearly, and with expression. After the lists have been read, ask:
 - Does anyone want to add other new criteria to the list?
 - Add student suggestions.
- Repeat this process for each group.
- Tell students to add all new criteria items into their notebooks as it will be used again in Week 6, Lesson 1.

Activity #1, Part B: Practice Introductory Paragraphs.

- Tell students they are going to do the same role-play exercise that they did in Week 2 when they wrote introductory paragraphs, but this time for the new topic.
- Put the writing assignment questions on the board and explain that the class will be focusing on the first question primarily:
 - 1. What are your primary reasons for wanting to go into the IT field?**
 2. What is the job you want to prepare for and the level of certification or degree that you want to acquire at City Colleges? Why?
 3. How do you balance school, family, and work now?
 4. What additional supports will you need to maintain your balance in college?
- Put students into pairs and display the first role play dialogue.

Role Play Dialogue #1:

Writer: I have to do some written work for my Bridge class on why I am interested in IT and the career pathway I am most interested in pursuing at City Colleges.

Audience: Cool. I have always wanted to know, why are you interested in the IT field?

Writer: Well, I am interested in the IT field because there are so many jobs now and in the future that make good money.

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more needed information.
 - Encourage students to get as much information from the writer as possible.
- Next, have two people come up in front of the class. Choose a pair where one of the members feels the way the writer does in this role play example. Ask that:
 - Both people shake hands like they are old friends.
 - One person play the role of the writer and one person play the role of the audience. Both should read their role play lines loudly, clearly, and with expression.
 - Then, the student playing the role of the audience can ask additional questions to get more information from the writer.
 - The writer answer these questions with a real interest in satisfying the audience.
 - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.

- Repeat this process with the other two role play dialogues.

Role Play Dialogue #2:

Writer: I have to do some written work for my Bridge class on why I am interested in IT and the career pathway I am most interested in pursuing at City Colleges.

Audience: Cool. I have always wanted to know, why are you interested in the IT field?

Writer: Well, I am interested in the IT field because I have always been fascinated by computers and spend a lot of time using them.

Role Play Dialogue #3:

Writer: I have to do some written work for my Bridge class on why I am interested in IT and the career pathway I am most interested in pursuing at City Colleges.

Audience: Cool. I have always wanted to know, why are you interested in the IT field?

Writer: Well, I am interested in the IT field because I like repairing electronics for my family and helping them use the computer.

- When all of the role play examples have been talked through, ask:
 - What do we know now about introductions that we didn't know before?
 - Add new ideas to the listing from the beginning of the activity.

ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria -30 minutes

- Tell students they will now provide some constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraph written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
- Have students pass their paragraphs to the left.
- After students have evaluated the first paragraph, they should pass it to their left and evaluate a new paragraph from another student.
- After students have evaluated a paragraph from each of their two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraph 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.

ACTIVITY #3: Rewrite Introductory Paragraphs - 30 minutes

- Tell students that they are now going to have the opportunity to re-write their introductory paragraph. Whatever they don't complete today they can work on as homework.

HOMEWORK

WRITE: Have students finish rewriting their introductory paragraphs. Also have students write a first draft for question two from the assignment. These paragraphs should be in a form that is easy for others to read. The questions are:

1. What are your primary reasons for wanting to go into the IT field?
2. **What is the job you want to prepare for and the level of certification or degree that you want to acquire? Why?**
3. How do you balance school, family, and work now?
4. What additional supports will you need to maintain your balance and be successful in college?

TEACHER PREPARATION NOTE: Prepare a handout or use flip chart paper with the three role play dialogues written in bold in Activity #1, Part B of the next lesson.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 4, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for and practice paragraphs that explain their introductory paragraph. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' explanatory paragraphs according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite explanatory paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 4, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the IT Career Pathway that Interests You

Class to be held in the Technology Lab



OBJECTIVES

- Set criteria for evaluating and practice explanatory paragraphs.
- Provide feedback on others' paragraphs using the criteria.
- Rewrite explanatory paragraphs.

MATERIALS

For Activity #1:

- Handout (prepared by teacher before class): Make one copy for each student.
Three typed role play dialogues written in bold in Activity #1, Part B. If you choose, you may also put these dialogues on flip chart paper and post them in the room instead of creating a handout.

For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.
Audience Comment Page
- Student Work: Students should bring hard copies of their homework writing assignments.

Teacher Resource:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.

ACTIVITY #1: Set Criteria for Evaluating and Practice Explanatory Paragraphs - 40 minutes.

Activity #1, Part A: Expand Criteria for Evaluating Explanatory Paragraphs.

- Tell students they are going to get an opportunity to talk about their explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the following questions on the board to solicit criteria for explanatory paragraphs:
 - Why is it so important for you to assume that the audience doesn't know anything about the topic you are writing about? In this case, City Colleges IT options.
 - Why are details so important to helping your audience understand your topic?
- Put students into pairs.
- Have pairs refer to the criteria written in their notebooks from Week 2, Lesson 2 and add to those criteria by answering the questions above.
- Go from pair to pair to get their answers to the questions.
 - Write these on the board.
- Tell students to write these criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes. These criteria will be used again in Week 4, Lesson 4.

Activity #1, Part B: Practice Explanatory Paragraphs.

- Write the assignment questions on the board and explain that the class will be focusing on the second question primarily:
 1. What are your primary reasons for wanting to go into the IT field?
 2. **What is the job you want to prepare for and the level of certification or degree that you want to acquire? Why?**
 3. How do you balance school, family, and work now?
 4. What additional supports will you need to maintain your balance in college?
- Keep students in their pairs and display the first role play dialogue for an explanatory paragraph:

Role Playing Dialogue #1:

Writer: This week I learned all about the City College IT certificate and degree options and the jobs they prepare you for. I think I think I know what I want to do.

Audience: Cool! Can explain what you chose and why?

Writer: Well, I decided I want to be a web developer.

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more needed information.
 - Encourage students to get as much information out of the writer as possible.
- Next, have two students come up in front of the class. See if you can find a student who wants to be a web developer. Ask that:
 - Both people shake hands like they are old friends.
 - The person who wants to be a web developer take the role of the writer and the other person take the role of the audience.
 - The pair read the script loudly, clearly and with expression.
 - The student playing the role of the audience should then ask additional questions to get more information from the writer.
 - The writer is to answer these questions with a real interest in satisfying his or her audience.
 - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.
 - Couch the audience to ask writers for lots of good examples.
- Repeat this process with the other two role play dialogues.

Role Playing Dialogue #2:

Writer: This week I learned all about the City College IT certificate and degree options and the jobs they prepare you for. I think I know what I want to do.

Audience: Cool! Can explain what you chose and why?

Writer: Well, I decided go into computer science so I can create video games someday.

Role Playing Dialogue #3:

Writer: This week I learned all about the City College IT certificate and degree options and the jobs they prepare you for. I think I know what I want to do.

Audience: Cool! Can explain what you chose and why?

Writer: Well, I decided I go into networking.

- When all of the role play dialogues have been talked through, ask:
 - What do we know now about explanatory paragraphs that we didn't know before?
- Have students record the new criteria in their notebooks as they will use it again in Week 6, Lesson 2.

ACTIVITY #2: Provide Feedback on Others' Explanatory Paragraphs - 40 minutes.

- Tell students they will now provide constructive feedback on each other's explanation paragraph. They are to remember that they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their second paragraph with their introduction.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each set of paragraphs they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
- Have students pass their paragraphs to the left.
- After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
- After students have evaluated two paragraphs from each of two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.
- Have groups decide which paragraph should be read aloud as a good example of an answer to question #2.
 - Ask the writers to read the selected paragraphs from each group loud and clear and with expression.
 - After each paragraph is read, ask:
 - What worked about the paragraph you just heard?
 - Are you satisfied or do you want to know more? Why?

ACTIVITY #3: Rewrite Explanatory Paragraphs - 40 minutes.

- Tell students that they are now going to have the opportunity to re-write their explanatory paragraphs. Whatever they don't complete today they can work on as homework.

HOMEWORK

WRITE: Have students rewrite explanatory paragraphs that they did not finish in class. Students are also to draft another explanatory paragraph in response to question three and a concluding paragraph in response to question four. This work is not due in the next class, but is due in Week 4, Lesson 4:

1. What are your primary reasons for wanting to go into the IT field?
2. What is the job you want to prepare for and the level of certification or degree that you want to acquire? Why?
3. **How do you balance school, family, and work now?**
4. **What additional supports will you need to maintain your balance and be successful in college?**

TEACHER PREPARATION #1: Choose two paragraphs of student writing that demonstrate the kinds of grammar and spelling challenges most students are exhibiting. 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 Game in the next lesson.

TEACHER PREPARATION #2: Review the grammar lesson set attached to Week 2, Lesson 2 and choose a grammar lesson that you think will be especially helpful for the student writing you have collected. Prepare this lesson for the next class.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 4, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--------------------------|--|
| <ul style="list-style-type: none"> Learn a critical grammar lesson chosen by the teacher. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> |
| <ul style="list-style-type: none"> Edit student writing. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Grammar homework. | WRITING | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> |

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Reading Week 4, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the IT Career Pathway that Interests You

OBJECTIVES

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

MATERIALS

For Activity #1:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.

For Activity #2:

- Handout: Make one copy of each paragraph for each student.
Copies of two paragraphs of student writing with all the grammar and spelling mistakes intact. Put these paragraphs on separate sheets or one on each side of a single sheet.

For Activity #3:

- The “Table of Contents” from the grammar text chosen for this course.
-

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

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

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

- Pass out typed copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
 - Have students read one 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 until all the issues in the paragraph have been corrected.
-

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.
 - Tell students they will now get a chance to think about their grammar and spelling concerns.
 - 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 grammar of students in this class?
 - What would you recommend?
 - Go around the room to get ideas from all students.
 - Based on student answers, assign three grammar exercises for homework.
-

HOMEWORK

COMPLETE: Have students complete the assigned grammar homework that will address the significant grammar issues identified by the class.

REMINDER: Remind students to bring a copy of all their paragraphs to the next class. This should include their introductory paragraph and explanatory paragraphs.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 4, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for evaluating explanatory and set criteria for concluding paragraphs. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' explanatory paragraphs according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite concluding paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING/ LANGUAGE | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> <p>LANGUAGE</p> <p>3. Use knowledge of language and its conventions when writing.</p> |

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Reading Week 4, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the IT Career Pathway that Interests You

OBJECTIVES

- Expand criteria for evaluating explanatory paragraphs.
- Set criteria for concluding paragraphs.
- Provide feedback on other students' paragraphs according to the criteria.

MATERIALS

For Activity #2:

- Student Work: Students should bring hard copies of their homework writing assignments from Week 4, Lesson 2.
- Classroom Resource: Flip chart paper and markers.
- Handout (attached to Week 2, Lesson 1): Make two copies for each student.
Audience Comment Page

ACTIVITY #1: Expand Criteria for Evaluating Explanatory and Concluding Paragraphs - 60 minutes.

Activity #1, Part A: Expand Criteria for Explanatory Paragraphs.

- Tell students they are going to get an opportunity to talk about another explanatory paragraph and a concluding paragraph.
- Ask students to get out their criteria from Week 4, Lesson 2 to refresh their memories about explanatory paragraphs.
- Ask:
 - What did we say was important to the audience in explanatory paragraphs?
 - Write student answers on the board.
 - Is there anything we should add to these criteria to make sure we write good clear paragraphs our audience will understand?
 - Add students' suggestions.
- Put students in pairs and ask them to come up with their own role play dialogue where they talk about how they balance school, family, and work (question #3). Have pairs:
 - Write out the role play dialogue with one person playing the role of the writer and one person playing the role of the friendly and curious audience. The script should:
 - Have the writer state what the paragraph is going to be about.
 - Have the audience ask a question.
 - Have the writer answer the question.
 - Have the audience ask questions to get more information.
- Select pairs to come up and perform of their role play dialogues.
 - The student playing the role of the audience should ask as many questions as they think are needed.
 - The rest of the class can ask additional questions when the role play dialogue is over.

Activity #1, Part A. Set Criteria for a Concluding Paragraph.

- Write the following questions on the board to solicit ideas for criteria for a concluding paragraph:
 - What were the main ideas in each paragraph?
 - What did you conclude were the extra supports you would need to reach your college goals?
 - Tell students that they can refer to their notes from Week 2, Lesson 4 about criteria for concluding paragraphs.
 - Ask the students to write down one summary sentence for each of their first three paragraphs as well as a concluding sentence for their last paragraph. Students will end with four sentences total.
 - Ask a volunteer student to read their four sentences:
 - For each sentence, point to the question on the board the sentence is responding to.
 - Point out that these ideas are what the audience is learning from the written work.
 - Put students in pairs and have pairs read their four summary sentences to each other for practice.
 - Ask a range of students to read their four sentences to the class, pointing to the questions they are responding to for each sentence.
 - Lastly, ask:
 - How is a concluding paragraph different from the others paragraphs? List student answers on the board.
 - Tell students that conclusions often solve the problem that the written work is addressing. The solutions can be in the form of (write these on the board):
 - Recommendations (like in this written work)
 - A proposal
 - A new idea
 - Ask students to take notes on the kinds of things that can be in a conclusion. These criteria will be used again in Week 6, Lesson 4.
-

ACTIVITY #2: Provide Feedback on Others' Concluding Paragraphs - 60 minutes

- Put the writing assignment questions on the board and explain that the class will be focusing on the last questions:
 1. What are your primary reasons for wanting to go into the IT field?
 2. What is the job you want to prepare for and the level of certification or degree that you want to acquire? Why?
 3. How do you balance school, family, and work now?
 4. **What additional supports will you need to maintain your balance and be successful in college?**
- Tell students they will now provide some constructive feedback on each other's concluding paragraphs. They are to remember that they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their full written work, including the draft of their conclusion.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each student in their group, but they should focus their comments on the concluding paragraph, primarily.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their concluding paragraph.
- Have students pass their paragraphs to the left.
- After students have evaluated the first student's concluding paragraph, they should pass them to their left and evaluate a new paragraph.

- After students have completed two *Audience Comment Pages*, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
 - Put students back in their groups to talk through differences and to get clarification.
-

HOMEWORK

COMPLETE: Have students complete a final draft of their written work.

FIND: Tell students to find a reading to share that summarizes motivation strategies they use in their lives and prepare to read key aspects of the reading aloud in class with feeling.

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards 5, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|--|
| <ul style="list-style-type: none"> Share motivational readings and writings. | READING/ WRITING | <p>READING 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>WRITING 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |
| <ul style="list-style-type: none"> Watch and analyze a video on motivation. | SPEAKING AND LISTENING/ READING | <p>SPEAKING AND LISTENING 7. Predict potential outcomes and/or solutions based on oral information regarding trends.</p> <p>READING 7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> |
| <ul style="list-style-type: none"> Apply and evaluate the truth of this science in your life. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |

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Reading Week 5, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Reaching Your College Goal Using Effective Motivational Strategies

OBJECTIVES

- Share motivational readings and writings.
- Watch and analyze a video on motivation.
- Apply and evaluate the video.

MATERIALS

For Activity #2:

- Handout (attached): Make one copy for each student.
The Science of Motivation Video: Questions
- Video: The Science of Motivation (running time 03:58)
<https://www.youtube.com/watch?v=pZT-FZqfxZA>

For Homework:

- Handout (attached): Make one copy for each student.
Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)
<http://lifehacker.com/5958782/four-strategies-that-build-lasting-motivation-and-how-to-use-them-to-achieve-your-goals>

ACTIVITY #1: Share Motivational Readings and Writings - 40 minutes.

- Tell students that this week they are going to expand on the theme of the last paragraph of the written work that they prepared for today. This last paragraph answered the question:
 - What additional supports will you need to maintain your balance and be successful in college?
- This week we are going to look at more than supports, we are going to come up with new ways to think about motivation and plan to choose and apply those strategies we think will be most effective.
- Start by asking:
 - Who brought in a quote or reading that states some of the most important motivational strategies they have used in their lives? Raise your hand.
- Go round robin to have students read their quote or short passage aloud, with feeling.
- After each reading, ask:
 - Can you state the motivational strategy (what really motivates them) in a few simple words?
 - Make a list of students' motivational strategies on the board.
- Next, have students get out their journals.
- Write the following question on the board and ask students to take ten minutes to write their answer. They are to not worry about structure, punctuation, or spelling, they are just to write down what comes to their minds:
 - Think about the motivational quote or reading you brought in, or motivational strategies other students have used. Then answer this question:
 - What motivational strategies have you used in your life to meet important goals? Give the details of a key example that show how your motivational strategies worked.
- Put students in pairs to talk about the quote or reading they brought in and how they answered their questions.

- Have students write down some notes that will help them remember all the parts of the example they want to share with the class.
 - Go round robin to have each student state the motivational strategy they have used, that has helped them meet an important goal and an example that shows how this strategy worked.
 - Ask each student to stand and state their strategy and their example.
 - After each student finishes, ask the listeners, the audience, to ask more questions to understand the example better.
 - Add new motivational strategies to the list of strategies on the board, as appropriate.
-

ACTIVITY #2: Watch and Analyze a Video on Motivation – 50 minutes.

- Tell students that they are going to watch a short video on the science of motivation to get ideas for additional effective strategies. Then, they are also going to play a note-taking game.
- Put students into new pairs and tell these pairs they will, ultimately, be able to win points for good note taking.
- Ask:
 - What is good note taking?
 - What does a good note look like?
 - Ask students to think of all the notes you take on the board.
 - What are some examples?
 - Why do people take notes?
 - Who are these notes for?
 - Write students' responses on the board in note form.
 - Point out what a good note looks like from the notes you take on the board.
 - How do you listen and watch something and take notes at the same time?
- Tell students they are going to listen and watch a video on the science of motivation twice. The first time they do not have to take notes. The second time, they can ask to stop the video in order to have more time to take good notes.
- Before watching the video write these questions on the board and then ask the class each one:
 - What is science?
 - How does it work?
 - What do you think *The Science of Motivation* video will include?
 - Take notes on students' answers.
- Tell students we will revisit these questions after we watch the video for the first time.
- Watch the video.
- Ask pairs to discuss the questions on the board, then ask each question to the full class again, and take notes on new information.
- Next, pass out the *The Science of Motivation* Video: Questions.
- Tell pairs they are going to watch the video and take notes on these questions.
- Go round robin to have students read the questions loud, clear, and with feeling.
- Watch the video again. Allow students to yell "Stop" if they need more time to take down their notes.
 - Ask students if they want to watch the video again to get more detailed notes.
- After watching the video, put pairs together to go over their notes and answers to the questions. They can take notes on their discussion to further answer their questions.
- Divide the class into two teams and create place on the board to keep score for the two larger teams.
- Use the following process for this game:
 - Read a question from the handout.
 - Ask a pair from one of the larger teams to answer the question.
 - Ask a pair from the other large team to add more information.
 - Go back and forth calling on new pairs from the two teams for more information.
 - Give a point for each valid answer.
- Continue this process for each of the questions.

ACTIVITY #3: Apply and Evaluate the Video- 30 minutes.

- Put students into new pairs.
 - Write the following questions on the board:
 - What are the findings in the video that most surprised you? Why?
 - What are the findings that you think would be the most useful to you? Why?
 - Have students look through their notes and make their choices.
 - Tell student to talk to three other students. They should:
 - Have one person answer the two questions on the board while the other listens.
 - Listeners should ask clarifying questions.
 - Switch roles and repeat.
 - Come back as a class and ask:
 - What surprised you?
 - Was that the same or different than the people you talked to? Why?
 - What findings would be the most useful to you? Why?
 - Was that the same or different than the people you talked to? Why?
 - Ask:
 - What can you conclude about what this class got out of the video?
 - How has the video changed the classes' thinking about goals?
-

HOMEWORK

READ: Have students read, *Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)*. After reading the article, they should:

- Figure out the meaning of the underlined words using the sentence the word is in.
- Write down these definitions.
- List the things the article says can help anyone reach their goal.
- List the obstacles the article says may stand in the way of reaching a goal.

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**“THE SCIENCE OF MOTIVATION” VIDEO:
QUESTIONS**

1. Why isn't it an easy task to reach your goals?
2. Is money a good motivator?
3. What is the “Distraction Effect”?
4. How do rewards impact goals?
5. Why is play such a good motivator?
6. Why do the goals you set matter?
7. Why is optimism not always the best strategy?
8. Why is it important to identify obstacles to meet goals?
9. What is “mental contrasting”?
10. What is the “what the hell” effect?

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Four Strategies that Build Lasting Motivation (and How to Use Them to Achieve Your Goals)

Adapted and paraphrased from original source: <http://lifehacker.com/5958782/four-strategies-that-build-lasting-motivation-and-how-to-use-them-to-achieve-your-goals>

Original author: Michael Mantell



1 When it comes to motivation—especially for health and fitness goals—being an "inny" or an "outy" can make all the difference. The "inny" I'm talking about is "intrinsic motivation," or a drive to achieve that comes from inside a person and isn't motivated by external rewards. This is the kind of motivation that can lead to life-changing improvements and well-being.

2 External rewards (like compliments, fitting into a smaller size, or winning a race) might get a person started but long-term motivation depends on a person's values and processes for achieving goals.

3 In order for a new habit to be sustained, exercise and healthy habits need to be relevant to a person's life today, not "off in the distance" goals. Vague warnings about future health are less motivating than the tangible, post-workout feeling of "Ahhh, I'm so relaxed right now. I need to do this again!"

4 This kind of current, internal drive might not come naturally to all of us, but the good news is it can be learned.

5 Self-Sabotaging Beliefs—The Challenge

Many people who don't work out regularly can rattle off a list of reasons why they're not motivated to exercise, from not understanding the benefits of activity to thoughts like "I'm too busy," "I'm embarrassed by how I look," "exercise is boring," and so on.

The folks who hold these (false) self-sabotaging beliefs often believe exercise doesn't matter; they don't enjoy it, or they simply have no interest in doing it. And, really, who could blame them? Who would be inspired to start a physical activity with negative thoughts running through their head? A person has to believe exercise is of value in order to build motivation to do it.

6 Building Sustainable Motivation—Two Key Strategies

In my experience working with families, athletes, fitness professionals and enthusiasts, and corporate executives and teams, I've learned there are three strategies people can use to create sustainable motivation: Self-Efficacy and Independent Thinking. Let's walk through each one.

7 Self-Efficacy

A person with high self-efficacy believes in their ability to perform a task and achieve goals. Such a person might have thought patterns that look like this: "I'm sure of my ability to achieve the goals I set for myself;" "I believe that if I work hard, I'll be successful;" and "I can move in another direction

to achieve my goal, if an obstacle blocks my path." These beliefs are the strongest and most consistent predictors of exercise behavior. A person won't pick up a 35-pound dumbbell—or even a five-pound one—as long as they believe they can't. In contrast, the greater a person's self-efficacy, the more likely they are to stick with an exercise program and make it a habit for life. There are three ways to build self-efficacy:

8 Ensure early success. When first starting out, choose activities you're certain you can do successfully. If new to exercise, start with a fifteen-minute walk, one set of strength training exercises with a weight you can lift comfortably eight to ten times, or some gentle stretching. Similarly, if you're looking to take an exercise routine to the next level, start small—say, by adding three more reps to a lifting routine or a few minutes of high intensity interval training to a cardio session. Gradually up the intensity level as you're able, achieving more and more.

9 Watch others succeed in the activity you want to try. This is particularly effective if the person you're observing is similar to you—neighbors, friends, co-workers, and gym mates are all good options. Witnessing their successes can boost your own self-efficacy level.

10 Find a supportive voice. Personal trainers and coaches are skilled in giving appropriate encouragement, as are good friends (usually). Just be sure the feedback is realistic and focused on the progress you're making instead of comparing you to others.

11 Independent Thinking /Rational Thinking

An independent thinker understands that nothing makes a person upset, angry, or depressed; rather, what a person thinks about things determines how they feel. As Henry Ford once said, "If you think you can or you think you can't, you're right." There is no motivation without this important "inner game."

12 But people aren't necessarily born independent thinkers. Instead, we have to learn to be rational even in the face of negative beliefs. Internal negative messages we give ourselves can act as obstacles to motivation and goal setting. Examples of destructive thinking include:

Feelings of inadequacy. "Emotional reasoning" means if a person feels something, they automatically assume it must be fact ("I feel like a loser, so I must be one").

Predictions of failure. "Fortune telling" means a person makes predictions using FEAR, or False Evidence Accepted as Real ("I know I'll make a fool of myself in front of everyone in the gym when I try to lift weights, and I'll fail").

Mind-reading. A person assumes people are reacting negatively to them when there's no evidence for this assumption.

13 To oust these negative thoughts, ask the following types of questions:

- What's the evidence for and against what I'm thinking?
- What would I tell a friend in the same situation? If I wouldn't tell them what I've been telling myself, then why am I saying it to myself?
- If a thought makes me feel bad or abandon a healthy lifestyle, then why don't I stop thinking it?

14 The Final Takeaway

Without an "inny," it's difficult—if not impossible—to develop lasting motivation. By believing in yourself, thinking rationally, setting SMARTER goals, and using commitment contracts, you're sure

to cross into 2013 with enough motivation to tackle your New Year's resolutions with long-term success.

This post was originally written by [Michael R. Mantell](#), Ph.D., the Senior Fitness Consultant for Behavioral Sciences for the American Council on Exercise, Chief Behavioral Scientist for Anytime Fitness, faculty member at Equinox Fitness Training Institute, and Psych Coach. The views expressed herein are his and his alone.

Image by [Warren Goldswain](#) (Shutterstock).

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 5, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|---|
| <ul style="list-style-type: none"> Analyze a journal entry. | WRITING/ READING | WRITING 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. READING 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. |
| <ul style="list-style-type: none"> Analyze the homework reading. | LANGUAGE/ READING/ SPEAKING AND LISTENING | READING 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. 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. LANGUAGE 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. 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 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. 5. Comprehend key elements of oral information. 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. |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |

Reading Week 5, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Reaching Your College Goal Using Effective Motivational Strategies

OBJECTIVES

- Analyze a journal entry.
- Analyze the homework reading.

MATERIALS

Activity #2:

- Handout (attached to Week 5, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Four Strategies that Build Lasting Motivation Study Questions
- Classroom Resource: Flip chart paper and markers.

For Homework:

- Handout (attached): Make one copy for each student.
Calm Your Inner Critic
<http://traumahealed.com/articles/calm-your-inner-critic/>

ACTIVITY #1: Analyze a Journal Entry - 60 minutes.

- Tell students they are going to look at the obstacles that could get in the way of reaching their college goal and then look at recommendations from the homework reading to see if they offer any new and useful solutions.
- Ask memory questions:
 - What did the video we watched last class say about the importance of thinking about obstacles when trying to reach a goal?
 - Why does taking obstacles into consideration make you more successful?
- Write the following questions on the board:
 - What are the specific barriers you think you will have to overcome to reach your college goals?
 - What kinds of strategies do you think will work to overcome these obstacles?
- Tell students that it is time for them to apply these ideas to themselves. Ask:
 - What is your college goal?
 - Go round robin to have each student state their college goal.
- Have students get out their journals and spend ten minutes answering the two questions on the board.
- Tell students to get out a clean piece of notebook paper.
 - Make two columns on the board and write "Obstacles" as the heading of one column and "Strategies" as the heading of the other.
 - Have student copy these columns and headings onto their notebook paper.
- Have students use the following process to fill out their columns:
 - Re-read their journal entry and write down the obstacles they identified in the "Obstacle" column. Repeat for the strategies they wrote about.
- Tell students they will grow their lists by:
 - Talking to at least three other people to find out their obstacles and strategies.
 - Coming up with new obstacles and strategies they discover by talking with other people.
 - They should write all new obstacles and strategies down on their lists.

- Go round robin and have each student tell you a possible obstacle to meeting college goals.
 - Keep going round until there are no more.
 - Write each one on the board.
 - Repeat for “Strategies.”
 - Lastly, tell students to look at the board or on their papers to select three obstacles they need to focus on and the three strategies they think will be the most effective.
-

ACTIVITY #2: Analyze the Homework Reading - 60 minutes.

- Have students get out their homework reading. Tell them that this reading is really an extension of the activity that they just did on obstacles and strategies, and that they will use this reading to identify further obstacles and strategies for reaching important goals. In this case, college goals.
 - Keep the “Obstacle” and “Strategies” columns, and all their contents from the last activity on the board.
 - Write the following homework assignment on the board:
 - List the things the article says can help anyone reach their goal.
 - List the obstacles the article says may stand in the way of reaching a goal.
 - Put students in pairs to decide which obstacles and strategies they identified in the article that can be added to the columns on the board.
 - Go round robin from pair to pair to add more obstacles and strategies to the columns on the board.
 - Handout the *Four Strategies that Build Lasting Motivation* Study Questions.
 - Put students in four groups; give them flip chart paper and markers; and make the following assignments:
 - Group #1: Questions 1-3
 - Re-read paragraphs 1-4 for answers.
 - Group #2: Questions 4-5
 - Re-read paragraphs 5-6.
 - Group #3: Questions 6-8
 - Re-read paragraphs 7-10.
 - Group #4: Questions 9-10
 - Re-read paragraphs 11-14.
 - Each group is responsible for:
 - Defining the underlined words in the paragraphs you need to read to answer your questions
 - Putting the words and definitions on flip chart paper.
 - Reading the assigned paragraphs aloud to each other, loudly, clearly, and with feeling.
 - Preparing a loud, clear reading to the class of their sections. With feeling!
 - Answering their assigned questions and putting the answers on flip chart paper.
 - Making clear assignments to the different group members so that everyone has a role in their presentation.
 - Assist students with the preparation of their presentations.
 - Have students prepare and give their presentations. After each presentation, ask:
 - Do the other groups have any clarifying questions?
 - Are there additions the presenters would like to make?
 - After all the presentations, ask:
 - Are the obstacles identified in the reading obstacles you have experienced in your life?
 - How useful are the strategies offered in this article to you?
 - How could they help you reach your college goal?
-

HOMEWORK

READ: Have students read: *Calm Your Inner Critic*. After reading the article, students should list obstacles and strategies that will be helpful to overcoming the inner critic.

JOURNAL WRITING: Have students choose an incident in which their inner critic was very active and journal answering the following questions:

- What happened to get the inner critic started?
- What did the inner critic say?
- How does an inner critic stop you from reaching your goals?

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“Four Strategies that Build Lasting Motivation” Study Questions

1. What is an “inny”?
2. What is an “outy”?
3. What is the main idea in the opening paragraphs?
4. What is the big challenge to motivation?
5. What are the two main strategies for building long-term motivation?
6. What is “self-efficacy”?
7. Why is it important?
8. What are three ways to build self-efficacy?
9. What are three examples of destructive thinking?
10. Why is independent thinking so important?

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CALM YOUR INNER CRITIC

Adapted and paraphrased from original source: <http://traumahealed.com/articles/calm-your-inner-critic/>

Have you noticed an ongoing commentary in the back of your mind that points out every mistake, omission, and fault you've made or might make? Most of us have it, commonly labeled the Inner Critic. You may have already noticed that arguing with your Inner Critic only leads to louder criticism, possibly about how self-critical you are. This article covers some of the reasons for that voice to exist, and some ways of moderating its harshness so that its positive effects can come through.

Rules to keep us safe

As we grow up, we internalize rules for our own behavior to keep us safe and save us from embarrassment. From "wear matching socks" to "stop at red lights" to "avoid him when he's drunk," our rules help us navigate a complex interpersonal world. The Inner Critic initially plays a helpful role in reminding us of the rules and making sure we follow them.

Frozen in time

Problems can arise when our rules become frozen in time, as can happen with unresolved trauma. If "avoid him when he's drunk" comes from growing up with an abusive alcoholic, it may not apply to the company holiday party. The party stops being fun if the Inner Critic starts wildly criticizing clothing, behavior, and everything else in an attempt to get out of there.

Agitated nervous system

Unresolved trauma also **raises the activity level** of the nervous system, so that the body is continually prepared to take emergency action. This leads to a feeling of, "Something is wrong!" and the Inner Critic steps in with an urgent rundown of mistakes and failings in an attempt to explain the feeling and fix the problem.

Proceed gently, with support

Resolving trauma that is held in the body is an ongoing process. As you tune in to your body and your inner self with the suggestions below, you may connect with upsetting information about past trauma. Especially at the beginning, it is important to proceed gently and with support, preferably from someone trained in body-centered trauma therapy.

Starting the conversation

Much of the Inner Critic's harshness comes from concerns about safety, as well as the urgent need to be heard. It can help to notice the Inner Critic's voice, and gently inquire into the underlying reason for panic. Awareness grows gradually over time, working backwards from the effect to the trigger.

- Start by **noticing your body sensations** when the Inner Critic is active. Does your stomach hurt? Do your shoulders hunch? Do you feel ashamed or defensive?
- As these sensations become familiar over time, start noticing the **messages behind the sensations**. Sometimes these messages are shockingly abusive, using insults we would never allow from the outside. Rephrasing the messages in respectful language can offer the Inner Critic a broader range of tools for communication, as well as affirming your right to respectful treatment.
- Once you're hearing the Inner Critic's messages clearly, you can **pay attention to the situation** that triggers them. You can ask inside about what's frightening, and what needs to happen to

make the situation less frightening. It is important to **take thoughtful action** on the information you receive, even if it appears to be all about the past, since it's impossible to tell in the moment. Maybe that co-worker does behave badly when he's drunk, and it really is time to leave the party.

As the Inner Critic gains confidence that you're paying attention and keeping yourself safe, it won't need to yell so loudly or abusively. As communication improves, the Inner Critic will also "thaw out" some of those frozen rules, and respond more to the present than to the past.

Quieting the nervous system

At the same time that you're noticing and establishing communication with your Inner Critic, it is helpful to do a regular activity to calm the body and lessen that overall feeling of threat and agitation. As the nervous system quiets down with yoga, **meditation**, **bodywork**, or trauma therapy, the feeling of impending doom is reduced, and the Inner Critic, with less to explain, also quiets down.

What to do Right Now

Both of the previous suggestions can take months to bear fruit. When interactions with the Inner Critic are causing anxiety, an immediate intervention is needed. For me, the magic words are "*I am already doing the right thing.*" This simple sentence creates quiet out of chaos, and lets me notice what I want to do next. It also opens the door to viewing situations in new ways. As I explore the possibility that I really am already doing the right thing, I notice ways in which that's true, and my Inner Critic calms down. After all, her goal is to make me do the right thing. If I'm already doing that, she can relax and doesn't need to yell at me about it. It's a relief all around.

Try it now

Try it for yourself and see what happens. "*I am already doing the right thing.*" Breathe it in. Believe it for a moment, and allow yourself to explore the ways in which it might be true. Notice how your body responds.

Gaining an ally

Changing the Inner Critic from enemy to friend can lead to huge improvements in your quality of life. As you tune in to internal signals, you'll turn old rules into a flexible set of guidelines for making choices that work best for you. You will be well rewarded for the patience and work required to make the shift, as brief moments of calm turn into long stretches of peace.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 5, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|--|
| <ul style="list-style-type: none"> Analyze a journal entry. | <p align="center">WRITING/ READING/ SPEAKING AND LISTENING</p> | <p>WRITING 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>READING 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>SPEAKING AND LISTENING 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.</p> <p>4. Demonstrate active listening skills.</p> <p>5. Comprehend key elements of oral information.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Analyze the homework reading. | <p align="center">LANGUAGE/ READING/ SPEAKING AND LISTENING</p> | <p>READING 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>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.</p> <p>LANGUAGE 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.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase</p> |

| | | |
|---|----------------|---|
| | | <p>important to comprehension or expression.</p> <p>SPEAKING AND LISTENING</p> <p>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.</p> <p>4. Demonstrate active listening skills.</p> <p>5. Comprehend key elements of oral information.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> |

Reading Week 5, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Reaching Your College Goal Using Effective Motivational Strategies

OBJECTIVES

- Analyze a journal entry.
- Analyze the homework reading.

MATERIALS

For Activity #2:

- Classroom Resource: Flip chart paper and markers.
- Handout (attached to Week 5, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

Calm Your Inner Critic

<http://traumahealed.com/articles/calm-your-inner-critic/>

For Homework:

- Handout (attached): Make one copy for each student.
7 Steps to Success at Community College
<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

ACTIVITY #1: Analyze a Journal Entry - 60 minutes.

- Tell students that they are going to look at managing their inner voices in order to overcome obstacles and reach our goals.
- Put the journal writing assignment on the board:
 1. Choose an incident in which your inner critic was very active. What happened to get your inner critic started?
 2. What did the inner critic say?
 3. How does an inner critic stop you from reaching your goals?

TEACHER NOTE: It is important that everyone has done this journal writing. If there is anyone that has not, make sure they complete their journal while others do this activity.

- Put students in pairs to:
 - Decide who is the talker and who is the listener.
 - The listener will ask the questions and the talker will talk about what she or he wrote.
 - The listener will make sure the talker really gets an attitude when the inner critic talks for question #2.
 - The listener will ask additional questions to clarify what the talker is saying.
- Model this interaction, by sitting in a chair and having students ask the questions and any additional questions they need for clarification.
 - Be sure to be as dramatic as possible to model the attitude when your inner critic speaks.

- Let students know that the inner critic often is like a separate character, and they are to exaggerate these characteristics.
 - Put two chairs in front of the class and ask a pair to sit in them.
 - Tell the pair that they are to choose who is the listener and who is the talker.
 - Have the pair conduct their interview using the questions on the board and have the listener ask additional questions for clarification as needed.
 - Require that the talker really dramatize the voice and different way of speaking of the inner critic.
 - After the pair is finished, ask the class:
 - Do they have any questions for the talker?
 - For the talker's inner critic?
 - Repeat this process for a number of pairs.
 - After these role plays are completed, ask:
 - What are some of the similarities of the inner critics we have witnessed today?
 - What are some of the differences?
 - How significant an obstacle is the inner critic for you?
 - Does anyone have any recommendations for managing the inner critic so he/she does not get the upper hand?
-

ACTIVITY #2: Analyze a Homework Reading - 60 minutes.

- Tell students they are going to analyze a reading that has specific strategies for dealing with one's inner critic.
 - Have students get out their homework reading: *Calm Your Inner Critic*.
 - Ask student to number the paragraphs in the reading from 1-10.
 - Put students in four groups, give them flip chart paper and markers, and make the following assignments:
 - Group #1: Paragraphs 1-2
 - Group #2: Questions 3-5
 - Group #3: Questions 6-7
 - Group #4: Questions 8-10
 - Each group is responsible for:
 - Practicing reading the sections they are reviewing aloud to each other, loudly, clearly, and with feeling!
 - Preparing a loud, clear reading to the class of their sections. With feeling!
 - Answering their assigned questions and putting the answers on flip chart paper.
 - Making clear assignments to different group members so that everyone has a role in their presentation.
 - Assist students with the preparation of their presentations.
 - Have students give their presentations. After each presentation, ask:
 - Do the other groups have any clarifying questions?
 - What additions would they like to make?
 - After all the presentations, ask:
 - What are the obstacles and strategies identified in this article?
 - Which ones strike you as particularly useful? Why?
-

HOMEWORK

READ: Have students read *7 Steps to Success at Community College*. After reading the article, they should:

- Underline the potential obstacles to succeeding at community college.
- Underline the kinds of solutions colleges have come up with.
- Identify the three steps to success you are confident about taking.
- Identify the three steps to success you know might need help with.

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7 Steps to Success at Community College

Adapted and paraphrased from original source:

<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

Original author: Joanne Jacobs

Many start community college. Few are graduated two, three, or even six years later. Community colleges are [raising success rates](#) by helping first year students connect with professors and classmates, concludes "A Matter of Degrees," which is based on surveys by the [Center for Community College Student Engagement](#) at the [University of Texas—Austin](#).

While there are "no silver bullets," first year students do better when they're in small, structured groups, says Kay McClenney, director of the center. "Promising practices" include grouping students in a "learning community" that takes several courses together or a "first year experience" program that creates a small community including faculty and staff. Student success courses that teach time management and study skills also help students make the transition to college life.

Students start with high goals, the new student survey found: 73 percent of entering students aim to complete an associate degree. Yet only 45 percent of those seeking a degree or certificate reach their goal within six years.

The first year is critical. At [Zane State College](#) in Ohio, 90 percent of students who complete the first year—including students in [remedial](#) classes—go on to earn a degree or certificate. Success rates would go up if more students studied for placement tests and avoided remedial classes, but few take advantage of study materials, "A Matter of Degrees" finds. As a result, 72 percent of those who take a placement test are told they need remedial reading, writing, or math. Once in remedial classes, most students don't use tutors or labs. Failure rates are high.

In addition, nearly half of new students don't seek help in choosing classes and even fewer talk to a counselor about balancing academics with work and family commitments. Nearly all community colleges offer orientation and 83 percent provide student success courses. Fifty-eight percent design a first year experience and 56 percent set up learning communities.

Yet most students don't take advantage of the help that's offered. "Students don't do optional" is one of McClenney's "rules of the universe." In some cases, colleges should make participation mandatory, she argues. In others, colleges can integrate "student and academic supports into classroom experiences," such as teaching study skills or use of the library as part of academic courses. "Colleges should provide more structure, fewer options and clearer pathways for students," she concludes.

[Brazosport College](#) in Texas requires all first time, in-college students to take Learning Frameworks, a student success course that teaches study skills, goal setting, college

writing, conducting research, time management, handling stress, and other skills. Associate Dean of Instruction Lynda Villanueva, who directs transitional education, lists seven steps to success for students:

- 1. Identify sources:** Know the campus resources that are available to you before you need them.
- 2. Start early:** Whether it is assignments, registering, visiting with an adviser, or visiting the tutor center, go early. Research shows that students who start early are more successful than students who don't.
- 3. Take the course:** If given the option of taking a student success course, take it. Not all colleges require them, but they are one of the strongest support services a student can have.
- 4. Form contacts with peers:** Again, research demonstrates that being engaged with others is a strong predictor of success.
- 5. Visit your professors:** Instructors aren't scary and they enjoy visiting with students. Faculty are more likely to help students who are struggling when they have formed a relationship with them.
- 6. Appreciate feedback:** Remember that feedback, even negative feedback, is an opportunity.
- 7. Never quit.**

*Joanne Jacobs writes [Community College Spotlight](#) for [The Hechinger Report](#), an independent nonprofit education news site. Jacobs also [blogs about K-12 education](#) and is the author of *Our School: The Inspiring Story of Two Teachers, One Big Idea and the Charter School That Beat the Odds*.*

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 5, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|---|--|
| <ul style="list-style-type: none"> Analyze the homework reading. | WRITING/ READING/ SPEAKING AND LISTENING | <p>WRITING</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>SPEAKING AND LISTENING</p> <p>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.</p> <p>4. Demonstrate active listening skills.</p> <p>5. Comprehend key elements of oral information.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Watch and analyze a video. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>7. Integrate information from texts, charts, and graphs/ different media or format</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 5, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Reaching Your College Goal Using Effective Motivational Strategies

OBJECTIVES

- Analyze the homework reading.
- Watch and analyze a video.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
7 Steps to Success at Community College Study Questions
- Handout (attached to Week 5, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
7 Steps to Success at Community College
<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>
- Classroom Resource: Flip chart paper and markers.

For Activity #2:

- Handout (attached): Make one copy for each student.
The Scientific Power of Meditation Video Study Questions.
- Video: The Scientific Power of Meditation (running 02:59)
<https://www.youtube.com/watch?v=Aw71zanwMnY>

ACTIVITY #1: Analyze Homework Reading - 60 minutes.

- Tell students that they are going to identify obstacles and strategies for being successful at community college by analyzing the homework article.
- Have students get out their homework reading: *7 Steps to Success at Community College*.
- Next, ask students to come up with seven questions about the article that they are sure they know the answers to.
 - They should write down the questions and the answers.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- Next, ask student to number the paragraphs in the reading from 1-7.
- Put students in 4 groups, give them flip chart paper and markers, and make the following assignments:
 - Group #1: Questions 1-2/ Paragraphs 1-2.
 - Group #2: Questions 3-4/ Paragraphs 3-4

- Group #3: Questions 3-4/ Paragraphs 5-6
 - Group #4: Questions 5/ Paragraph 7 and list.
 - Each group is responsible for:
 - Answering their assigned questions.
 - Putting the answers on flip chart paper.
 - Making clear assignments to the different group members so that everyone has a role in their presentation.
 - Have students give their presentations. After each presentation, ask:
 - Do the other groups have any clarifying questions?
 - Additions they would like to make?
 - After all the presentations, ask:
 - Identify the three steps to success you are confident about taking.
 - Identify the three steps to success you know might need help with.
-

ACTIVITY #2: Watch and Analyze a Video - 40 minutes.

- Tell students they are going to watch a video to find out about one more strategy for being successful.
 - Handout the “The Science of Motivation” Video: Questions.
 - Put students into pairs to watch the video and take notes on these questions. Tell students they will get to watch the video twice to get as many notes as possible.
 - Go round robin to have students read the questions out loud one at a time- loud, clear, and with feeling.
 - Watch the video the first time.
 - Watch the video again. Allow students to yell “Stop” if they need more time to take down their notes.
 - After watching the video, put pairs together to go over their notes and answers to the questions. They can take notes on their discussion to further answer their questions.
 - Put half the number of pairs on one team and half on the other. Put a place to keep score for the two larger teams on the board.
 - Use the following process for this game:
 - Read out a question.
 - Ask a pair from one team to answer the question.
 - Ask a pair from the other team to add more information.
 - Go back and forth calling on to new pairs on the two teams for more information.
 - Give a point for each valid answer.
 - Tell pairs they will need to summarize the full answer.
 - Ask a pair from one team to give a full summary.
 - Ask a pair from the other team to give a full summary.
 - Give the point to the team that had the fullest answer.
 - Continue this process for each of the questions.
 - Lastly, ask:
 - Does anyone think meditation is a good strategy for being successful in college?
 - Why or why not?
 - Introduce students to the next set of questions that will structure their written work. Let them know that they should:
 - Go over their notes. They have a lot of information that can help them answer these questions.
 - Review their journal entries for good material they want to use in their written work.
 - Take notes on what can help them answer the first question.
 - Identify notes or other written material that can help them answer the other questions.
-

HOMEWORK

WRITE: Have students write introductory paragraphs that address a real reader using the following set of questions as a guide. They should bring a draft of the first paragraph responding to question number one to the next class:

1. **What are the obstacles that most people face when going to Community College?**
2. What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
3. What are some of the strategies you will use to keep yourself focused and motivated?
4. Why do you think these strategies will be effective?

TEACHER PREPARATION NOTE: Prepare a handout or prepare flip chart paper with the three role play dialogues written in bold in Activity #1, Part B of the next lesson.

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7 Steps to Success at Community College Study Questions

1. What is the big problem this article is trying to address? (Paragraphs 1 & 2)

2. What are some promising practices community colleges are using with their students? (Paragraphs 1 & 2)

3. What numbers show that community college students are struggling? (Paragraphs 3, 4, 5, & 6)

4. What are the recommended steps for success and which ones do you think are the most challenging for students? Explain why. (Paragraph 7 & list)

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“The Science of Mediation” Video Study Questions

1. How does meditation change your brain?
2. How does meditation change your body?
3. What diseases can meditation protect you from?

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 6, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for evaluating and practice introductory paragraphs. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' introduction according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite introductory paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 6, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Strategies You Will Use to Achieve Your College Goal

Class to be held in the Technology Lab



OBJECTIVES

- Expand criteria for evaluating and practice introductory paragraphs.
- Provide feedback on others' introductions according to the criteria.
- Rewrite introductory paragraphs.

MATERIALS

For Activity #1:

- Classroom Resource: Flip chart paper and markers.
- Handout (prepared by teacher before class): Make one copy for each student. Three typed role play dialogues written in bold in Activity #1, Part B. If you choose, you may also put these dialogues on flip chart paper and post them in the room instead of creating a handout.
- Student Work: Students should bring hard copies of their homework writing assignments.
- Handout (attached to Week 5, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

7 Steps to Success at Community College

<http://www.usnews.com/education/best-colleges/articles/2012/02/03/7-steps-to-success-at-community-college>

For Activity #2:

- Handout (attached to Week 2 Lesson 1): Make two copies per student.
Audience Comment Page

ACTIVITY #1: Expand Criteria for Evaluating and Practice Introductory Paragraphs - 60 minutes.

Activity #1, Part A: Expand Criteria for Evaluating Introductory Paragraphs.

- Tell students that today the class will focus on giving students audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work. Students will get some student feedback, teacher feedback, and THEN the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their written work for a final version they will hand in next week.
- Write the following questions on the board to guide group work:
 - What would make an audience interested in reading your written work?
 - What would make an audience not interested in reading your written work?
 - What does an audience need at the beginning of the writing to get involved in reading?
 - How much detail should you put in your first paragraph? How much do you save for other paragraphs?
- Put students into four groups. Assign each group one of the questions above and give each group flip chart paper and markers in at least two colors.
- Have groups:

- Refer to their notebooks and make a list of the criteria that the class came up with in Week 4, Lesson 1.
- Add new criteria based on recent writing experience for this class.
- Put together a list using different colors or some other technique to make the list of criteria from Week 4, Lesson 1 and the additional criteria added today in a different color.
- Assign a different group member to present each of the two lists – the list of criteria from Week 4, and the list of new criteria added today.
- Hang the flip chart paper around the room.
- Have two members from the first group each read their lists: loudly, clearly, and with expression. After the lists have been read, ask:
 - Does anyone want to add other new criteria to the list?
 - Add student suggestions.
- Repeat this process for each group.
- Tell students to add all new criteria items into their notebooks as it will be used in future classes.

Activity #1, Part B: Practice Introductory Paragraphs.

- Tell students they are going to do the same role-play exercise that they did in Week 4 when they wrote introductory paragraphs, but this time for the new topic.
- Write the writing assignment questions on the board and explain that the class will be focusing on the first question primarily:
 - 1. What are the obstacles that most people face when going to Community College?**
 2. What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
 3. What are some of the strategies you will use to keep yourself focused and motivated?
 4. Why do you think these strategies will be effective?
- Put students into pairs and display the first role play dialogue:

Role Playing Dialogue #1:

Writer: I have to do some written work for my Bridge class on the obstacles most students face in community college and my plan to overcome them.

Audience: Cool. But what are the obstacles most students face in community college?

Writer: Well, one of the main obstacles is that most students don't finish their first year.

- Tell pairs to:
 - Prepare an answer the audience question: What are the obstacles most students face in community college. They can look at the article *7 Steps to Success at Community College* to get the facts.
 - Prepare a list of questions that they would ask a writer to get more needed information.
- Next ask two people to come up in front of the class. Choose a pair in which one of the members feels the way the writer does in this role play example. Ask that:
 - Both people shake hands like they are old friends.
 - One person play the role of the writer and one person play the role of the audience. Both should read their role play lines loudly, clearly, and with expression.
 - Then, the student playing the role of the audience can ask additional questions to get more information from the writer.
 - The writer answer these questions with a real interest in satisfying the audience.
 - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.

- Repeat this process with the other two role play dialogues.

Role Playing Dialogue #2:

Writer: I have to do some written work for my Bridge class on the obstacles most students face in community college and my plan to overcome them.

Audience: Cool. But what are the obstacles most students face in community college?

Writer: Well, one of the main obstacles is that students don't take advantage of the help that is offered to them.

Role Playing Dialogue #3:

Writer: I have to do some written work for my Bridge class on the obstacles most students face in community college and my plan to overcome them.

Audience: Cool. But what are the obstacles most students face in community college?

Writer: Well, one of the main obstacles is that most students aren't prepared for their placement tests and are placed in remedial classes.

- When all of the role play examples have been talked through, ask:
 - What do we know now about introductions that we didn't know before?
 - Add new ideas to the listing from the beginning of the activity.
 - What are some good strategies for writing the introductory paragraph for this written work?
 - How much information should you include?
 - What will the audience want to know?

ACTIVITY #2: Provide Feedback on Others' Introductions According to the Criteria - 30 minutes.

- Tell students they will now provide some constructive feedback on each other's introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraph written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first paragraph, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two paragraphs from two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraph 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.
-

ACTIVITY #3: Rewrite Introductory Paragraphs - 30 minutes.

- Tell students that they are now going to have the opportunity to re-write their introductory paragraph. Whatever they don't complete today they can work on as homework.
-

HOMEWORK

WRITE: Have students finish rewriting their introductory paragraphs. Also have students write a first draft for question two from the assignment. These paragraphs should be in a form that is easy for others to read. The questions are:

1. What are the obstacles that most people face when going to Community College?
2. **What is your community college goal and what are some of the barriers you expect to face when working toward that goal?**
3. What are some of the strategies you will use to keep yourself focused and motivated?
4. Why do you think these strategies will be effective?

TEACHER PREPARATION NOTE: Prepare a handout or use flip chart paper with the three role play dialogues written in bold in Activity #1, Part B of the next lesson.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 6, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for evaluating paragraphs that explain your introductory paragraph. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on others' explanatory paragraphs according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Rewrite explanatory paragraphs. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> |

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Reading Week 6, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Strategies You Will Use to Achieve Your College Goal

Class to be held in the Technology Lab



OBJECTIVES

- Expand criteria for evaluating explanatory paragraphs.
- Provide feedback on others' explanatory paragraphs according to the criteria.
- Rewrite explanatory paragraphs.

MATERIALS

For Activity #1:

- Handout (prepared by teacher before class): Make one copy for each student.
Three typed role play dialogues written in bold in Activity #1, Part B. If you choose, you may also put these dialogues on flip chart paper and post them in the room instead of creating a handout.

For Activity #2:

- Handout (attached to Week 2, Lesson 1): Make two copies per student.
Audience Comment Page
- Student Work: Students should bring hard copies of their homework writing assignments.

Teacher Resource:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.

ACTIVITY #1: Expand Criteria for Evaluating Explanatory Paragraphs - 40 minutes.

Activity #1, Part A: Expand Criteria for Evaluating Explanatory Paragraphs.

- Tell students they are going to get an opportunity to talk about their explanatory paragraphs and tell the audience more about what they introduced in their introductory paragraph.
- Write the following questions on the board to solicit criteria for explanatory paragraphs:
 - Why is it so important for you to assume that the audience doesn't know anything about the topic you are writing about? In this case, City Colleges IT options.
 - Why are details so important to helping your audience understand your topic?
- Put students into pairs.
- Have pairs refer to the criteria written in their notebooks from Week 4, Lesson 2 and add to those criteria by answering the questions above.
- Go from pair to pair to get their answers to the questions.
 - Write these on the board.
- Tell students to write these criteria in their notebooks. Stress to them that they will be responsible for keeping the criteria in their notebooks, using it, and adding to it in later classes. These criteria will be used again in Week 6, Lesson 4.

Activity #1, Part B: Practice Explanatory Paragraphs.

- Write the writing assignment questions on the board and explain that the class will be focusing on the second question primarily:
 1. What are the obstacles that most people face when going to Community College?
 2. **What is your community college goal and what are some of the barriers you expect to face when working toward that goal?**
 3. What are some of the strategies you will use to keep yourself focused and motivated?
 4. Why do you think these strategies will be effective?
- Keep students in their pairs and display the first role play dialogue:

Role Play Dialogue #1:

I have chosen a college goal that I think is a good fit for me, but, in order to reach that goal, I know I will need to anticipate obstacles and plan to overcome them.

Cool! What is your college goal and what are the obstacles you think you will need to deal with?

Well, my college goal is _____, and I am concerned with making sure I can give my kids what they need while I am working and at school.

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more needed information.
 - Encourage students to get as much information out of the writer as possible.
- Next, have two students come up in front of the class. See if you can find a student who wants to be a web developer. Ask that:
 - Both people shake hands like they are old friends.
 - The person who wants to be a web developer take the role of the writer and the other person take the role of the audience.
 - The pair read the script loudly, clearly and with expression.
 - The student playing the role of the audience should then ask additional questions to get more information from the writer.
 - The writer is to answer these questions with a real interest in satisfying his or her audience.
 - Coach students to keep acting like old friends through this process.
- After the students finish this role play, open this up to the rest of the class allowing other students to ask questions of the writer.
 - Couch the audience to ask writers for lots of good examples.
- Repeat this process with the other two role play dialogues.

Role Play Dialogue #2:

I have chosen a college goal that I think is a good fit for me, but, in order to reach that goal, I know I will need to anticipate obstacles and plan to overcome them.

Cool! What is your college goal and what are the obstacles you think you will need to deal with?

Well, my college goal is _____, and I am concerned that I won't have time to get the help I will need at school to get good grades.

Role Play Dialogue #3:

I have chosen a college goal that I think is a good fit for me, but, in order to reach that goal, I know I will need to anticipate obstacles and plan to overcome them.

Cool! What is your college goal and what are the obstacles you think you will need to deal with?

Well, my college goal is _____, and I am concerned that my inner critic will stop me from feeling good enough about myself to stay in school.

- When all of the role play dialogues have been talked through, ask:
 - What do we know now about explanatory paragraphs that we didn't know before?
- Have students record the new criteria in their notebooks as they will use it again in future lessons.

ACTIVITY #2: Provide Feedback on Others' Explanatory Paragraphs - 40 minutes.

- Tell students they will now provide some constructive feedback on each other's explanation paragraph. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say, and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out the paragraphs they wrote for homework and their introduction.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the set of written work they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
- After students have evaluated two paragraph sets from two partners, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraphs better?
 - What are they?

- Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.
- Have groups decide which paragraph should be read aloud as a good example question #2.
 - Have the writers read the selected paragraphs from each group loud and clear and with expression.
 - After each paragraph is read, ask:
 - What worked about the paragraph you just heard?
 - Are you satisfied or do you want to know more? Why?

ACTIVITY #3: Rewrite Explanatory Paragraphs - 40 minutes.

- Tell students that they are now going to have the opportunity to re-write their explanatory paragraphs. Whatever they don't complete today they can work on as homework.

HOMEWORK

WRITE: Have students rewrite explanatory paragraphs that they did not finish in class. Students are also to draft another explanatory paragraph in response to question three and a concluding paragraph in response to question four. This work is not due in the next class, but is due in Week 6, Lesson 4:

1. What are the obstacles that most people face when going to Community College?
2. What is your community college goal and what are some of the barriers you expect to face when working toward that goal?
- 3. What are some of the strategies you will use to keep yourself focused and motivated?**
- 4. Why do you think these strategies will be effective?**

TEACHER PREPARATION #1: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are exhibiting. 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.

TEACHER PREPARATION #2: Choose a grammar lesson that you think will be especially helpful for the student writing you have collected. Review the grammar lesson set attached to Week 2, Lesson 1 and choose a lesson that can help you prepare for next class.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 6, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--------------------------|--|
| <ul style="list-style-type: none"> Learn a critical grammar lesson chosen by the teacher. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> |
| <ul style="list-style-type: none"> Edit student writing. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Grammar homework. | WRITING | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> |

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Reading Week 6, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Strategies You Will Use to Achieve Your College Goal

OBJECTIVES

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

MATERIALS

For Activity #1:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.

For Activity #2 & 3:

- Handout: One copy of each paragraph for each student.
Two student paragraphs typed up with all the grammatical and spelling mistakes intact.

For Activity #3-Only:

- The “Table of Contents” from the grammar text chosen for this course.

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

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

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs 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 until all the issues in the paragraph have been corrected.
-

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.
 - Tell students they will now get a chance to think about their grammar and spelling concerns.
 - 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
-

HOMework

COMPLETE: Have students complete the assigned grammar homework that will address the significant grammar issues identified by the class.

REMINDER: Remind students to bring a copy of all their paragraphs to the next class. This should include their introductory paragraph and explanatory paragraphs.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 6, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for a concluding paragraph. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Provide feedback on student's drafts of their whole written work. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING/ LANGUAGE | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience.</p> <p>LANGUAGE</p> <p>3. Use knowledge of language and its conventions when writing.</p> |

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Reading Week 6, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Strategies You Will Use to Achieve Your College Goal

OBJECTIVES

- Expand criteria for a concluding paragraph.
- Provide feedback on student's drafts of their whole written work.

MATERIALS

For Activity #2:

- Student Work: Students should bring hard copies of their homework writing assignments.
 - Classroom Resource: Flip chart paper and markers.
 - Handout (attached to Week 2, Lesson 1): Make two copies for each student.
Audience Comment Page
-

ACTIVITY #1: Expand Criteria for Evaluating a Concluding Paragraph - 60 minutes.

Activity #1, Part A. Set Criteria for a Concluding Paragraph.

- Tell students they are going to get an opportunity to talk about another explanatory paragraph and a concluding paragraph.
 - Write the following questions on the board to solicit ideas for criteria for a concluding paragraph:
 - What were the main ideas in each paragraph?
 - What did you conclude were the extra supports you would need to reach your college goals?
 - Tell students that they can refer to their notes from Week 4, Lesson 4 about criteria for concluding paragraphs.
 - Ask the students to write down one summary sentence for each of their first three paragraphs as well as a concluding sentence for their last paragraph. Students will end with four sentences total.
 - Ask a volunteer student to read their four sentences:
 - For each sentence, point to the question on the board the sentence is responding to.
 - Point out that these ideas are what the audience is learning from the written work.
 - Put students in pairs and have pairs read their four summary sentences to each other for practice.
 - Ask a range of students to read their four sentences to the class, pointing to the questions they are responding to for each sentence.
 - Lastly, ask:
 - How is a concluding paragraph different from the others paragraphs? List student answers on the board.
 - Tell students that conclusions often solve the problem that the written work is addressing. The solutions can be in the form of (write these on the board):
 - Recommendations (like in this written work)
 - A proposal
 - A new idea
 - Ask students to take notes on the kinds of things that can be in a conclusion. These criteria will be used again in future lessons.
-

ACTIVITY #2: Provide Feedback on Other's Whole Written Work - 60 minutes.

- Tell students they will now provide some constructive feedback on each other's whole written work. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the written work is trying to say and to offer good suggestions for making the written work more interesting.
 - Put students into groups of three.
 - Have students take out their full written work, including the draft of their conclusion.
 - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the set of written work they read. They should focus their comments on the concluding paragraph, primarily.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their written work.
 - Have students pass their written work to the left.
 - After evaluating the first student's concluding paragraph, pass it to their left and write up a second *Audience Comment Page* for the second concluding paragraph.
 - After students have completed two *Audience Comment Pages*, they should give their evaluations to the writers, and the writers 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 gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
 - Put students back in their groups to talk through differences and to get clarification.
-

HOMework

COMPLETE: Have students complete a final draft of their written work.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 7, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|------------------------|--|
| <ul style="list-style-type: none"> • Present the assignment for the final project. • Demonstrate how to do a PowerPoint presentation. • Develop criteria for a good PowerPoint presentation. | SPEAKING AND LISTENING | <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> • Writing homework. | | <p>7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.</p> |

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Reading Week 7, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Develop A Final PowerPoint Presentation



Class to be held in the Technology Lab

OBJECTIVES

- Present the Final PowerPoint Project.
- Create criteria for good presentations.
- Demonstrate the use of PowerPoint presentation.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
The PowerPoint Assignment: Your Information Technology Career Plan

For Activity #2:

- Video: Bad Presentation (running time: 4:03)
<https://www.youtube.com/watch?v=W0dT49IG4t4>

For Activity #3:

- Equipment to demonstrate how to create a PowerPoint presentation.

ACTIVITY #1: Present the Final PowerPoint Project - 40 minutes.

- 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.
 - What is your PowerPoint presentation about?
 - What is the IT field?
 - Why do you want to go into it?
 - What skills and experiences make you a good fit for this field?
 - What are the career pathways available in the IT field at City Colleges?
 - Which Pathway and credential or degree in that pathway do you want to make your college goal?
 - What are your reasons for making this selection?
 - What barriers do you anticipate could get in the way of your meeting your goal?
 - What strategies will you use to keep yourself motivated to overcome your barriers and meet your goals?
- Pass out *The PowerPoint Assignment*.
- Read the introduction on the handout.
- Go round robin with each student reading each question aloud.
- Answer any student questions about the project.
- Tell students to consider:

- Who are all the potential audiences for this PowerPoint presentation? 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 #2: Create Criteria for Good Presentations - 40 minutes.

- Tell students that in addition to creating and presenting their own PowerPoint presentation, they are going to provide feedback on their classmates' presentations. It is very important that this feedback be useful to the presenters.
- Ask students to think of a presentation they have seen they thought was awesome.
- Ask: What made the presentation so good? Write students answers on the board.
- To get new ideas for what makes a good presentation, tell student they will watch a video of a bad presentation. They are to take notes on why the presentation is so bad.
- Show the video on bad presentations.
- After the video, ask:
 - Why was this presentation so bad? Write the reasons on the board.
 - How would you state these bad presentation techniques in the positive: A good presentation would be sure to _____?
- Create a list of criteria for what makes a presentation good.
- Review the list and ask students to add anything else that would help the class understand how to prepare for giving their presentation. Students should keep notes on these criteria in their notebooks.

- **TEACHER NOTE:** The teacher should also capture these criteria and type them up to use as a handout in the next class and will be used to evaluate presentations in Week 8.

ACTIVITY #3: Demonstrate the use of PowerPoint – 40 minutes.

- Demonstrate how to create a PowerPoint presentation Show students how to choose slide types, fill them in, etc.
 - Start with question one: What is your presentation about?
 - 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 presentation contains clear notes that they can talk about, but not all the text they would put in a written paper.
 - Try out some sample slides for a few of the questions.
 - Continue the question and answer process to put together answers for the question, what are you going to do in your presentation?, and the supporting slides.
-

HOMEWORK

WRITE: Have students outline questions 1-2 for their PowerPoint presentations. This outline should determine what will go on each slide to answer these questions.

1. What is your PowerPoint presentation about?
2. What is the IT field?

Ask students to e-mail their outlines to you before the next class, if possible. This will help you give feedback to their developing work.

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 the next lesson and in Week 8.

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THE POWERPOINT ASSIGNMENT: YOUR INFORMATION TECHNOLOGY CAREER PLAN

The PowerPoint presentation on your career path for the final project will utilize 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 PowerPoint presentation about?
2. What is the IT field?
3. Why do you want to go into the IT field?
4. What skills and experiences make you a good fit for this field?
5. What are the career pathways available in the IT field at City Colleges?
6. Which pathway and credential or degree in that Pathway do you want to make your college goal?
7. What are your reasons for making this selection?
8. What barriers do you anticipate could get in the way of your meeting your goal?
9. What strategies will you use to keep yourself motivated to overcome your barriers and meet your goals?

Additional Presentation Requirements:

- Include at least three visuals as part of the presentation.

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Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 7, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------|--|
| <ul style="list-style-type: none"> Review answers to questions 1-2. Complete the PowerPoint presentation for questions 1-2. Begin the PowerPoint presentation for questions 3-5. | WRITING | <p>7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> <p>READING</p> <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | | |

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Reading Week 7, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Develop A Final PowerPoint Presentation



Class to be held in the Technology Lab

OBJECTIVES

- Review answers to questions 1-2.
- Complete the PowerPoint presentation for questions 1-2.
- Begin the PowerPoint presentation for questions 3-5.

MATERIALS

For Activity #1:

- Student Work: Students should bring their outlines of the answers to questions 1-2. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.
- Handout: Make one copy for each student of the criteria for a good PowerPoint presentation that the class created in Week 7, Lesson 1.

ACTIVITY #1: Peer Review of Outline - 20 minutes.

- Have students get into pairs to review the two questions they outlined and ask each other for clarification and more information, as necessary.
- Pass out a copy of the criteria for a good PowerPoint presentation created in the previous lesson so students can reference it as they are planning their presentations.

ACTIVITY #2: Build the PowerPoint presentation - 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 Three 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 3-5:

3. Why do you want to go into the IT field
4. What skills and experiences make you a good fit for this field?
5. What are the career pathways available in the IT field at City Colleges?

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

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 7, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------|--|
| <ul style="list-style-type: none"> Review answers to questions 3-5. Complete the PowerPoint presentation for questions 3-5. Compile an outline for the last four questions. | WRITING/ READING | <p>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.</p> <p>7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>READING</p> <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | | |

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Reading Week 7, Lesson 3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Develop A Final PowerPoint Presentation



Class to be held in the Technology Lab

OBJECTIVES

- Review answers to questions 3-5.
- Complete the PowerPoint presentation for questions 3-5.
- Compile an outline for the last four questions.

MATERIALS

For Activity #1:

- Student Work: Students should bring their outlines of the answers to questions 3-5. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.

ACTIVITY #1: Review Answers to Questions 3-5 – 20 minutes.

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

ACTIVITY #2: Continue the PowerPoint Presentation for Questions 3-5 – 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 Last Four Questions – 40 minutes.

- Have students who have completed all four questions (3-5) begin their outlines for the last four questions.
-

HOMEWORK

WRITE: Have students finish their outlines for questions 6-9:

6. Which pathway and credential or degree in that Pathway to you want to make your college goal?
7. What are your reasons for making this selection?
8. What barriers do you anticipate could get in the way of your meeting your goal?
9. What strategies will you use to keep yourself motivated to overcome your barriers and meet your goals?

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

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 7, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------|---|
| <ul style="list-style-type: none"> Review answers to questions 6-9. Complete the PowerPoint presentation for questions 6-9. Compile an outline for the last four questions. | WRITING/ READING | <p>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.</p> <p>7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> |
| <ul style="list-style-type: none"> Writing homework. | | <p>READING</p> <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> |

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Reading Week 7, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Develop A Final PowerPoint Presentation



Class to be held in the Technology Lab

OBJECTIVES

- Review answers to questions 6-9.
- Complete the PowerPoint presentation for questions 6-9.
- Compile an outline for the last four questions.

MATERIALS

For Activity #1:

- Student Work: Students should bring their outlines of the answers to questions 5-8. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.

ACTIVITY #1: Review Answers to Questions 6-9 – 20 minutes.

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

ACTIVITY #2: Complete the PowerPoint Presentations for Questions 6-9 – 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 Last Four Questions – 40 minutes.

- Have students who have completed all four questions (6-9) begin their outlines for the last four questions.
-

HOMEWORK

WRITE: Have students finish their outlines for questions 6-9:

1. Which Pathway and credential or degree in that Pathway do you want to make your college goal?
2. What are your reasons for making this selection?
3. What barriers do you anticipate could get in the way of your meeting your goal?
4. What strategies will you use to keep yourself motivated to overcome your barriers and meet your goals?

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

TEACHER NOTE: You will need to gauge the amount of time students will need to complete their projects. If they need another day on Week 8, Lesson 1 to complete their PowerPoint presentations and practice before they give their presentations on Lessons 2 and 3, that is okay. Should students need even more time, the celebration recommended for Lesson 4 can be made shorter to make sure there is enough time for presentations. Work with your students to come up with a schedule that will help students be really ready for their presentations.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ABE Standards Covered For Week 8, Lessons 1-3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|--|
| <ul style="list-style-type: none"> Formally present PowerPoint presentations. | SPEAKING AND LISTENING | <p>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.</p> <p>9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.</p> |
| <ul style="list-style-type: none"> Evaluate presentations according to the criteria for a good presentation. | SPEAKING AND LISTENING | <p>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.</p> <p>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.</p> <p>4. Demonstrate active listening skills.</p> <p>5. Comprehend key elements of oral information.</p> |

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Reading Week 8, Lessons 1-3

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Give Your PowerPoint Presentation

OBJECTIVES

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

MATERIALS

- Classroom Resource: Equipment needed for PowerPoint presentations.
 - Handout: Make one copy for each student of the criteria for a good PowerPoint presentation that the class created in Week 7, Lesson 1.
-

ACTIVITY #1: PowerPoint Presentations - 120 minutes.

- Distribute a printed version of the student criteria for presentations from Week 7, Lesson 1.
- Give listeners time to make notes on the presentation using 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 or her career plans?
 - What really worked in the presentation?
 - What needed further clarification?

Reading Week 8, Lesson 4

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: Celebration

OBJECTIVES

- Celebrate student achievements!

MATERIALS

- Party supplies.
 - Certificates for students.
-

ACTIVITY #1: Celebration Prompts - 120 minutes.

- 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.

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 9, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|--|
| <ul style="list-style-type: none"> Review accomplishments so far in the course. Introduce critical thinking skills. | SPEAKING AND LISTENING | 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. <ul style="list-style-type: none"> h. 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. i. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. j. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. k. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. l. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. m. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. n. Acknowledge new information expressed by others and, when warranted, modify their own views. |
| <ul style="list-style-type: none"> Practice using critical thinking skills. | READING | 7. Integrate information from texts, charts, and graphs/ different media or formats to: <ul style="list-style-type: none"> f. Draw a conclusion g. Develop a coherent understanding of a topic or issue. h. Apply information sources to solve occupational and educational tasks. i. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. |
| <ul style="list-style-type: none"> Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. <ul style="list-style-type: none"> h. Summarize what has been read. i. 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. j. Identify the implied main idea and supporting details from an instructional level passage. k. Identify cause and effect implied in a paragraph. l. Distinguish among fact, opinion, and reasoned judgment in a text. |

| | | |
|---|----------------|--|
| | | <p>m. 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.</p> <p>n. 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).</p> |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 9, Lesson 1

Information Technology Bridge Semester 1 High Intermediate Adult Basic Learning

THEME: History and Future of the Internet

OBJECTIVES

- Review accomplishments so far in the course.
- Introduce critical thinking skills.
- Practice using critical thinking skills.

MATERIALS

Activity #1:

- Handout (attached): Make one copy for each student.
College-Readiness Checklist
- Handout (attached): Make one copy for each student.
Self-Assessment for Information Technology Bridge

Activity #2:

- Handout (attached): Make one copy for each student.
Critical Thinking Skills

Activity #3:

- Handout (attached): Make one copy for each student.
2 Political Cartoons

Homework:

- Handout (attached): Make one copy for each student.
Wanted: More U.S. College Grads with Critical Thinking Skills
http://www.huffingtonpost.com/eugene-fram/wanted-more-us-college-gr_b_4242062.html

ACTIVITY #1: Review Accomplishments So Far in the Course – 50 minutes.

- Welcome new students, if any, to the IT Bridge Semester 1 course.
- Introduce yourself and state why you will be a strong and supportive teacher and introduce students, if any students are new.
- Tell students that we are going to use this first activity of the second eight weeks to review what they have accomplished and identify what they need to work on to get to the end of the semester, ready to do well on the TABE test, and to begin full preparation for the high school equivalency (HSE) tests next semester.
- Tell students to get out their *Self-Assessment for Information Technology Bridge* that they kept for the first eight weeks of this semester.
- Pass out Self-Assessment charts for weeks 9-16.
- Tell students to update them as needed.
- Tell students to get out their journals and answer the following questions (write these on the board);
 - What were your greatest accomplishments in the first eight weeks?
 - What goals did you meet?
 - What reading, writing, or in-class projects show real improvement in your skills?
- Give student 10 minutes to answer these questions in their journals.

- Tell students to talk to at least two other students to:
 - Tell them what you have accomplished.
 - Listen to what they have accomplished.
 - Tell each other: “Way to go!”
 - Go round robin to have students tell you one thing they have accomplished.
 - Write these accomplishments on the board.
 - Encourage applause as appropriate.
 - Pass out the *College-Readiness Checklist*. Tell students that this list is from the American Association of University Professors.
 - Write the following on the board:
 - 1. I am good at this skill.
 - 2. I want to improve this skill.
 - Tell students to put a 1 next to those skills they are already good at and a 2 next to the ones they want to improve.
 - Write the following on the board:
 - I am good at __ (name three skills) _____; however, I want to improve __ (name three skills) _____ to become more college ready.
 - Go round robin to have students make their statements.
 - Pass out a new *Self-Assessment for Information Technology Bridge* and have students fill in their accomplishments of the day (punctuality, attendance so far) and the goals they have for themselves for this next eight weeks.
-

ACTIVITY #2: Introduce Critical Thinking Skills – 30 minutes.

- Tell students they are going to identify and use four basic skills that will help them reach their college readiness goals. These four skills are important for becoming better readers, better writers, and better problem-solvers.
- Write the following four words on the board:
 - Comprehension
 - Analysis
 - Application
 - Evaluation
- Put students into pairs, and have them define the words to come up with some idea about why these words are in this particular order.
- Have two pairs join to compare their answers and come to consensus.
- For each word, ask the class:
 - What is the definition of this critical thinking skill?
 - How does this critical thinking skill relate to the one that came before it?
 - Take notes of students’ answers to these questions next to each word.
- Pass out *Critical Thinking Skills*.
- Have student count off by four. Make assignments:
 - 1=Comprehension
 - 2=Analysis
 - 3=Application
 - 4=Evaluation
- Write the following questions on the board:
 - What does your critical thinking skill require us to do?
 - How does this skill relate to the skill that came before it?
- Tell students to talk to at least three students from different groups and ask the questions on the board (quickly!).
- Lastly, ask:
 - Why are these critical thinking skills in the order they are in?

- What does this have to do with reading?
- What does this have to do with writing?

ACTIVITY #3: Practice Using Critical Thinking Skills – 40 minutes.

- Tell students they are going to try out their critical thinking skills on two political cartoons.
- Put students into their groups from the last activity.
- Pass out the sheet of two political cartoons.
- Project the first one overhead.
- Each group should:
 - Make a list of all the facts they can find in the first political cartoon. The longer the list, the more points your team can win.
- Go round robin from group to group for one new fact about the cartoon. Give each team a point for each new fact they have to offer until the teams have run out.
- Write the following questions on the board, and have students work their groups to answer them.
 - What does the political cartoon mean? How do you know?
 - Apply the situation in this cartoon to other similar situations. Come up with three.
 - Decide your group's opinion about the issue in the cartoon. What should be done to solve the problem it raises?
- Ask the groups to share their answers.
- Repeat this process for the second political cartoon.

HOMEWORK

READ: Have students read *Wanted: More US College Grads with Critical Thinking Skills*.

- *Wanted: More US College Grads with Critical Thinking Skills*
 - Find definitions for the already underlined words.
 - Underline those parts of the article that answer these three questions:
 - Why aren't primary and secondary educators teaching critical thinking skills?
 - Why do employers need people with critical thinking skills?
 - Why do citizens need critical thinking skills?

JOURNAL WRITING: Have students answer the following questions:

- Do you have any concerns about standardized tests being so important in elementary and secondary schools?
- Do you think they help or hinder children's learning?
- Why or why not?

TEACHER PREPARATION #1:

- Remind students to bring their reading assignments and their journals to each class.

TEACHER PREPARATION #2:

- For this next eight weeks of the IT Bridge, students will be asked to write in their journals almost every night and sometimes in class. For those times they are to write at home, make sure you check students' journals. You are checking for the number of pages they have filled out by sight without reading anything.

College- Readiness Checklist

Adapted and paraphrased from original source: <https://www.aaup.org/NR/rdonlyres/F83CC555-C601-4A7E-8854-7E847328E922/0/SullivanChecklist.pdf>

Original author: Patrick Sullivan, American Association of University Professors

Only students who score a perfect 100 percent (or check every item) can be considered ready for college. Good luck!

Reading:

- I like to read.
- I am able to conduct library or on-line research on my own, and I don't settle for the first items that may come to hand.
- I always reread texts I plan to write about, and I interact physically with these texts by underlining and highlighting key passages.

Writing:

- I am interested in becoming a better writer. I understand that I can always improve my writing and look forward to the challenge.
- I understand that some of the most important learning I do takes place when I discuss my written work with classmates and teachers.
- I routinely ask others to give me feedback about my written work.
- I choose quotations effectively, and I can discuss them thoughtfully.
- I can develop a point of view and maintain a consistent focus when I am writing an essay.

Homework:

- I am able to pace myself to work on assignments for extended periods of time.
- I work through "panic" when I get an assignment, and I refuse to procrastinate.

Attitude:

- I am open-minded and curious about ideas, and I am interested in encountering new ways of looking at the world
- I enjoy listening to and learning from others.
- I understand what "grit" is, and I understand why it is essential for success in any long-term endeavor like college.
- I understand that the chance to attend college is an opportunity of real long-term value.

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Critical Thinking Skills

COMPREHENSION

What does the text say?

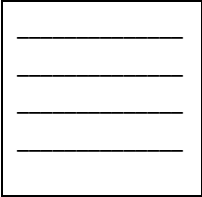


Figure out the direct and indirect facts in the text.

ANALYSIS

What does the text mean?

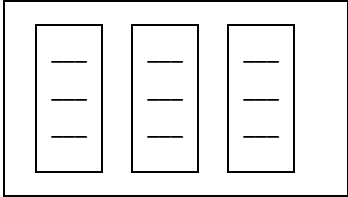
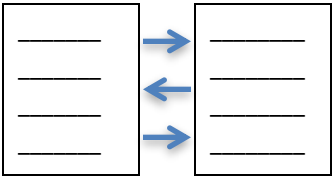


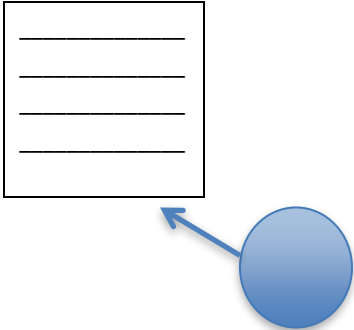
Figure out what the text is trying to do.
Draw conclusions.

APPLICATION



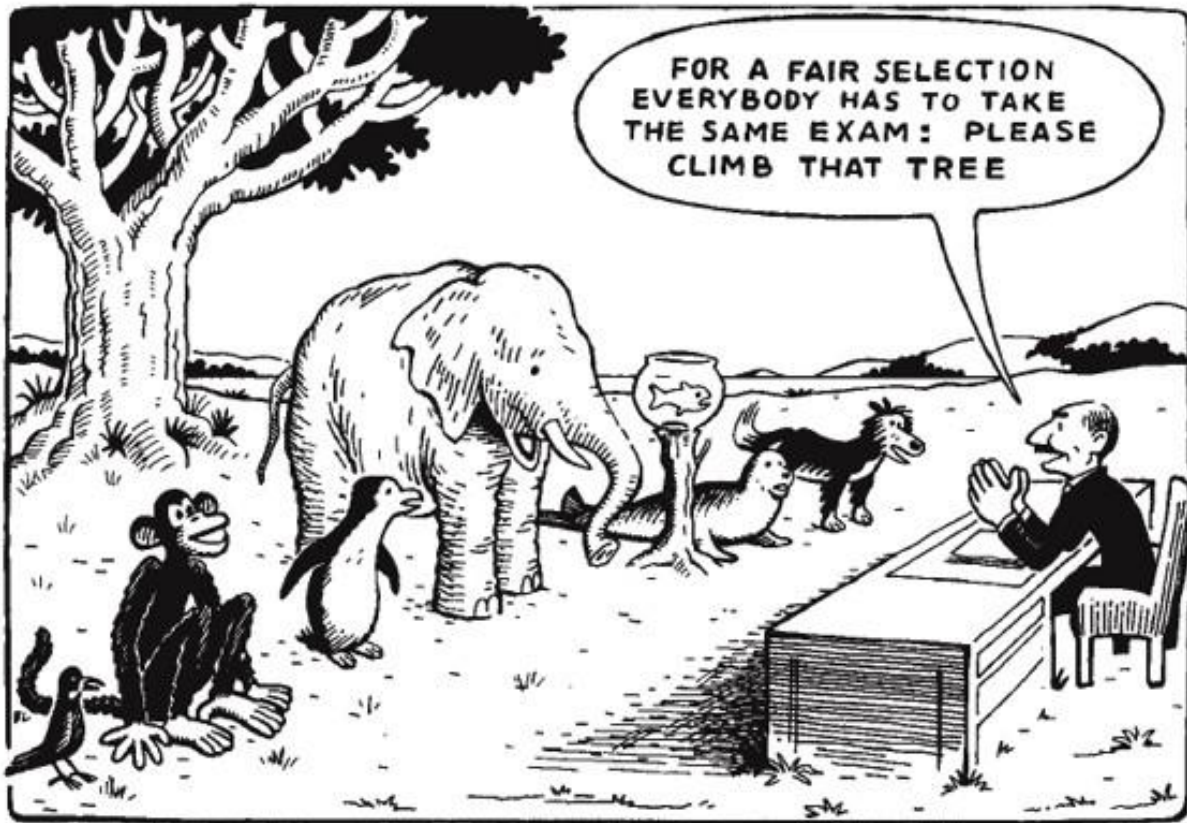
How can the meaning or situation in the text be applied to other similar situations?

EVALUATION



What are your ideas, recommendations, or proposals that result from reading the text?

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Wanted: More U.S. College Grads With Critical Thinking Skills

Adapted and paraphrased from original source: <http://www.huffingtonpost.com/eugene-fram/wanted-more-us-college-gr b 4242062.html>

Original author: Eugene Fram, Professor Emeritus, Saunders College of Business, Rochester Institute of Technology

Three different groups are calling for the U.S. educational system to make sure that college graduates have critical thinking skills. These groups want graduates to be much better at analyzing, evaluating and creating information-based viewpoints, sometimes called “fact-based decision making.”

Primary and secondary educators: Many governmental education programs have forced students to become test takers who can memorize facts, while at the same time eliminating arts and other creative courses that help develop good critical thinking skills.

Employers: Those employing college graduates have been concerned about the ability of college graduates to apply critical thinking skills to make them promotable. For example, people who may be good accountants may lack the higher-level critical thinking skills that are needed to move up the career ladder. The concerns from employers, e.g., Bill Gates when at Microsoft, is that they have openings they can’t fill because they can’t find candidates who are inquisitive and have good problem-solving skills. Some college graduates are also frustrated because they find themselves lacking the skills they need to find better jobs.

Citizens concerned with building a civil society: At election time, the importance of applied critical thinking becomes more apparent. Many voters are swayed by political spin instead of thoughtful analysis of the issues. A friend even encountered a person with an advanced degree who made his choice for president by switching off the audio on the TV during primary debates and then voting for the candidates who had the most appealing body language.

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 9, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|------------------------------|--|
| <ul style="list-style-type: none"> Analyze homework reading. | READING/ LANGUAGE | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>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.</p> <p>LANGUAGE</p> <p>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.</p> <ol style="list-style-type: none"> 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. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word |

| | | |
|--|----------------|--|
| | | <p>(e.g., audience, auditory, audible).</p> <p>h. 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.</p> <p>i. 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).</p> <p>j. Recognize and understand clipped and shortened words (e.g., exam-examination).</p> |
| <ul style="list-style-type: none"> Find out how brains learn. | READING | <p>7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> <p>a. Draw a conclusion</p> <p>b. Develop a coherent understanding of a topic or issue.</p> <p>c. Apply information sources to solve occupational and educational tasks.</p> <p>d. Compare and contrast different portrayals of the subject.</p> <p>e. Evaluate the advantages and disadvantages of using different mediums.</p> |
| <ul style="list-style-type: none"> Find how your brain can trick you. | | |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>a. Summarize what has been read.</p> <p>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.</p> <p>c. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>d. Identify cause and effect implied in a paragraph.</p> <p>e. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>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.</p> <p>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).</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 9, Lesson 2

Information Technology Bridge Semester 1 High Intermediate Adult Basic Education

THEME: History and Future of the Internet

OBJECTIVES

- Analyze homework reading.
- Find out how brains learn.
- Find how your brain can trick you.

MATERIALS

Activity #1:

- Handout (attached to Week 9, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

Wanted: More US College Grads with Critical Thinking Skills

<http://www.huffingtonpost.com/eugene-fram/wanted-more-us-college-gr b 4242062.html>

Activity #2:

- Video: *The Learning Brain* (running time: 07:02)
<https://www.youtube.com/watch?v=cgLYkV689s4>

Activity #3:

- Video: *Brain Tricks – This is How Your Brain Works* (running time: 04:40)
<https://www.youtube.com/watch?v=JiTz2i4VHFw>

Homework:

Handout (attached): Make one copy for each student.

Eight Habits of Effective Critical Thinkers

<http://www.amanet.org/training/articles/eight-habits-of-effective-critical-thinkers.aspx>

ACTIVITY #1: Analyze Homework Reading – 40 minutes.

- Tell students to get out their homework article so they can use the article to continue their talking about the importance of critical thinking skills.
- Tell students they will start with vocabulary. Ask:
 - What were the underlined words?
 - List them on the board.
- Put students into pairs to:
 - Tell each other their definitions.
 - Check to see if each definition helps make the word that appears in the article make sense.
 - Put the word in a sentence.
- Go round robin to have each pair:
 - State the definition of the word.
 - Put the word in a new sentence.
 - Ask for all the pairs' new sentences.
- Repeat for each word.
- Assign each pair to one of the homework questions:

- Why aren't primary and secondary educators teaching critical thinking skills?
 - Why do employers need people with critical thinking skills?
 - Why do citizens need critical thinking skills?
 - Tell pairs they are to:
 - Answer the question in their own words.
 - Read out the sentence, or sentences, in the text that shows that their answer is right.
 - Go to each group and ask:
 - What is your question and your answer to it?
 - What is the evidence from the text that shows us your answer is right?
 - Ask:
 - What can we conclude about the importance of critical thinking skills in the real world?
 - Do you have any concerns about the emphasis on standardized tests in elementary and secondary schools?
-

ACTIVITY #2: Find Out How Brains Learn – 40 minutes.

- Tell students they are going to watch two videos that are going to give them some more information on how people learn, what circumstances help them learn, and the two kinds of strategies their brains use to solve problems. Tell them they will get a chance to just watch the video one time, and then take notes the second time they listen.
- But first ask:
 - What does it mean to take good notes when you are listening to a lecture or video?
 - Do you need whole sentences? Why not?
 - Do you need to write everything down?
 - What do you write down? What do you leave out?
- Emphasize that it is important to take notes on things that help them understand the topic, not to get frustrated on what they don't understand or what goes by too fast.
- Tell them you will give them some simple questions to answer for each video so they can focus on taking notes on just those ideas.
- For the first video, write the following questions on the board:
 - How do people learn?
 - How does learning to ride a bike show us how people learn?
 - What are some recommendations for preparing to learn?
- Tell students to write these questions down in their journals with plenty of space under each question for notes.
- Play the video for the first time.
 - Encourage students to take notes as they can and focus on those points that come across clearly to them.
- Play the first video again and tell students to fill in more information for each question.
- After the video, put students into three groups and tell them to:
 - Talk through their answers to the three questions.
 - Share details and take new notes on what they didn't get down before.
- Ask the class the three questions, and after each answer ask:
 - Does anyone have any information they want to add to the questions?
- Lastly, ask:
 - Can everyone grow their intelligence?
 - Can everyone grow connections in their brains?
 - Is anyone really stupid? Stuck?
 - Can everyone learn whatever they want if they put their minds to it?
 - Wow! Is this news to you?

ACTIVITY #3: Find Out How Your Brain Can Trick You – 40 minutes.

- Tell students they are going to watch another video using the same process they just completed. Only this time they will be looking at the two systems in their brain that can help them and sometimes trip them up.
- Write the following question on the board and have students write these questions in their journals with space between each question so they can take notes:
 - What is fast thinking?
 - What are some examples of fast thinking?
 - What is slow thinking?
 - What are some examples of slow thinking?
- Watch the video two times, as before:
 - The first time write down notes for ideas that are clear to you.
 - The second time, add details.
- Put students into three groups, again, to answer the questions.
- Answer the questions as a class:
 - After each answer that a student gives, ask if other students have anything to add.
- Lastly, ask:
 - How can the fast system get you in trouble?
 - On tests?
 - If you have biases about different kinds of people?
 - What kind of thinking is strengthened using critical thinking skills?
 - Why do students just want the quick answer instead of having to go the slow route?

HOMEWORK

JOURNAL WRITING: Have students answer the following questions:

- Can you remember experiences where you have used your fast thinking and gotten things completely wrong because of it?
- Describe these experiences.
- How about ways you have seen through the situation and come up with better answers?

READ: Have students read the article and complete the following instructions.

- *Eight Habits of Effective Critical Thinkers*
<http://www.amanet.org/training/articles/eight-habits-of-effective-critical-thinkers.aspx>
 - Find definitions for the already underlined words.
 - Underline those parts of the article that will help you answer this question:
 - How can critical thinkers be more independent and more effective than fast thinkers?

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Eight Habits of Effective Critical Thinkers

Adapted and paraphrased from original source:

<http://www.amanet.org/training/articles/eight-habits-of-effective-critical-thinkers.aspx>

Original authors: Stephen L. Guinn, Ph.D., and Gary A. Williamson, Ph.D.

Successful executives use **critical thinking** skills every day, to sift through incomplete and complex information, ask the right questions, recognize strong versus weak arguments, and to learn the information they need to make logical business decisions. Today's rapidly changing business world allows no time for poor decision-making. A poor decision can hinder a corporation's chances for success as it is hard to change course easily given today's fast-moving economy.

Although the consequences of poor critical thinking increase enormously for higher-level positions in a company, critical thinking is not just for executives. Employees at all levels make decisions that affect how productive and efficient they are. For example, when the maintenance mechanic has the right critical thinking skills, he/ she can get a piece of equipment back in working order more quickly and, thus, be more productive. Also, a sales representative with good critical thinking skills will ask the right questions of his/her customers so he/she can best meet their specific needs and create successful, long-term relationships.

8 Habits of Effective Critical Thinkers

The best critical thinkers practice eight particular habits when processing information, solving problems, and reaching decisions:

Habit #1: They are more concerned about getting it right than about being right. They can put aside their egos to recognize that they do not need to have all the answers. They are willing to admit to not knowing something or to making mistakes. They know the importance of asking questions and seeking out the best available information.

Habit #2: They avoid jumping to conclusions and rushing to judgment. They take time to gather as much information as possible to better understand a complex situation before taking action. They recognize that the consequences of some decisions are more important than others and these decisions require more scrutiny.

Habit #3: They do not accept information at face value. They ask questions to discover what is behind the data. They recognize that it is important not only to make sure that the facts are correct but also to understand that information can be presented in a way designed to support a particular point of view. Similarly, they know to ask for information that may have been left out so they can figure out if they are getting all the facts or if someone is simply trying to get them to think their way.

Habit #4: They avoid over thinking everything so they can move ahead and make decisions. They seek clarity by looking for order or patterns in the data while avoiding the trap of forcing information to fit a particular need they have. By looking at both the forest (the big picture) and the trees (the details) they have a sense of when they have enough information to make a decision. They know that they will never have all the information they might like but are confident that once they have explored the available information fully and objectively, they will likely make good decisions.

Habit #5: They are always learning and working to stay well-informed. They are inquisitive about a wide range of topics and issues and make a real effort to read and to educate themselves, gathering information that may be important for making decisions now and in the future.

Habit #6: They show flexibility in their willingness to consider alternative ideas and opinions. They seek to understand the perspective of a variety of people with ideas and opinions about an important issue. This ability to see more than one side of an issue allows them to position their approach more effectively and reflects their confidence in their ability to reason.

Habit #7: They use critical thinking on themselves. They can explain how they arrived at a conclusion, allowing others to follow their reasoning and understand their thinking. Through self-examination and sensitivity to their own biases, they ask themselves questions such as: “Do I have all the necessary information? If my conclusions are true, what will be the impact of my decision?” They are willing to change their views when they are provided with more information that allows greater understanding.

Habit #8: They have a distinctive behavioral style. They are confident but not cocky, can reflect on the information they have, and can take reasonable action based on the fact. They can demonstrate patience when the stakes are high and the issues are not black-and-white. They read more than the average person and communicate their ideas clearly. They can think independently but place value on different perspectives. They accept responsibility when things go wrong and seek to understand what happened so they can learn from their mistakes.

Critical thinking skills cannot be developed overnight. Nonetheless, practicing these eight habits described here will improve one’s critical thinking ability. As individuals become more successful in using good critical thinking in their everyday decision making, their companies will be more successful in meeting the challenges of continuously changing world.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 9, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------------|--|
| <ul style="list-style-type: none"> Analyze the homework reading. | <p>READING/ LANGUAGE</p> | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>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.</p> <p>LANGUAGE</p> <p>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.</p> <ol style="list-style-type: none"> 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. 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. 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). |

| | | |
|--|----------------------------------|--|
| <ul style="list-style-type: none"> Summarize a video on the history of global communication. Complete oral and written summaries of the video. | <p>READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |
| <ul style="list-style-type: none"> Complete written summary and look up words. | <p>WRITING / LANGUAGE</p> | <p>WRITING</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>LANGUAGE</p> <p>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.</p> <ol style="list-style-type: none"> 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. 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). |

Week 9, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: History and Future of the Internet

OBJECTIVES

- Analyze the homework reading.
- Summarize a video on the history of global communication.
- Complete written and oral summaries of the video.

MATERIALS

Activity #1:

- Handout (attached to Week 9, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

Eight Habits of Effective Critical Thinkers

<http://www.amanet.org/training/articles/eight-habits-of-effective-critical-thinkers.aspx>

Activity #2:

- Video: *The Growth of Global Communication: Humanity from Space* (running time: 11:03)
<http://www.pbslearningmedia.org/resource/13e4105f-42a9-4a24-af9e-795941d61a32/the-growth-of-global-communication-humanity-from-space/>

ACTIVITY #1: Analyze the Homework Reading – 40 minutes.

- Tell students the homework article will help them better understand the kinds of things they have to do to be college ready.
 - Tell students they will start with vocabulary. Ask:
 - What were the underlined words?
 - List them on the board.
 - Put students into pairs to:
 - Tell each other their definitions.
 - Check to see if each definition helps make the sentence the word appears in the article makes sense.
 - Put the word in a sentence.
 - Go round robin to have each group:
 - State the definition of the word.
 - Put the word in a new sentence.
 - Ask all of the pairs for new sentences.
 - Create four groups and assign each of the two of the eight habits of effective critical thinkers. Tell each group to:
 - Summarize each habit in their own words.
 - Create their own examples of how to use the critical thinking habit in this class.
 - Tell the pairs to present their summaries and examples. Take notes on their examples on the board.
-

ACTIVITY #2: Summarize a Video on the History of Global Communication – 40 minutes.

- Tell students they are now going to start their first topic for this second eight weeks—the Internet.
 - Put students in three teams and tell them to make a list of all the facts they know about the Internet:
 - What it is.
 - Its history.
 - How it has changed our lives.
 - Give students five minutes to make as long a list as they can.
 - Put spaces on the board for the three teams and:
 - Go round robin and ask each team for a new fact.
 - Mark a point on the board for each new fact.
 - Go around quickly until students have no more facts.
 - Celebrate the winner.
 - Tell students to continue this contest in looking for facts in the video.
 - They will need to write down as many new facts as they can for more points.
 - Play the video while students write down facts.
 - Tell groups to get back together to make a master list in a few minutes of all the facts they have.
 - Put new spaces on the board for the three teams to play the new game:
 - Tell students they are to take notes on facts they don't have on their master lists that other students provide so that they can have all the facts they need for their writing assignment.
 - Go round robin and ask each team for a new fact.
 - Mark a point on the board for each new fact.
 - Go around quickly until students have no more facts.
 - Celebrate the winner.
-

ACTIVITY #3: Complete Written and Oral Summaries of the Video – 40 minutes.

- Tell students they will now work in groups to write summaries of the video.
 - Write the following summary criteria on the board:
 - The summary is addressed to an audience that has not seen the video.
 - The summary needs to sound so interesting that the audience would want to watch the video.
 - Make sure the summary is in the group's own words and covers the most significant developments in the history of global communication.
 - Go over the criteria with the class so they are clear on what is required.
 - Put students back in their team to:
 - Include all the new facts onto their master list.
 - Look them over.
 - Talk through a summary of the video in their own words.
 - Write down a summary of the video in their own words.
 - Ask team representatives to stand and read the summaries: loud, clear, and with feeling!
 - After each team has read their summary, ask:
 - Did the summary meet each part of the criteria?
 - If they were the audience that had not seen the video, would they want to know more?
 - What are their questions?
-

HOMEWORK

WRITE: Have students write a clear summary of the history of communication to an audience that has not seen the video but is interested in the information you have learned.

RESEARCH: Find the definitions of the following words that will be used to understand the video in the next class:

- Ubiquitous
- Curate
- Decentralize
- Developing country
- Algorithm
- Exponential change
- Virtual Reality
- Eradicate
- Trajectory

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 9, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|--|
| <ul style="list-style-type: none"> Conduct a peer-review of summaries. | <p>READING</p> | <p>READING</p> <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>c. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>d. Use Internet resources to assist in separating fact from opinion and to draw conclusions.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Predict and learn about the Internet's future. | <p>SPEAKING AND LISTENING/READING</p> | <p>SPEAKING AND LISTENING</p> <p>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</p> <p>READING</p> <p>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.</p> <p>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.</p> <p>b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> |

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| <ul style="list-style-type: none"> Report back on information from the video. | <p>READING/ SPEAKING AND LISTENING</p> | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>SPEAKING AND LISTENING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Reading homework. | <p>READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. Determine the appropriate reading strategy to acquire specific information and to match the purpose of |

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| | | reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis). |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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Week 9, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: History and Future of the Internet

OBJECTIVES

- Conduct a peer-review of summaries.
- Predict and learn about the Internet's future.
- Report back on information from the video.

MATERIALS

Activity #1:

- Handout (attached): Make two copies for each student.
Audience Comment Page

Activity #2:

- Classroom Resource: Index cards with one of the following questions written on each:
 1. How fast has the Internet grown? (What are the numbers?)
 2. How has the Internet already improved?
 3. How fast has the Internet grown in developing countries? (What are the percentages?)
 4. What is the Goggle Loon Project and what will it change?
 5. What is the Internet of Things?
- Video: *The Future of the Internet* (running time: 06:36)
<https://www.youtube.com/watch?v=E1CHWJ6ZY4c>

Homework:

- Handout (attached): Make one copy for each student
What will the Internet look like in 2040?
<http://www.bbc.com/future/story/20141015-will-we-fear-tomorrows-internet>

ACTIVITY #1: Conduct a Peer-Review of Summaries – 40 minutes.

- Tell students they will now provide some constructive feedback on each other's summaries. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Ask:
 - What were the criteria for good summaries we created last time?
 - Put these on the board.
- Have students add to their notes on these criteria as they will be used again in Week 10, Lesson 3.
- Put students into groups of three.
- Have students take out their summaries.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraph written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.

- They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
 - Have students pass their summary to the left.
 - After students have evaluated the summary, they should pass it to their left and evaluate a new summary.
 - After students have evaluated two summaries from two partners, they should give their evaluations to the writers, and the writers 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 paragraph 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.
 - Tell students when rewrites of their summaries are due. These rewritten materials should be treated as final papers, and you should provide full commentary/feedback to students on what worked in the piece and anything more you think might be useful to think about in future writing projects.
-

ACTIVITY #2: Predict and Learn About the Internet's Future – 40 minutes.

- Tell students they are now going to get a peek at how people are predicting the Internet will be in the future.
- Ask:
 - How do you believe the Internet will shape our lives in the future?
 - Ask everyone to come up with a guess.
 - Go round robin to get everyone's guesses.
 - Take notes on their guesses on the board.
- Tell students they will need to go over vocabulary for the video.
- Write the words on the board, put students in pairs, and have them define the words and put them in a sentence:
 - Ubiquitous
 - Curate
 - Decentralize
 - Developing country
 - Algorithm
 - Exponential change
 - Virtual Reality
 - Eradicate
 - Trajectory
- Call on a pair to give the first definition and their sentence:
 - Write the definition on the board. Ask the other pairs:
 - Is this the right definition?
 - Make adjustments to the definition as needed.
 - Go round robin for sentences.
- Repeat this process for all the words.
- Take out the index cards with the questions written on them (see Materials.)
 - Have each group pick a card; however, make sure all the cards are distributed. (Some pairs may have more than one question.)
 - Tell students they are to take notes on the question(s) written on their cards.
 - Tell students they are all also to take notes on this question:
 - What will the Internet be like in the future?

- Watch the video.
 - Allow pairs to confer to see how they would answer their questions and decide if they want to watch the video again for more information.
 - Watch the video again if students ask for it.
-

ACTIVITY #3: Report Back on Information From the Video – 40 minutes.

- Tell pairs to prepare a very quick presentation of their question(s) on the index cards to an audience that has not seen the video. They must make sure their presentation:
 - States what the topic is.
 - Presents the new information.
 - Draw a conclusion about the impact of this new information.
 - Provide a demonstration of the kind of summary you are looking for. Give students lines like:
 - The topic I am covering is:
 - The new information on this topic is:
 - The impacts of this new information are:
 - Also ask them for some more creative alternative lines.
 - Give students 5-10 minutes to prepare and then have the presentations go in the order of the questions (the number on their index card.)
 - After each presentation, ask:
 - Does anyone have any questions or additions?
 - After the presentations, ask:
 - What will the Internet be like in the future?
 - List out students' answers on the board.
-

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *What will the Internet look like in 2040?*
<http://www.bbc.com/future/story/20141015-will-we-fear-tomorrows-internet>
 - Look up and write down the definitions to the following words:
 - Utopian
 - Dystopian
 - Abound
 - Surveillance
 - Catastrophe
 - Elite
 - Firmly on the lower rungs of society
 - Marginalize
 - Universally accessible
 - Rival
 - Police state
 - Oppressive
 - Censor
 - Realist
 - Read the article and decide if, in the year 2040, you believe the Internet will:
 - Make life much better (utopian)?
 - Make life much worse (dystopian)?
 - Do some of both?
 - Underline the reasons in the article that support your position.

JOURNAL WRITING: Have students answer the following questions:

- Do you think the development of the Internet will make the world a much better place, a much scarier place, or some of both?
- Explain why.

AUDIENCE COMMENT PAGE

WRITER _____

READER _____

4. What is working for you as the audience for this piece of writing?
5. As the audience, what do you need clarified or want to hear more about to make you more interested in what the writer has to say?
6. Do you have any questions for the writer?

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What will the Internet look like in 2040?

Adapted and paraphrased from original source: <http://www.bbc.com/future/story/20141015-will-we-fear-tomorrows-internet>

Original author: Chris Baraniuk

In March 1989, Sir Tim Berners-Lee wrote a memo that led, eventually, to the web. That was 25 years ago this year. Back in the 1980s, even the simple concept of documents that could be hyperlinked was difficult to understand.

So what will digital life be like another 25 years from now? How dramatically will things have changed by 2040?

Both utopian and dystopian visions of the future Internet abound. By looking at people's greatest hopes and fears for the digital future, it's possible to imagine very different visions of what may one day come to pass.

A bright outlook

It's a summer morning in 2040. The Internet is all around you and all the things that you're about to do during your day will fall in to place thanks to the data streams flying across the Internet. Public transport to the city dynamically adjusts schedules and routes to account for delays. Buying your kids the perfect birthday presents is easy because their data tells your shopping service exactly what they will want. Best of all, you're alive despite a near-fatal accident last month because doctors in the hospital's emergency department had easy access to your medical history.

It sounds good, doesn't it? This is the future in which data powers everything. It's an idea that the web's creator has been pushing for a while now. We might one day also have much greater ownership over the data that belongs to us.

"I would like us to build a world in which I have control of my data, I own it," an expert in the field explained. "We'll be able to write apps which take data from all different parts of my life and my friends' lives and my family's lives."

Smart services, which use artificial intelligence to help us better manage our workloads, will likely contribute to a less cluttered, more streamlined online world where email overload and scheduling headaches are a thing of the past.

With huge amounts of data flying around, there are some who fear the impact on privacy. However, contemporary concerns over privacy breaches and mishandling of data could be cleaned up by 2040, according to information security expert Bruce Schneier, who is speaking at BBC Future's World-Changing Ideas Summit next week.

“The question is, when is there going to be real legal and technical privacy on the Internet? And my guess is 20 or 30 years—a generation is about right. We won’t have the current level of spying and data collection,” he argues.

Schneier explains that, decades from now, **those who worry about privacy** will look back at contemporary surveillance the way people today look back on child labor—it’s something that most people just don’t accept any more.

Virtual nightmares

It’s a winter evening in 2040 and the world is a darker place. The Internet is teeming with cybercrime and it’s become impossible to go online without making your bank account vulnerable or risking identity theft. Trolls have taken over social networking, the web is incredibly priced, meaning only the rich can access the most useful and up-to-date resources. If that wasn’t bad enough, in some countries people’s every move is constantly monitored by secret police using networked sensors and Internet communications. Even if you can get online, would you want to?

Hints of the potential for digital catastrophe are being talked about around the world already. As the New York Times noted, a recent Pew Research report on the likely nature of the Internet a decade from now contained the word “threat” more than four times as often as the word “hope”.

The potential problems are many. For one thing, the rise of data-driven services leads some to worry of a world in which our course in life is mapped out for us, limiting our ability to make free choices. Then there’s the worry that those who know the most about data might become an elite, wanting to keep those who are not one of them firmly on the lower rungs of society.

“The Internet will help the rich get richer and become a tool to further marginalize people who are already living with poverty, mental illness, and other serious challenges,” wrote an anonymous director of operations for social network MetaFilter in the Pew report. We need to keep the web universally accessible rather than create one that is more accessible to some than others.

“We need to keep fighting for open access to the web,” Berners-Lee said in London. But those who fear for the future say there’s every chance that equal access won’t survive in the long-term. In fact, there are some who believe key battles have already been lost. At the beginning of this year, for instance, the US DC Circuit Court of Appeals struck down rules that would keep the Internet open to all. The decision now allows wealthy corporations to pay to promote their online services promoted—and to have rival services blocked, limiting competition.

It’s not just universal access that’s at threat. Other contributors to the Pew report expressed concerns over the aggressive enforcement of police state policies online, which allow oppressive governments to ensor media or spy on their own citizens with increasing

ease. And if government over-involvement wasn't enough, there is also the threat of increased security problems posed by criminals. Already, networked devices in people's homes have inspired nightmarish situations in which people's personal appliances have been tampered with from afar. Even baby monitors have been hacked.

The tempered view

For the realist, what might actually happen by 2040 probably falls somewhere between these two extremes. Good things, and bad things, will happen via the Internet. It's a point made by Schneier when the topic of cyber-terrorism comes up. He's not overly worried about such things because, he says, the web is a place balanced by the diverse intentions of the many who use it.

"Everyone uses cyberspace," he says. "Everybody. The moon shines on the just and the unjust. Everybody drives cars, eats at restaurants, and sends email. The good guys and the bad guys. So what?"

But that's not to say all of our woes will disappear. The world wide web in 2040 promises to be different, but we can be sure of one thing: it will remain a diverse reflection of our species.

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Information Technology Semester 1 & Writing Lesson Plans
ASE Standards Covered For Week 10, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|---|
| <ul style="list-style-type: none"> Analyze the homework reading. | LANGUAGE/ READING/ SPEAKING AND LISTENING | <p>LANGUAGE</p> <p>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.</p> <ul style="list-style-type: none"> 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). <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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). |

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| | | <p>LISTENING AND SPEAKING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Introduce the Internet of Things and Analyze a Video. | <p>SPEAKING AND LISTENING/READING</p> | <p>SPEAKING AND LISTENING</p> <p>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</p> <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |
| <ul style="list-style-type: none"> Reading homework. | <p>READING</p> | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment |

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| | | <p>in a text.</p> <p>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.</p> <p>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).</p> |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

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Week 10, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Internet of Things (Internet of Things)

OBJECTIVES

- Analyze the homework reading.
- Introduce the Internet of Things and analyze a video.

MATERIALS

Activity #1:

- Handout (attached to Week 9, Lesson 4): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
What will the Internet look like in 2040?
<http://www.bbc.com/future/story/20141015-will-we-fear-tomorrows-internet>
- Classroom resource: Flip chart paper and markers.

Activity #2:

- Video: *How It Works: The Internet of Things* (running time: 03:38)
<https://www.youtube.com/watch?v=QSIPNhOiMoE>

Homework:

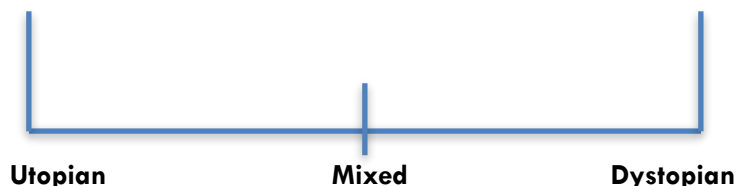
- Handout (attached): Make one copy for each student
You Can't Avoid the Internet of Things Hype, So You Might As Well Understand It
<http://www.digitaltrends.com/home/heck-internet-things-dont-yet/>

ACTIVITY #1: Analyze the Homework Reading – 60 minutes.

- Tell students they are going to get a sense of what they think the future of the Internet might like. They are going to find out much more information about the Internet of Things, artificial intelligence, big data, and network security as the Bridge goes on, and their opinions might change. Or not. It will be interesting to see if and how, with all the new information, their opinions about the future evolve.
- But first, tell students they will need to go over vocabulary from the homework article!
- Write the words on the board, put students in pairs, and have them define the words and put them in a sentence:
 - Utopian
 - Dystopian
 - Surveillance
 - Catastrophe
 - Elite
 - Marginalize
 - Rival
 - Police state
 - Oppressive
 - Censor

- Call on a pair to give the first definition and their sentence:
 - Write the definition on the board.
 - Ask the other pairs:
 - Is this the right definition?
 - Make adjustments to the definition as needed.
 - Go round robin for sentences.
- Repeat this process for all the words.
- Next, put a continuum on the board that looks like this:

The Future of the Internet will make life:



- Ask students, based on the reading, where would they put themselves on this continuum.
 - Put a mark on the continuum where the students tell you to and put their name next to the mark.
 - Ask: Why did you put yourself here on the continuum?
- Divide students into three equal-ish groups more or less based on where they put themselves on the continuum. Assign each group one of the following:
 - Mostly utopian: "A bright outlook" section of the homework text.
 - Mostly dystopian: "Virtual nightmares" section.
 - Mostly mixed: "The tempered view" section.
- Give each group a piece of flip chart paper and markers. Ask each group to:
 - Summarize the description of the Internet in the future in your section.
 - List the reasons someone might have that outlook.
 - Be able to reference the text for where you got each reason.
 - List additional reasons your group comes up with.
 - Put both lists on the flip chart paper and put them up around the room.
 - Give each group member a job:
 - Oral summary.
 - Each list on the flip chart paper.
- Have each group give their quick presentations.
- After each presentation, ask:
 - The presenters: give a reference from the article for one of the items on the list.
 - The listeners: do you want to ask or add anything to their lists?

ACTIVITY #2: Introduce the Internet of Things and Analyze a Video – 60 minutes.

- Tell students they are now going to dive into understanding the Internet of Things, what it is now, and what it will be in the future.
- Make three columns on the board and head each with the questions below:
 - What do we know about the Internet of Things?
 - What is it now?
 - What will be?
- Tell students meet with a partner to come up with a list of answers to each question.
- Start with the first question and go from pair to pair to get a new fact that you, then, add to the board.

- Repeat for the other two questions.
 - Tell students they are going to start taking notes on the different aspects of the Internet of Things in preparation for their paper on Internet of Things. The questions they will need to answer for their paper are as follows:
 - What is the Internet of Things?
 - What are some examples of how the Internet of Things will work in the future?
 - What are some of the benefits?
 - What are the issues that most concern you? Why?
 - Because these are the questions, they are going to need to take notes that will help them prepare for this paper. Tell students to:
 - Make a separate page in their journals for each of these questions.
 - Put one question on the top of each page.
 - Thus, when they are taking notes on a video or article or on some other class activity, they can build up their notes for each page.
 - Follow these rules of thumb:
 - Take notes on whatever they are focusing on (video or article) on a single piece of paper.
 - Transfer those notes onto the right page in their journals.
 - Copy down any class notes in the right page in their journals.
 - Ask:
 - Any questions about this process?
 - Write the following questions on the board:
 - What information does a car send to the factory?
 - What does the factory do with that information?
 - What information does the factory send back to the driver?
 - Tell students to write these questions down in their journals with plenty of space under each question for notes.
 - Explain to students that they are going to watch a video on the Internet of Things twice to get as much information as we can and so they can add what they missed to their notes and have the fullest set possible.
 - Watch the video twice.
 - Put students into three groups to make full lists of notes for each question. They are to:
 - Go over the notes that everyone has for each question.
 - Write down those items they did not have in their notes so they now have the most.
 - Assign each group one of the questions. Each group should:
 - Use their notes to create the most detailed answer they can come up with.
 - Address an audience who has not seen this video and knows nothing about the Internet of Things.
 - Appoint a scribe to write this summary down.
 - Have groups present their summaries. Have the class applaud. After each, ask:
 - What other details could this group have put into their summaries?
 - After the summaries are completed, ask:
 - What do you think the benefits are of the Internet of Things?
 - What do you think the issues might be?
 - Take notes on students' answers.
 - Tell students to put these in the right page in their journals.
-

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *You Can't Avoid the Internet of Things Hype, So You Might As Well Understand It*
<http://www.digitaltrends.com/home/heck-internet-things-dont-yet/>
 - Underline those parts of the article that help define the Internet of Things.
 - Put a "B" next to those lines that state the possible benefits of the Internet of Things.
 - Put an "I" next to those lines that state the possible issues.

JOURNAL WRITING: Have students answer the following questions:

- How has the Internet already made your life easier?
- What additional things from your day-to-day life would you want to make easier?

You Can't Avoid the Internet of Things Hype, So You Might As Well Understand It

Adapted and paraphrased from original source: <http://www.digitaltrends.com/home/heck-internet-things-dont-yet/>

Original author: Geoff Duncan, Digital Trends

For pretty much anyone in the Western world, the Internet is not only ubiquitous, it's practically *inescapable*. Between phones, tablets, PCs, game consoles, televisions and set-top boxes, the Internet exists in every corner of our lives. Almost.

After the 2014 [Consumer Electronics Show \(CES\)](#), we're hearing louder and clearer than ever that the future is "The Internet of Things," everyday devices equipped with sensors and connectivity to work together, understand what we're doing, and operate automatically to make our lives easier. And, of course, we'll be able to control it all, likely with our tablets and smartphones, or by speaking. After all, Siri and Google Now have taken voice recognition mainstream.

But beyond a well-meaning concept that promises to deliver us all to an even higher state of connectivity, what does the Internet of Things mean? When will it finally arrive? How will it change our daily lives? What happens when it goes wrong?

The big idea

At a very basic level, "Internet of Things" means devices that can sense aspects of the real world—like temperature, lighting, the presence or absence of people or objects, etc. — and report that real-world data, or act on it. Instead of most data on the Internet being produced and used by people (text, audio, video), more and more information would be produced and used by *machines*, communicating between themselves to (hopefully) improve the quality of our lives.

Smart devices use Internet technologies like Wi-Fi to communicate with each other, your laptop, and sometimes directly with the cloud. Some also talk to a central hub that serves as an information station for many different devices.

That's all pretty abstract, so let's bring it down to Earth. The classic example is a smart refrigerator that can read RFID tags on grocery items as they're put inside, then look up those tags via the Internet to identify milk, eggs, butter, and those four frozen pizzas you just bought. The fridge tracks usage, then—cue trumpets!—alerts owners when they're running out of groceries, or need more food since people are coming over to watch the game this weekend. (The fridge can tap into your calendar, of course.) The refrigerator could even place a grocery order automatically to a grocery delivery outlet. Similarly, that

smart fridge could warn about products nearing (or past) their expiration dates.

In theory, extending these ideas to things like pantries, closets, and medicine cabinets is simple. Seniors and others could benefit from smart medicine cabinets that track meds, order refills, and even alert physicians if something's amiss. And just think: A bathroom cabinet that lets you know when it's running low on toilet paper could be worth its weight in gold. Smart closets could help you manage your clothes with reminders when you *really* ought to do laundry (you've got two pairs of clean socks left!), or take things to the dry cleaners, or even say goodbye to some items you never wear.

Can't remember whether you need to buy toothpaste? Ask your house.

The Internet of Things concept lends itself to fantastic ideas. What if your house could save you effort by recognizing that you're at a drugstore and automatically sending a list of things you need? Stuck out of town on a [business](#) trip? Tell your house to stay in vacation mode, turning lights on and off to make the place look lived-in, but not running up heating and cooling bills.

Device-to-device communication creates other possibilities. Simple motion sensors can detect people moving around the house, turning lights on and off, opening or closing blinds or drapes, or even adjusting temperature. This functionality is already so refined that many sensors are reasonably "pet immune," so dogs and cats don't trigger automated functions. Got an important phone call and left the TV on? The house could turn the TV off (to save power) but leave the DVR running. Sensors in a bed (or an alarm clock) could notify other devices when you wake; in turn, they could open drapes, start the coffeemaker, and discretely turn on the TV in the breakfast nook for news, weather, and traffic. When the clothes dryer finishes, maybe an alert appears on your TV so you can grab items before they wrinkle. If it's dark outside, a sensor in your front door lock could turn on the inside lights *before* you step inside—after all, [cars](#) have been doing things like that for decades.

Why aren't we there yet?

If there are so many smart devices, why aren't we all living in the home of the future? Lots of reasons.

First, RFID tagging of items like groceries, clothes, and medicines hasn't trickled down to consumers—and probably won't anytime soon. Even if items are tagged, there's no simple way to look them up. Without the ability to easily and accurately identify items, many smart appliances (like refrigerators) are pretty dumb. For instance, even the latest smart fridges demonstrated this year at CES make users track food items by scanning receipts or barcodes with their phones. That makes keeping track of household items for smart devices a fiddly chore—the kind of annoyance the Internet of Things is supposed to *eliminate*, not create.

Second, most "connected home" products have to be all from the same company to work right. Good luck getting your Samsung refrigerator, Whirlpool washer, Nest thermostat,

Sears dishwasher, and ADT home security system to talk to each other. Noted technologist Jean-Louis Gasee calls this the “[basket of remotes](#)” problem—sure, there are ways to get (some) devices (kind of) working together, but it’s too much hassle for most people — like programming a universal remote. Until connected home technology works simply and stays out of our way, having a workable connected home systems means tying ourselves to just one system or brand.

However, there is some room for having different brands talk to each. The [AllSeen Alliance](#) is creating a universal, open-source framework to enable the “Internet of Everything.” If this standard gains traction, the open-source framework might solve the “basket of remotes” problem.

Third, home appliances don’t turn over at the same rate as smartphones, tablets, or even PCs. People don’t replace refrigerators and other home appliances very quickly. Tablets may have killed off netbooks in just a few years, but it will take far longer for smart appliances to migrate into many people’s lives.

Fourth, the “Internet of Things” brings a multitude of privacy and security issues. Although recent reports of [smart refrigerators sending spam](#) are likely exaggerated, an “Internet of Things” is also an “Internet of Things That Can Be Hacked.” Smart-home devices will know a great deal about our personal lives, from our schedules to shopping habits, appointments, what medicines we take, and even what room we’re in. That makes the privacy issues enormous. We might think twice about what our homes know about us, not just what we post to social networks.

Wait and see

There’s little question the “Internet of Things” will eventually be enormous: IDC anticipates [200 billion connected devices](#) by 2021, with more than 30 billion being autonomous devices. Using Internet technology to make our homes and devices smarter is easy to understand, but is also a very *large* endeavor that will take a lot more time—after all, we’ve already been at it over a decade.

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 10, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|------------------------------------|---|
| <ul style="list-style-type: none"> Identify the benefits and issues in the homework reading. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |
| <ul style="list-style-type: none"> Analyze 1 silent video on the Internet of Things. | READING | 7. Integrate information from texts, charts, and graphs/ different media or formats to: <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. |
| <ul style="list-style-type: none"> Analyze 1 overview video on the Internet of Things. | READING/ SPEAKING AND LISTENING | READING 7. Integrate information from texts, charts, and graphs/ different media or formats to: <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. |

| | | |
|---|----------------|---|
| | | SPEAKING AND LISTENING 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. |
| <ul style="list-style-type: none"> • Writing homework. | Writing | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

Week 10, Lesson 2

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Internet of Things

OBJECTIVES

- Identify the benefits and issues in the homework reading.
- Analyze one silent video on the Internet of Things.
- Analyze one overview video on the Internet of Things.

MATERIALS

Activity #1:

- Handout (attached to Week 10, Lesson 1): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
You Can't Avoid the Internet of Things Hype, So You Might As Well Understand It
<http://www.digitaltrends.com/home/heck-internet-things-dont-yet/>
- Classroom Resource: Flip chart paper and markers.

Activity #2:

- Video: *Life Simplified with Connected Devices* (running time: 05:37)
<https://www.youtube.com/watch?v=NjYTzvAVozo>

Activity #3:

- Video: *What is the Internet of Things?* (running time: 03:21)
<https://www.youtube.com/watch?v=LVIT4sX6uVs>
- Classroom Resource: Markers.

ACTIVITY #1: Identify the Benefits and Issues in the Homework Reading – 40 minutes.

- Tell students they are going to use the homework article to help them fill out the journal pages that will prepare them for their writing assignment.
- Write the upcoming writing assignment questions on the board that are relevant to this article:
 - What is the Internet of Things?
 - What are the benefits?
 - What are the issues?
- Put students in 3 groups and assign each group a different question. Tell groups to:
 - Make a master list of notes from all the group members that answers the group's question.
 - Write an introductory statement for your list.
 - Ask for examples:
 - The Internet of Things is _____.
 - The benefits of the Internet of Things _____.
 - The issues raised by the Internet of Things _____.
 - Transfer the list to a flip chart paper.
 - Prepare an engaging and exciting presentation.
- Have groups give their presentations.
 - Have students take notes in their journals on the appropriate page.

- After each presentation, ask:
 - Did anyone have anything to add or change?
 - Did anyone have a comment?
-

ACTIVITY #2: Analyze One Silent Video on the Internet of Things – 40 minutes.

- Tell students they are in the middle of a note-taking extravaganza. They will be taking more on two videos about the Internet of Things.
 - Tell students the first video has no talking in it and they must watch what the machines are doing to understand what the Internet of Things is doing.
 - Write the following question on the board:
 - What is the Internet of Things?
 - Tell them they are to make a list of as many things as possible that the Internet of Things is doing in the video. They will look at the video twice to maximize the list.
 - Watch the video twice.
 - Go round robin to have each student give a different thing that the Internet of Things did.
 - Record these on the board.
 - At the end ask:
 - What do you think are the benefits of this picture of the Internet of Things?
 - What are the issues?
-

ACTIVITY #3: Analyze One Overview Video on the Internet of Things – 40 minutes.

- Tell students this next video will touch on three of the questions for the writing assignment:
 - What is the Internet of Things?
 - What are the benefits?
 - What are the issues?
 - Watch the video twice and take the most notes possible to answer these three questions.
 - Create three large columns on the board and put the three questions above as headers.
 - Give out three markers and have students come to the board to put in a note in one of the categories.
 - Have those students give out the markers to three other students. Students are always to put a new piece of information into the right column.
 - Have students continue to give other students markers until no one has anything to add.
 - Go over each column separately.
 - Read out the different notes.
 - Then ask:
 - How would you summarize these facts in a few statements?
 - Ask different students for different statements.
 - Ask students to update their notes in their journals.
-

HOMEWORK

WRITE: Have students write two paragraphs on the Internet of Things:

- One that gives clear examples on the benefits of the Internet of Things.
- One that identifies what might be some of the issues of the Internet of Things.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 10, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------|--|
| <ul style="list-style-type: none"> Peer review 2 paragraphs on the Internet of Things. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>a. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.</p> <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Analyze a video on the Internet of Things and healthcare. Analyze 2 videos about the Internet of Things and industry. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>a. Summarize what has been read.</p> <p>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.</p> <p>c. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>d. Identify cause and effect implied in a paragraph.</p> <p>e. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>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.</p> <p>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).</p> |

| | | |
|--|----------------|--|
| | | <p>7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> • Research homework. | READING | <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>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.</p> <ul style="list-style-type: none"> a. Draw evidence from informational texts to support analysis reflection, and research. |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 10, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Internet of Things

OBJECTIVES

- Conduct a peer review of two paragraphs on the Internet of Things.
- Analyze a video on the Internet of Things and healthcare.
- Analyze two videos about the Internet of Things and industry.

MATERIALS

Activity #1:

- Handout (attached to Week 9, Lesson 4): Make two copies for each student.
Audience Comment Page

Activity #2:

- Video: *Healthcare – The Internet of Things* (running time: 03:56)
<https://www.youtube.com/watch?v=8AkXW9EPFJg>

Activity #3:

- Video: *What is the Smart Grid?* (running time: 03:03)
https://www.youtube.com/watch?v=-8cM4WfZ_Wg
- Video: *The Industrial Internet in the Real World* (running time: 02:27)
<https://www.youtube.com/watch?v=KzXfDJWgmQ>

ACTIVITY #1: Conduct a Peer Review of Two Paragraphs on the Internet of Things – 40 minutes.

- Tell students they will now provide some constructive feedback on each others' paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraphs are trying to say and to offer good suggestions for making the written work more interesting.
- Ask:
 - What were the criteria for good summaries we used in Week 9, Lesson 4?
 - Put these on the board.
- Have students add any additional criteria to their notes for later use.
- Put students into groups of three.
- Have students take out their paragraphs.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the paragraphs they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their paragraphs.
- Have students pass their paragraphs to the left.
- After students have evaluated the paragraphs, they should pass them to their left and evaluate two new paragraphs.

- After students have evaluated paragraphs from two partners, they should give their evaluations to the writers, and the writers 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 paragraphs 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.
 - Tell students when rewrites of their paragraphs are due.
-

ACTIVITY #2: Analyze a Video on the Internet of Things and Healthcare – 40 minutes.

- Tell students they are going to extend their lists on the benefits and issues in the Internet of Things by looking at how it applies to other industries. They have looked at how household appliances have can make home lives more efficient; they will now look at how the Internet of Things will be affecting healthcare, the energy industry, and transportation, distribution, and logistics (TDL) processes.
 - Put three columns on the board with the headings:
 - How does it work
 - Benefits
 - Issues
 - Tell students to put these columns on a piece of paper for their notes and thoughts in response to a video on the Internet of Things and healthcare.
 - Students will need to be able to:
 - Explain what is happening in the Internet of Things in healthcare.
 - Explain the benefits.
 - Identify any issues.
 - Tell students they will watch the video twice. The first time to listen, watch, and jot down those things that make sense; the second time for additional details.
 - After the video, put students in pairs to compare notes and add new bits to their notes.
 - Ask the class:
 - How will the Internet of Things work in healthcare? Give full examples from the video.
 - Take notes on the board of their full answers.
 - What are the benefits?
 - Take more notes in the appropriate column.
 - Are there any issues you might be concerned with?
 - Take more notes in the appropriate column.
 - Have students take a look at all the notes and ask:
 - Is the Internet of Things of things going to have more benefits than issues?
 - Or the other way around—more issues than benefits?
 - What is your judgment?
-

ACTIVITY #2: Analyze Two Videos About the Internet of Things and Industry – 40 minutes.

- Tell students they are going to look at two other videos to see how the Internet of Things is being used in different industries.
- Unbelievable! They only need to take the notes they think they need to answer the following two questions:
 - How is the Internet of Things similar in different industries?
 - What are the differences?

- After watching the next two videos, have a discussion about the Internet of Things in homes, healthcare, in the power grid, and in the transportation, distribution, and logistics industry. (Define transportation, distribution, and logistics, or TDL, as needed.)
 - Watch each video. After each video, ask:
 - Do you want to watch it again to understand it better?
 - Re-watch videos based on students' request.
 - Put students in three groups. Assign one of the following to each group:
 - Healthcare.
 - Power Grid.
 - TDL System as it connects to the Power Grid.
 - Tell the different groups to:
 - Describe how the Internet of Things system works in their assigned industry.
 - Describe how their Internet of Things system is similar to the other Internet of Things systems.
 - Identify any significant differences.
 - Tell each group to report back on the findings.
 - After each group reports back, ask the class:
 - Any questions or additions?
 - After the report backs, ask:
 - What kind of world are all these Internet of Things going to build?
 - What are the clear benefits?
 - Concerns?
-

HOMEWORK

RESEARCH: Have students go online to find companies that are putting lots of money into the Internet of Things and what industries they are concentrating on. Search with subject lines like:

- "Big companies in Internet of Things" (there is lots of information there).

Students should come to class with:

- A list of companies putting big money in the Internet of Things.
- The industries or products they are concentrating on.

JOURNAL WRITING: Have students answer the following questions:

- Are you interested in working on the Internet of Things in your career?
- Why might this area be interesting to you?
- What do you think it might be like to work for these kinds of big companies?

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 10, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--------------------------|---|
| <ul style="list-style-type: none"> • Prepare to do research on CCCs Industry Partners and the Internet of Things. • Complete research. • Conduct research with peers. | READING | <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> <p>a. Draw evidence from informational texts to support analysis reflection, and research.</p> |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

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Week 10, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Internet of Things

Class to be held in the Technology Lab



OBJECTIVES

- Prepare to do research on CCCs Industry Partners and the Internet of Things.
- Complete research.
- Conduct research with peers.

MATERIALS

- None

ACTIVITY #1: Prepare to do Research on CCC's Industry Partners and the Internet of Things – 30 minutes.

- Tell students they are going to report on the industries they found in their research and then do some research on City Colleges' industry partners to see what they are up to in the Internet of Things and the kinds of jobs they have available.
- Ask:
 - How many of you are interested in Internet of Things-related jobs?
 - Why?
- Ask:
 - What big companies did you find are in the Internet of Things?
 - List the companies on the board.
 - What areas are these companies focused on?
 - Take notes on these on the board.
- Use the following list to clarify the City Colleges partner companies students should research. Read each company on the list, if it is already on the board, put a check mark next to the name. If it is not, put it on the list with a checkmark next to it. Here are the companies:
 - Cisco
 - CompTIA
 - IBM
 - Microsoft
 - SDI
 - Starter League
 - Verizon Wireless
- Tell students they are to do research on three companies by going online to find information on what local companies are up to in terms of the Internet of Things and employment. They are to take notes on:
 - What does the company do?
 - How is it involved in the Internet of Things?
 - What kinds of jobs are currently available at this company in the Chicago area?
- Tell students to set up their note-taking pages by:
 - Writing these questions on one page with space between them for notes on the first company they've chosen.

- Set up two other pages the same way for the second and third company they've chosen to research.
 - Before they start, ask:
 - What is some good search language for each of these questions?
 - Make a list of students' search suggestions.
 - Good examples include:
 - "Cisco Chicago"
 - "Cisco in Internet of Things"
 - "Cisco jobs in Chicago"
-

ACTIVITY #2: Complete Research – 60 minutes.

- Assist students with their research and working through the different sites to find valuable information.
 - Make announcements of good materials students have found by putting effective search suggestions or websites on the board.
-

ACTIVITY #2: Conduct Research with Peers – 30 minutes.

- Once students have completed their research, ask them to:
 - Meet with each other to find out interesting facts they discovered.
 - Take notes on those facts that are interesting to them.
 - Debrief by having students share their most interesting discoveries.
 - List these on the board.
 - End by asking:
 - Are there any companies you may be interested in working for?
 - What kinds of jobs look attractive to you?
-

HOMEWORK

WRITE: Have students write up their reports for the three companies they researched. Reports should:

- Give an overview of what the company does.
- Describe how the company is involved in the Internet of Things.
- Include what kinds of jobs are currently available in the Chicago area that are of interest to you.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 11, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|---|
| <ul style="list-style-type: none"> Summarize our knowledge of the Internet of Things so far. Watch and consider a video on some dangers of the Internet of Things. | READING/ SPEAKING AND LISTENING | <p>READING</p> <p>7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. <p>SPEAKING AND LISTENING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Research homework. | READING | <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> <p>a. Draw evidence from informational texts to support analysis reflection, and research.</p> |

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Week 11, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Issues Concerning the Internet of Things

OBJECTIVES

- Summarize knowledge of the Internet of Things so far.
- Watch and consider a video on some dangers of the Internet of Things.

MATERIALS

Activity #2:

- Video: *The Resident: How the Internet of Things is Dangerous* (running time: 03:07)
<https://www.youtube.com/watch?v=hWrXgn9LWUA>

ACTIVITY #1: Summarize Knowledge of the Internet of Things So Far – 60 minutes.

- Tell students it is time that we all catch up with where we are with the learning that will help with their completing their writing assignment. This week they will prepare for their writing assignment before they do an in-class open-book 45-minute essay by the end of the week. They will then work on the peer-review, editing, and rewriting process so they can turn in their best work.
- Write the writing assignment questions on the board:
 - What is the Internet of Things?
 - What are some examples of how the Internet of Things will work in the future?
 - What are some of the benefits?
 - What are the issues that most concern you? Why?
- Tell students they are going to work on in-class drafts of the first three questions today and do some more reading, video watching, and thinking about information that will help them prepare for the last question of the writing assignment.
- Tell students to get out their journals and to spend some time:
 - Adding new notes from classroom activities to their pages of notes with the writing assignment questions on them.
 - Reading over their notes and highlighting what they think are the most important ones.
- Put students into three groups and assign each group the following question.
 - What is the Internet of Things?
- Ask groups to:
 - Make a master list of the most important notes that help answer their assigned question.
 - Talk through a full paragraph that is both an introductory paragraph and addresses an audience who knows nothing about this topic.
 - Write the paragraph down for presentation.
- Have a volunteer from each group stand to read their paragraphs: loud, clear, and with expression!
- After each group reads a paragraph, ask:
 - What is effective about this paragraph?
 - Do you want to know more? What are your questions?
- Repeat this process for two more body paragraphs that answer these questions:
 - What are some examples of how the Internet of Things will work in the future?
 - What are some of the benefits?

ACTIVITY #2: Watch and Consider a Video on Some Dangers of the Internet of Things – 60 minutes.

- Tell students they are now going to work on the last question of the writing assignment:
 - What are the issues that most concern you? Why?
- Tell students to look at their notes and highlight those that they are most concerned about.
- Go round robin to students voice their concerns about the Internet of Things. Ask:
 - What are your concerns?
 - Why is this your concern?
 - Take notes on the board of students concerns and reasons.
- Tell students they are going to watch a video about some concerns around Internet of Things. They are to take notes on:
 - The benefits.
 - The issues.
- Watch the video. (Watch a second time based on student request.)
- Put students in pairs to make master lists of benefits and issues.
- Go round robin and collect first benefits and then issues—one at a time from a different person.
 - List these on the board.
- Ask:
 - Are the concerns in the video similar or different than the class concerns listed on the board?
 - Make additions to the student concern list so that it is complete.
- Draw the following continuum on the board:

Privacy is a:



- Go round robin to ask students where they feel they belong on the continuum.
 - Place a mark where they tell you to and put their name above that mark.
 - Ask each student their reasons for their position on the continuum.
- Write the following on the board:
 - How important is privacy to you?
 - What are your reasons for your position?
- Ask students to get out their journals and spend 5 minutes answering these questions. They must use freewriting techniques, meaning they are to keep writing even if they have nothing to say. Come up with something, it does not matter what.
- Use the continuum to put students into groups with similar opinions on privacy. Tell them to:
 - Make a master list of their opinions and reasons.
 - Plan to present their basic opinion and reasons to students with different opinions.
 - Their statement for their opinion should be clear.
 - Their reasons for their position should be fully explained.
- Have each group to make their presentation.
- After each presentation, ask:
 - As an audience:
 - Is the group's argument reasonable?
 - Are their reasons for their position persuasive?
 - Which reason or reasons are most persuasive to you?
 - Why?

- After all the presentations, ask:
 - Of the reasons for concern you heard today, which ones were of most concern to you?
 - What notes in your “concern” page in your journals do you want to make?
 - Give students some time to update their notes of what concerns them most.
-

HOMEWORK

RESEARCH: Have students complete research about the book *1984*.

- Find out everything you can about the book *1984*.
- Find out who Big Brother is in the book.
 - Look up trailers to the movie *1984*.
 - Look up animated videos of the story.
 - Use Wikipedia to find out the person who wrote it, the date it was written, and why the author wrote it.
 - Look up a short, readable summary of the plot of *1984*.
 - Get enough information to feel confident that you know what the book was saying about government power and surveillance.

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 11, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|--|
| <ul style="list-style-type: none"> • Read an article on the dangers of the Internet of Things. • Report out on different sections of the article. | READING/ SPEAKING AND LISTENING | READING 7. Integrate information from texts, charts, and graphs/ different media or formats to: <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. SPEAKING AND LISTENING 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. |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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Week 11, Lesson 2

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Issues Concerning the Internet of Things

OBJECTIVES

- Watch a video and read an article on the dangers of the Internet of Things.
- Report out on different sections of the article.

MATERIALS

Activity #1:

- Video: 1984 Book Trailer (running time: 01:25)
<https://www.youtube.com/watch?v=sKI4TKENRSg>
- Handout (attached): Make one copy for each student.
Big Brother Is Coming: Google, Mass Surveillance, and the Rise of The Internet of Things
http://www.salon.com/2014/03/26/big_brother_is_here_google_mass_surveillance_and_the_rise_of_the_internet_of_things_partner/
- Classroom Resource: Flip chart paper and markers.
- Classroom Resource: Dictionaries.

ACTIVITY #1: Read an Article on the Dangers of the Internet of Things – 60 minutes.

- Tell students they are going to read an article that is very, very worried about the implications of the Internet of Things.
- But first, ask:
 - What did you all find out about the book 1984?
 - What did you find out about Big Brother?
- Write students' findings on the board.
- Watch the 1984 Book Trailer.
 - Add to the list of findings.
 - Re-define what Big Brother is, as needed.
- Pass out *Big Brother Is Coming: Google, Mass Surveillance, and the Rise of The Internet of Things*.
- Ask:
 - What is the relationship between what they know of 1984 and the title of this reading?
 - What do they expect the reading will be about?
- Have students read the introduction of the article.
 - They should underline what they think the article is about.
- Put students in pairs to answer these two questions:
 - What is the article going to be about? Say it in one sentence.
 - How do you know? What is the evidence from the article?
- Go from pair to pair to answer the two questions.
 - Write the different statements on the board.
- Next, assign different paragraphs from the article to the different pairs to practice reading aloud to each other.
 - Students should look up any word they need to and practice those words they have a hard time pronouncing.

- Pull the class back together and have them go round robin to have the different students read their assigned paragraphs to the class: loud, clear, and with feeling.
 - Next, have pairs meet to respond to these two instructions:
 - What does this author do to make you interested in his essay?
 - Give examples of what you mean.
 - Pull the class back together and have a discussion about how the author gets audiences interested in his topic.
 - Next, put students into three groups, and assign them one of the following sections in the article:
 - Home Invasion
 - Commercial Stalking
 - The Great Outdoors
 - Have each group:
 - Read their section.
 - Come up with one statement that summarizes what the section is trying to say.
 - Assign different members to look at the numbered paragraphs:
 - These numbers indicate paragraphs that offer a new example of what the author is trying to say. The task is to be able to talk about these examples in your own words.
 - To prepare for their presentations, have each group:
 - Write down their statement on a piece of flip chart paper.
 - Have different members of the group report on the different examples from the text in their own words.
 - They can use their own notes for their presentation.
-

ACTIVITY #2: Report Out on Different Sections of The Article – 60 minutes.

- Have groups give their presentations in the following order:
 - Home Invasion
 - Commercial Stalking
 - The Great Outdoors
 - After each presentation, ask:
 - Does anyone have any questions?
 - Any comments?
 - Lastly, have everyone read the final paragraph: “What about our democracy?”
 - Write the following questions on the board.
 - What is the author trying to conclude in this paragraph?
 - How could corporations and government take advantage of all our information?
 - How could the Internet of Things hurt our democracy?
 - According to the author, why is our privacy so important to maintaining democracy?
 - Have an open discussion of each of these questions.
-

HOMEWORK

JOURNAL WRITING: Have students answer the following questions:

- Are new forms of corporate and government surveillance of concern to you?
- What are your reasons?

Big Brother is coming: Google, mass surveillance, and the rise of the “Internet of Things”

Adapted and paraphrased from original source:

http://www.salon.com/2014/03/26/big_brother_is_here_google_mass_surveillance_and_the_rise_of_the_internet_of_things_partner/

Original authors: Catherine Crump and Matthew Harwood, TomDispatch.com

Estimates vary, but by 2020 there could be over 30 billion devices connected to the Internet. Once dumb, they will have smartened up thanks to sensors and other technologies embedded in them and, thanks to your machines, your life will quite literally have gone online.

The implications are revolutionary. Your smart refrigerator will keep an inventory of food items, noting when they go bad. Your smart thermostat will learn your habits and adjust the temperature to your liking. Smart lights will light up dangerous parking garages, even as they keep an “eye” out for suspicious activity.

A future Internet of Things does have the potential to offer real benefits, but the dark side of that seemingly shiny coin is this: companies will increasingly know all there is to know about you. Most people are already aware that virtually everything a typical person does on the Internet is tracked. In the not-too-distant future, however, real space will be increasingly like cyberspace, thanks to our rush toward that Internet of Things. With the rise of the networked device, what people do in their homes, in their cars, in stores, and within their communities will be monitored and analyzed in ever more intrusive ways by corporations and, by extension, the government.

And one more thing: in cyberspace it is at least theoretically possible to log off. In your own well-wired home, there will be no “opt out.”

You can almost hear the haunting narrator’s voice from an old “Twilight Zone” episode saying, “Soon the net will close around all of us. There will be no escape.”

Except it’s no longer science fiction. It’s our barely distant present.

Home Invasion

Welcome to a world where everything you do is collected, stored, analyzed, and, more often than not, packaged and sold to strangers—including government agencies.

(1) In January, Google announced its \$3.2 billion purchase of Nest, a company that manufactures intelligent smoke detectors and thermostats. The signal couldn’t be clearer. Google believes Nest’s vision of the “conscious home” will prove profitable indeed. And there’s no denying how cool the technology is. Nest’s smoke detector, for instance, can

differentiate between burnt toast and true danger. In the wee hours, it will conveniently shine its nightlight as you groggily shuffle to the toilet. It speaks rather than beeps. If there's a problem, it can contact the fire department.

The fact that these technologies are so cool and potentially useful shouldn't, however, blind us to their invasiveness as they operate 24/7, silently gathering data on everything we do. Will companies even tell consumers what information they're gathering? Will consumers have the ability to determine what they're comfortable with? Will companies sell or share data gathered from your home to third parties? And how will companies protect that data from hackers and other shady characters?

(2) The dangers aren't theoretical. In November, the British tech blogger Doctorbeet discovered that his new LG Smart TV was snooping on him. Every time he changed the channel, his activity was logged and transmitted unencrypted to LG. Doctorbeet checked the TV's option screen and found that the setting "collection of watching info" was turned on by default. Being a techie, he turned it off, but it didn't matter. The information continued to flow to the company anyway.

As more and more household devices—your television, your thermostat, your refrigerator—connect to the Internet, device manufacturers will undoubtedly follow a model of comprehensive data collection and possibly infinite storage. (And don't count on them offering you an opt-out either.) They have seen the giants of the online world—the Googles, the Facebooks—make money off their users' personal data and they want a cut of the spoils. Your home will know your secrets, and chances are it will have loose lips. The result: more and more of what happens behind closed doors will be open to scrutiny by parties you would never invite into your home.

Keep in mind that when such data flows are already being looked at, you'll no longer be able to pull down the shades, not when the Peeping Toms of the twenty-first century come packaged in glossy, alluring boxes. Many people will just be doing what Americans have always done—upgrading their appliances. It may not initially dawn on them that they are also installing surveillance equipment targeted at them. And companies have obvious reasons to hide this fact as much as possible.

As the "conscious home" becomes a reality, we will all have to make an important decision for ourselves: Will I let this device into my home? Renters may not have that option. And eventually there may only be Internet-enabled appliances.

Commercial Stalking

(1) The minute you leave your home you will not be able to avoid surveillance technologies. Physical sensors connected to the Internet are increasingly everywhere, ready to detect a unique identifier associated with you, usually one generated by your smartphone, then log what you do and leverage the data you generate for insight into your life. For instance, Apple introduced iBeacon last year. It's a service based on transmitters that employ Bluetooth technology to track where Apple users are in stores and restaurants. Apps that

use iBeacon gather a user's data, including his or her location, and sometimes can even turn on a device's microphone to listen in on what's going on.

(2) Another company, [Turnstyle Solutions Inc.](#), has placed sensors around Toronto that secretly record signals emitted by WiFi-enabled devices and can track users' movements. Turnstyle can tell, for instance, when a person who visited a restaurant goes to a bar or a hotel. When people log-on to WiFi networks Turnstyle has installed at area restaurants or coffee shops and check Facebook, the company can go far beyond location, collecting "names, ages, genders, and social media profiles," according to the [Wall Street Journal](#).

(3) The idea behind apps that track where you are is that business owners can use the data to tailor the customer experience to your liking. If you're wandering around the male grooming section of a particular retailer, the store could shoot you a coupon to convince you to purchase that full body trimmer that promises a smooth shave every time. If customers enter Macy's and zig right more often than left, the store can strategically place what's popular or on sale in those high-traffic areas. This is basically what's happening online now, and brick and mortar stores want in so they can compete against the Amazons of the world.

(4) Not so surprisingly, however, such handy technology has already led to discriminatory behavior by retailers. About a year ago, an investigation by the *Wall Street Journal* found that prices quoted by online retailers like Staples and Home Depot changed based on who the customer was. People who lived in higher-income areas generally received the best deals, which is a form of digital discrimination. In the future, count on brick and mortar stores to do the same thing by identifying your phone, picking up data about you, and pricing items according to just how juicy a customer they think you may be.

The Great Outdoors

(1) Recently, Newark Liberty International upgraded lighting fixtures at one of its terminals to a more eco-friendly alternative known as LEDs. It turns out, however, that energy efficiency wasn't the only benefit of the purchase. The fixtures also double as a surveillance system of cameras and sensors that the Port Authority of New York and New Jersey is using to watch for long lines, identify license plates, and—its officials claim—spot suspicious behavior.

(2) With all the spying going on these days, this may not seem particularly invasive, but don't worry, the manufacturers of such systems are thinking much bigger. "We see outdoor lighting as the perfect infrastructure to build a brand new network," said Hugh Martin, CEO of Sensity Systems, a Sunnyvale, California-based company interested in making lighting smart. "We felt what you'd want to use this network for is to gather information about people and the planet."

Pretty soon, just about anywhere you are, when you look up at that light pole, it is likely to be looking back down at you. Or into your home or car.

(3) Private surveillance technology is also destroying one of America's most important freedoms: the open road. License plate readers are proliferating across America. These devices snap a picture of every passing car. One company, Vigilant Solutions, already holds 1.8 billion license plate records in its data warehouse, known as the National Vehicle Location Service (NVLS). Anyone with access to this information could easily find out where a person has driven simply by connecting the plate to the car owner. And keep in mind that it's up to the companies gathering them to determine just who can access the information—data of immense interest to private investigators and anyone else curious to track another person's movements.

What about our democracy?

There's simply no way to forecast how corporations seeking financial advantage and governments craving ever more control will use all the information they can collect. Chances are the Internet of Things will make it harder for us to control our own lives, as we grow increasingly easier to be seen by powerful corporations and government institutions that are becoming very hard for us to see.

To stay on top of important articles like these, sign up to receive the latest updates from TomDispatch.com [here](#).

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 11, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Identify important notes for the last question for the Internet of Things writing assignment. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |
| <ul style="list-style-type: none"> Do oral versions of your concerns about Internet of Things. | SPEAKING AND LISTENING | 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. |
| <ul style="list-style-type: none"> Writing homework. | 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. |

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Week 11, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Issues Concerning the Internet of Things

OBJECTIVES

- Identify important notes for the last question for the Internet of Things writing assignment.
- Do oral versions of your concerns about Internet of Things.

MATERIALS

Activity #2:

- Classroom Resource: Flip chart paper and markers.

ACTIVITY #1: Identify Important Notes for the Last Question for the Internet of Things Writing Assignment – 60 minutes.

- Tell students they are going to practice the last question for their writing assignment in preparation for the 45-minute essay during the next class.
- Have students take out their journals and:
 - Read their journal entries over and underline those sections that clearly state their own opinions and concerns about the Internet of Things.
 - Allow students to spend more time journaling to get more of their concerns and reasons for their concerns on paper, as needed.
- Have a few students present their concerns and reasons that they have written about so far. Build an outline of what they are saying on the board.
 - Take notes that highlight the name of each students' concern and their reasons beneath.
 - For each student, ask for examples and/or explanations of each reason.
 - Show how to take notes about these examples and/or explanations under each reason.
- Stress that it is very important that students talk about how they really think and not how other classmates think. You and their audience are not looking for how well they did the assignment, but if they are saying something real and important about how our world is evolving.
- Write the following questions on the board:
 - Can you tell me about the concern or concerns you have about the Internet of Things of the future?
 - What is one statement that summarizes your concern? (Write that down)
 - What are your reasons for the concerns? (Write down each separate reason)
 - What are the examples or explanations they have for their reasons?
- Put students into pairs to help each other develop their own outline for their concerns. Tell students to:
 - Start with one questioner and one answerer.
 - Have the questioner to ask the questions on the board, one at a time, and listen to the answer.
 - Assist the answerer with identifying and writing down the parts of their outline.
 - The statement of their concerns.
 - The reasons for their concerns.
 - The examples and/or explanations that make their reasons clear.
 - Switch roles, so that there is a new questioner and answerer.

ACTIVITY #2: Do Oral Versions of Your Concerns About Internet of Things – 60 minutes.

- Tell students that everyone now wants to hear what each other has to say.
 - Give each student a piece of flip chart paper and a marker to put their outline on.
 - Have students stick their outlines up around the room.
 - Have each of the students talk through their concerns and reasons with the class using their outlines as a guide.
 - After each presentation, ask:
 - What was strong about this presentation of ideas?
 - What do you want to know more about?
 - After all the presentations, ask:
 - How can outlines help you be a good, clear writer?
 - Why would an audience appreciate you using an outline to organize and remind you of all you have to say?
-

HOMEWORK

WRITE: Have students write an outline for their entire Internet of Things paper, to be used in the 45-minute essay tomorrow.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 11, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Create criteria for a 45-minute essay. | SPEAKING AND LISTENING | <p>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.</p> <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> Write a 45-minute essay. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> f. 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. g. 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. h. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. i. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. |

| | | |
|---|----------------|---|
| | | <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>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.</p> |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 11, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Issues Concerning the Internet of Things

OBJECTIVES

- Create criteria for a 45-minute essay.
- Write a 45-minute essay.

MATERIALS

Activity #1:

- Student Work: Students should have brought their outlines to class.

Teacher Resource:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.
-

ACTIVITY #1: Create Criteria for a 45-Minute Essay – 40 minutes.

- Tell students to recreate their criteria for a good essay by answering the following questions. Ask these questions and then put their answers on the board:
 - What makes a good introduction?
 - Make sure the criteria include that the introduction has a thesis and it gets the attention and interest of the audience.
 - What makes for good paragraphs that provide your reasons and evidence?
 - Make sure the criteria include that the paragraphs have a clear topic sentence, give clear explanations, and are easy to understand.
 - What makes a good conclusion?
 - Make sure the criteria include that the essay applies ideas to a larger context, by making recommendations or using ideas in the essay to reach important goals.
 - Tell students not to panic. All they need to do is the best they can.
 - Tell students to get their homework outlines out.
 - Put students into pairs to hear and respond to each other's plans for the in-class essay.
 - Tell pairs they are to take turns, assigning one person to ask about the plans for the essay and one to speak about their plans. When the first person finished asking about the plans, pairs should switch roles and repeat the process so both students can be heard.
 - Tell students to make any changes to their outline that will improve their essays.
-

ACTIVITY #2: Write a 45-Minute Essay – 80 minutes.

- Tell students they are going to write an in-class essay. They are welcome to take the full 45-minutes.
- Tell them to relax and just trust that they have done the work they have needed to do to know their own minds.
- Also, they should relax because this is a first draft that they can improve later. It is not necessary that this essay come out perfectly.
- Students should focus on their ideas and their outlines to help them explain what they have to say to a real audience.

HOMEWORK

JOURNAL WRITING: Have students write about the following prompt in their journals.

- How was your first in class essay?
 - What was easy?
 - What was difficult?
 - Did any part of the process surprise you? Why?

TEACHER PREPARATION: Choose a grammar lesson that you think will be especially helpful for the student writing you have collected. Review the grammar lesson set attached to Week 2, Lesson 2 and choose a lesson that can help you prepare for next class.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 12, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for evaluating writing assignments. | SPEAKING AND LISTENING | <p>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.</p> <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> Evaluate others' writing assignments according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p>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.</p> |

| | | |
|---|-------------------------------------|--|
| | | <p>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.</p> |
| <ul style="list-style-type: none"> Identify top essay development concerns. Essay development homework. | <p>LANGUAGE/ WRITING</p> | <p>WRITING</p> <p>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.</p> <p>LANGUAGE</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. |

Week 12, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Internet of Things

OBJECTIVES

- Expand criteria for good multi-paragraph writing.
- Evaluate others' writing assignments.
- Identify top essay development concerns.

MATERIALS

Activity #2:

- Student Work: Students bring hard copies of the essay they wrote in the last lesson.
- Handout (attached to Week 1, Lesson 4, Activity #1): Make one copy for each student.
Criteria for a Good Essay
- Handout (attached to Week 9, Lesson 4): Make two copies for each student.
Audience Comment Page

Activity #3:

- Handout: Make one copy for each student.
The *Table of Contents* from the grammar and essay development text chosen for this course.

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

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on congratulating fellow students on their good writing, and giving them good ideas for improving their essays. Students will get peer feedback, your feedback, and then the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their essays for a final draft they will hand in next week.
- 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 were they?
- Write the following questions on the board in a big grid. Make one column for the questions and then add two columns for Current Writing Criteria and Additions:
 - What would make a reader interested in reading your essay?
 - What does an audience need at the beginning of the essay to get involved in reading?
 - Why does an audience need your ideas to be in different paragraphs?
 - How do paragraphs help the audience follow what you are trying to say?
 - What is a reader going to get out of reading your essay?
 - How can the final paragraph ensure that the audience takes away something valuable from your piece of writing?
- Put students in pairs to recount the answers to these questions from last time, and to add any new ideas they might have. Pass out the criteria for a good essay created in Week 1, Lesson 4 to jog their memories.

- For each questions go from pair to pair to fill the “Current Writing Criteria” category.
 - Go back around again to solicit “Additions” students would make to the criteria.
-

ACTIVITY #2: Evaluate Others’ Writing Assignments – 50 minutes.

- Tell students they will now provide constructive feedback on each other’s essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say, and to offer good suggestions for making the essay more interesting.
 - Put students into groups of three.
 - Have students take out their 45-minute essays.
 - Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the essays written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner’s work will help them when they have to rewrite their final essay.
 - Have students pass their essays to the left.
 - 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 gave 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 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. These essays with your evaluation will be handed back in Week 4, Lesson 3.
-

ACTIVITY #3: Identify Top Essay Development Concerns – 30 minutes.

- Tell students they will now get a chance to think about their essay development concerns.
- Ask:
 - What are some of the major 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:
 - Addressing your audience?
 - Paragraph development?
 - Shifting from paragraph to paragraph easily?
 - Lingering grammar issues?

- Pass out a copy of the *Table of Contents* of the grammar or writing development 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' writing?
 - What would you recommend?
- Go around the room to get ideas from all students.
- Based on student answers, assign three exercises for homework.
- Tell students that there will be grammar or essay development homework assignments for each day of this week.

HOMEWORK

COMPLETE: Have students complete three grammar or essay development assignments from the course's grammar text that address issues that the class identified in Activity #3.

TEACHER PREPARATION #1: Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays, and the student comments on those essays, to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts. Your comments should be handed back to students in Week 4, Lesson 3.

TEACHER PREPARATION #2: Choose two paragraphs or essay sections from student writings that demonstrate the kinds of grammar and essay development 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.

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 12, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------------|--|
| <ul style="list-style-type: none"> • Learn a critical grammar or essay development lesson chosen by the teacher. • Correct the grammar or essay development in a student writing assignment using the Editing Game format. • Grammar or essay development homework. | <p>WRITING/ LANGUAGE</p> | <p>WRITING</p> <p>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.</p> <p>LANGUAGE</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Various depending on the grammar exercise(s) chosen for the lesson. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <ul style="list-style-type: none"> • Various depending on the grammar exercise(s) chosen for the lesson. |

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Week 12, Lesson 2

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Internet of Things

OBJECTIVES

- Learn a critical grammar or essay development lesson.
- Play the Editing Game.

MATERIALS

Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The *Table of Contents* from the grammar and essay development text chosen for this course

Activity #2:

- Handout: Make one set of copies for each student.
Two paragraphs or sections of student writing that demonstrate the kinds of grammar or essay development challenges most students are having

ACTIVITY #1: Learn a Critical Grammar or Essay Development Lesson – 40 minutes.

- Choose and have students complete an activity that clearly addresses a significant class grammar or essay development challenge students are having.

ACTIVITY #2: Play the Editing Game #1 – 40 minutes.

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar, spelling, and/or essay development mistakes intact.
- Have students read the text and underline the grammar and essay development issues they find. While students are doing that, copy or project 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 essay development 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 essay development 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: Play the Editing Game #2 – 40 minutes.

- Have students form new teams.
 - Repeat the Editing Game described in Activity #2 with a different paragraph of student writing.
-

HOMEWORK

COMPLETE: Choose and assign grammar or essay development homework that will address significant grammar issues for students in the class.

TEACHER PREPARATION #1: Remember that student essays with peer evaluations and your evaluation should be handed back in the next lesson.

TEACHER PREPARATION #2: Choose a grammar lesson to use in the next class that you think will be especially helpful for the student writing you have collected.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 12 , Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--------------------------|--|
| <ul style="list-style-type: none"> Learn a critical grammar or essay development lesson chosen by the teacher. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. |
| <ul style="list-style-type: none"> Create a rewriting plan. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Grammar or essay development homework. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. 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. Use appropriate and varied transitions to create |

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| | | <p>cohesion and clarify the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> 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. <p>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.</p> |
|--|--|--|

Week 12, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Internet of Things

OBJECTIVES

- Learn a critical grammar or essay development lesson.
- Come up with a rewriting plan.
- Write with a partner audience.

MATERIALS

Activity #1:

- Handout: Make one copy for each student.
Chosen grammar lesson

Activity #2:

- Student Work: Students' writing assignments with student and teacher comments will be handed back to students.

ACTIVITY #1: Learn a Critical Grammar or Essay Development Lesson – 40 minutes.

- Choose and have students complete an activity that clearly addresses a significant class grammar or essay development challenge students are having.

ACTIVITY #2: Come Up with a Rewriting Plan – 40 minutes.

- Pass back student essays 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: Write with a Partner Audience – 40 minutes.

- Tell students to get out their journals and prepare to have another Writing Conversation.
 - 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 other portions of your essay?
 - What is your plan to improve the grammar and essay development in your essay?
 - Put students into pairs.
 - Have students write the first question in their journals and answer it. When students have finished their first answer, they should give their journal 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 rewrite their essays and bring them to class, as they will be used again in the next lesson.

COMPLETE: Choose and assign grammar or essay development homework that will address the significant grammar or essay development issues that students in the class are having.

TEACHER PREPARATION: Choose a grammar lesson to use in the next class that you think will be especially helpful for the student writing you have collected.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 12, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--------------------------|--|
| <ul style="list-style-type: none"> Learn a critical grammar or essay development lesson chosen by the teacher. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. |
| <ul style="list-style-type: none"> Begin the rewriting process on the computer. | WRITING | <p>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.</p> |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>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.</p> |

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Week 12, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on the Internet of Things



Class to be held in the Technology Lab

OBJECTIVES

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

MATERIALS

Activity #1:

- Handout: Make one copy for each student.
Chosen grammar lesson.

Activity #2:

- Student Work: Students should have brought their rewriting plans, essays, and evaluations to class.

Homework:

- Student Work: Students should review notes from the video from Week 9, Lesson 3.
The Growth of Global Communication: Humanity from Space (running time: 11:03)
<http://www.pbslearningmedia.org/resource/13e4105f-42a9-4a24-af9e-795941d61a32/the-growth-of-global-communication-humanity-from-space/>

ACTIVITY #1: Learn a Critical Grammar or Essay Development Lesson – 40 minutes.

- Choose and have students complete an activity that clearly addresses a significant class grammar or essay development challenge students are having.

ACTIVITY #2: Begin the Rewriting Process on the Computer – 80 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.

HOMEWORK

WRITE: Have students finish rewriting their essay.

STUDY: Have students study their notes about:

- *The Growth of Global Communication: Humanity from Space*
<http://www.pbslearningmedia.org/resource/13e4105f-42a9-4a24-af9e-795941d61a32/the-growth-of-global-communication-humanity-from-space/>

- Be clear on the role of the following:
 - Lead printing press letters.
 - The rise of reading and writing.
 - The electric telegraph.
 - The Transatlantic Telegraph Cable.
 - International cables and the global Internet.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 13, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|---|
| <ul style="list-style-type: none"> Summarize the "Growth of Global Communication". | <p align="center">READING/ SPEAKING AND LISTENING</p> | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>SPEAKING AND LISTENING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Watch a video about the first technology shift in human history. | <p align="center">READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. Cite several pieces of textual evidence that most |

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| | | <p>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.</p> <p>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).</p> |
| <ul style="list-style-type: none"> Write class summaries. | <p>WRITING/ SPEAKING AND LISTENING</p> | <p>WRITING</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SPEAKING AND LISTENING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Reading homework. | <p>READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>a. Summarize what has been read.</p> <p>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.</p> <p>c. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>d. Identify cause and effect implied in a paragraph.</p> <p>e. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>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.</p> <p>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).</p> |

Week 13, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Impact of Technological Change on Communities

OBJECTIVES

- Summarize *The Growth of Global Communication*.
- Watch a video about the first technology shift in human history.
- Write class summaries.

MATERIALS

Activity #1:

- Student Work: Students should have reviewed their notes from the video from Week 9, Lesson 3. *The Growth of Global Communication: Humanity from Space* (running time: 11:03)
<http://www.pbslearningmedia.org/resource/13e4105f-42a9-4a24-af9e-795941d61a32/the-growth-of-global-communication-humanity-from-space/>
- Classroom Resource: Five index cards with one of the following on each:
 - Lead printing press letters.
 - The rise of reading and writing.
 - The electric telegraph.
 - The Transatlantic Telegraph Cable.
 - International cables and the global Internet.

Activity #2:

- Video: *The History of Us: Humanity from Space (agriculture)* (running time: 11:20)
<http://www.pbslearningmedia.org/resource/f01a4502-b972-4a39-8021-e0f046dfba42/the-history-of-us-humanity-from-space/>

Homework:

- Handout (attached): Make one copy for each student.
The Disappearing Family Farm
<https://realtruth.org/articles/100607-006-family.html>

ACTIVITY #1: Summarize *The Growth of Global Communication* – 40 minutes.

- Tell students they are going to reconstruct their summaries of *The Growth of Global Communication*, as preparation for watching more *Humanity from Space* videos, which will help us have a greater insight into today's economy. By reconstructing our understanding of *The Growth of Global Communication* and watching an additional video, we will be able to construct understandings of three major historical movements in human history.
- Tell students understanding these three major shifts will give them a basis for looking at more of American History, and the great changes people have been going through in just the last 250 years.
- Tell students they are going to work in groups to reconstruct a portion of what they learned in the *Global Communication* video.
- Create three to five groups, depending on class size. If you have five groups, have each group pick a card. If you have three groups, go from group to group to have them pick cards until they are gone. Some groups will have more work to do than the others.

- Lead printing press letters.
 - The rise of reading and writing.
 - The electric telegraph.
 - The Transatlantic Telegraph Cable.
 - International cables and the global Internet.
 - Write the following questions on the board:
 - What are the facts about your Global Communication topic?
 - How did these facts change the world?
 - Tell groups to:
 - Gather the facts from their notes.
 - Make a master list of the notes.
 - Write a group summary of the facts.
 - Address your summary to an audience who has not seen the video.
 - Discuss how these facts impacted the world.
 - Take notes on the group's ideas.
 - Give everyone a role in presenting the summary and the group's ideas.
 - Write the following topics on the board:
 - Lead printing press letters.
 - The rise of reading and writing.
 - The electric telegraph.
 - The Transatlantic Telegraph Cable.
 - International cables and the global Internet.
 - Tell students to present their summaries and ideas about world impact, in the order of the items on the board. After each summary ask:
 - Is this summary clear?
 - Would an audience who has never seen the video understand your summary?
 - Why or why not?
-

ACTIVITY #2: Watch a Video About the First Technology Shift in Human History – 40 minutes.

- Tell students that they are now going to look at the very first shift in human history that had a dramatic impact on the way people lived.
- Ask:
 - Any guesses as to what major shift this was?
 - Write students guesses on the board.
- Tell students that they are to take as many notes on facts as they can, while watching this next video. These facts will help them in the game we will play after the video.
- Watch the video.
- Put students in pairs to:
 - Make a master list of the facts they both took notes on.
 - Write six questions along with six answers they will use to quiz the class on what they know about the video.
- Ask: Who wants to be the first lead? Then have students follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.

ACTIVITY #3: Write Class Summaries – 40 minutes.

- Tell students they are going to write summaries of the video based on the facts they have all quizzed each other about. They can write summaries individually or with a partner.
- Tell students that their summaries must:
 - Be in their own words.
 - Be addressed to someone who has not seen the video.
 - Include the most important facts in the video.
 - Describe the impact that the rise of agriculture had on the world.
- Allow students to work with a partner, or new partners, to read their written summaries to each other and make changes, as needed.
- When students are ready, have them stand to read their summaries to the class: loud, clear, and with feeling.
- After each summary, ask:
 - What about this summary is clear and interesting?
 - Was there any wording in the summary that was especially effective?
 - Would an audience that has not seen the video want to hear more?

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *The Disappearing Family Farm*
<https://realtruth.org/articles/100607-006-family.html>
 - Underline all the facts in this article.
 - Make a list of these facts.
 - Make a list of six questions you can use to quiz the class.

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The Disappearing Family Farm

Adapted and paraphrased from original source: <https://realtruth.org/articles/100607-006-family.html>

Original author: The Real Truth™

The lifestyle of the family farmer is fading fast. How does this affect you?

In the 21st century, few are able to step outside on a warm summer morning and hear hens clucking contentedly and cattle lowing in the field. Nor are they able to walk to the garden and pull up fresh carrots, harvest luscious lettuce and pick tomatoes from the vine. This way of life is rapidly disappearing.

Gone for most are the times when farmers would work together with their wives and children to feed the cows or harvest that year's crop of onions and garlic from the garden. Gone are the days when youngsters, after finishing their chores, could run down to the pond, straddle the branch of a large willow, lean back against the trunk, and spend an idyllic hour watching the turtles and fish or listening to the yellow warbler while looking out over acres of cornfields.

Gone are the evening meals where families recounted the day's accomplishments. A class of society is being lost, and with it, the familiar barns and sprawling rural landscapes are fading at an alarming rate. The concept of a small family farm—one that has been owned and operated by one family for possibly several generations—has been all but destroyed.

Changing Structure

The growth of cities plays a major part in the disappearance of the family farm.

"According to the Census of Agriculture," a United States Department of Agriculture report revealed, "the number of U.S. farms fell sharply until the early 1970s after peaking at 6.8 million in 1935...By 2002, about 2.1 million farms remained."

"The American Farmland Trust estimates an acre of U.S. farmland goes into development every two minutes, while Environment Colorado estimates the state lost 1.26 million acres of agricultural land between 1997 and 2002," *The Denver Post* reported. "This loss averages 690 acres per day in Colorado, the third highest in the nation."

Statistics Canada said the situation there is similar, as the amount of farms surveyed by the census "continues to drop, according to data from the 2006 Census of Agriculture, declining 7.1% to 229,373 farms over the five-year period between the censuses...This represents 17,550 fewer farms than in 2001."

As the farming community ages, those within it and the land they own come under intense pressure. Aging farmers and ranchers, whose average age has risen from 52 to 57 during the last 20 years, are often retiring without a younger family member willing to take over, thus too often removing multi-generation ranches and farms from production” (ibid.).

Statistics show that less than a third of farms have decided on who will take over the farm when the current farmer dies. Many young couples are unwilling to invest \$500,000 in a business that requires them to work 12-16 hours per day throughout most of the year and then get a return in amounts that are equal to what a farmers’ wages would have been 30 years ago.

Bright city lights are another distraction. Today, farming is looked down upon while city-based, high-paying white-collar jobs seem glamorous. Also, some farmers do not want their children to have to “work as hard as I do,” and advise them to pursue a different profession.

Economic Imbalances

Another reason for the disappearing family farm is the ever-increasing difference between income and soaring expenses. Net farm income in 2000 dropped to \$39.7 billion—the lowest since 1995. On the other hand, production expenses rose to \$197.5 billion or 88 percent of gross cash income—the highest since 1980-1984.

While food prices have gone up substantially in supermarkets, the wages farmers are paid have been left out of the equation. Although private manufacturers can include all their costs plus a fair profit, government boards often set prices for what farmers receive for their products. Because of this, the United States Bureau of Labor Statistics projected that farmers will have the largest job loss of any other occupation.

“It has been estimated that living expenses for the average farm family exceed \$47,000 per year,” an Environmental Protection Agency report stated. “Clearly, many farms that meet the U.S. Census’ definition would not produce enough income to meet farm family living expenses. In fact, fewer than 1 in 4 of the farms in this country take in an income of more than \$50,000.”

Growth of Agribusiness

Giant agribusinesses are an additional factor. Even though 90 percent of all farms are still owned by families or individuals, more and more farms are becoming “corporations.” These giant agribusinesses are not just involved in local farming, but also in the distribution, processing, storage and retail of farm products nationwide. The result is that milk in a carton now can contain the milk of hundreds of cows. The same can be said of the fast-food burger.

“The days when hamburger meat was ground in the back of a butcher shop, out of scraps from one or two sides of beef, are long gone...the huge mixture of animals in most American ground beef plants has played a crucial role in spreading *E. coli* and other bacteria...” Eric

Schlosser wrote in *Fast Food Nation*. "A single fast food hamburger now contains meat from dozens or even hundreds of different cattle."

As small family farms are squeezed out of existence, investment groups are buying more and more land, according to a *Reuters* article.

"The World Bank and the United Nations Food and Agriculture Organization (FAO) cited the trend in a report in January, noting a 'sharp increase' in agricultural investments the world over. Such private investment could offer significant benefits to the sector by helping modernize farming tools and techniques," the agency said.

"Not everybody is thrilled by Wall Street's hayride, however. They worry in particular about what they label an unfair transfer of valuable land and water resources from the poor to the wealthy."

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 13, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|---|---|
| <ul style="list-style-type: none"> Analyze the homework article. | <p style="text-align: center;">READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>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.</p> |
| <ul style="list-style-type: none"> Watch a video about a second major technological shift in human history. | <p style="text-align: center;">READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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). |
| • Write class summaries. | READING/ SPEAKING AND LISTENING | <p>READING</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SPEAKING AND LISTENING</p> <p>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</p> |
| • Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |

Week 13, Lesson 2

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Impact of Technological Change on Communities

OBJECTIVES

- Analyze the homework article.
- Watch a video about a second major technological shift in human history.
- Write class summaries.

MATERIALS

Activity #1:

- Handout (attached to Week 13, Lesson 1): Students should have brought their copies to class, however the teacher may decide to have extra copies on hand.
The Disappearing Family Farm
<https://realtruth.org/articles/100607-006-family.html>

Activity #2:

- Video: *Urbanization: Humanity from Space (Industrial Revolution)* (running time: 11:58)
<http://www.pbslearningmedia.org/resource/20301442-51b6-47bf-a305-0da9b2f139eb/urbanization-humanity-from-space/>

Homework:

- Handout (attached): Make one copy for each student.
U.S. manufacturing jobs fading away fast
http://usatoday30.usatoday.com/money/economy/2002-12-12-manufacture_x.htm

ACTIVITY #1: Analyze the Homework Article – 40 minutes.

- Tell students they are going to use the questioning game they used for their last video to understand the homework article.
- Put students into pairs to:
 - Review their facts and questions.
 - Take notes on what their partner got and they missed.
 - Settle on 10 questions for the question game.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- After all the questions have been asked and answered, ask:
 - What is the author's view about the disappearance of family farms?
 - What parts of the article give you that idea?
 - Can you read specific sentences that show the author's opinion?

ACTIVITY #2: Watch a Video About a Second Major Technological Shift in Human History – 30 minutes.

- Tell students that they are now going to look at the very second shift in human history that had a dramatic impact on the way people live now.
- Ask:
 - Any guesses as to what the second major shift is?
 - Write students guesses on the board.
- Tell students that they are to take as many notes on facts as they can while watching this next video. These facts will help them in the game they will play after the video.
- Watch the video.
- Put students in pairs to:
 - Make a master list of the facts they both took notes on.
 - Write six questions along with six answers they will use to quiz the class on what they know about the video.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.

ACTIVITY #3: Write Class Summaries – 50 minutes.

- Tell students they are going to write summaries of the video based on the facts they have quizzed one another on. They can write summaries individually or with a partner. Tell students their summaries must:
 - Be in their own words.
 - Be addressed to someone who has never seen the video.
 - Include the most important facts in the video.
 - Describe the impact that the rise of agriculture had on the world.
- Allow students to work with a partner, or new partners, to read their written summaries to each other and make changes, as needed.
- When students are ready, have them stand to read their summaries: loud, clear, and with feeling.
- After each summary, ask:
 - What about this summary is clear and interesting?
 - Was there any wording in the summary that was especially effective?
 - What would you like to hear more about?

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *U.S. manufacturing jobs fading away fast*
http://usatoday30.usatoday.com/money/economy/2002-12-12-manufacture_x.htm
 - Underline all the facts in this article.
 - Make a list of these facts.
 - Make a list of six questions you can use to quiz the class.

U.S. manufacturing jobs fading away fast

Adapted and paraphrased from original source:

http://usatoday30.usatoday.com/money/economy/2002-12-12-manufacture_x.htm

Original author: Barbara Hagenbaugh, USA TODAY

ROCHESTER, N.Y. — Charles Seitz remembers when Rochester was a bustling manufacturing town. Now, all the 58-year-old unemployed engineer sees is a landscape of empty buildings.

"There's nothing made here anymore," the former Eastman Kodak employee says, his eyes welling with tears as he talks about his struggle to find a new job. "Wealth is really created by making things. I still believe that."

It's a situation that's been playing out across the country for decades but has received increased attention in recent years.

Fifty years ago, a third of U.S. employees worked in factories, making everything from clothing to lipstick to cars. Today, a little more than one-tenth of the nation's 131 million workers are employed by manufacturing firms. Four-fifths are in services.

The decline in manufacturing jobs has swiftly increased since the beginning of 2000. Since then, more than 1.9 million factory jobs have been cut—about 10% of manufacturing's workforce. During the same period, the number of jobs outside manufacturing has risen close to 2%.

Many of the factory jobs are being cut as companies respond to a sharp rise in global competition. Unable to raise prices—and often forced to cut them—companies must find any way they can to reduce costs and hang onto profits.

Jobs are increasingly being moved overseas as companies take advantage of lower labor costs and position themselves to sell products to a growing—and promising—international market. Economy.com, an economic consulting firm in West Chester, Pa., estimates that about 1.3 million manufacturing jobs have been moved abroad since the beginning of 1992—with most of them moving in the last three years. Most of those jobs have gone to Mexico and East Asia.

Last month, film giant Eastman Kodak—the largest employer in Rochester and the central focus of the community since the company was founded by George Eastman in 1888—announced it was shutting down an area plant and laying off the 500 employees who make single-use, sometimes called "throw-away," cameras. The work will now be done in China or Mexico, two countries where the company already has operations.

The movement of jobs to other countries angers Seitz the most.

"The United States got to where it is today by making things," he says. "People are suffering, and communities are suffering."

Four years ago, the materials engineer was laid off after 26 years at Kodak. It was right before Christmas, and he was two months away from being eligible for full retirement benefits.

Seitz's father had worked as a toolmaker at Bausch & Lomb, another major Rochester employer. After leaving Kodak, Seitz found work at another manufacturer, but was laid off after 1 ½ years. He's since worked a bit for his son-in-law's plumbing business and is now collecting unemployment benefits .

Fearing for his job, Bill Williams, 56, took a buyout package from Kodak in January after 27 years with the company.

"I don't see much future in manufacturing," says Williams, who started out mopping floors and later ran a machine that coated film. "It's too easy for them to move their plants overseas."

Changing, not dying

Many in manufacturing disagree that the sector is dying. They say it's just changing. The sector's output grew for a decade through 2000 before weakening during the economic downturn in 2001 that swept across the economy but hit the manufacturing sector hardest. And economists say the change in manufacturing, although it is painful, is healthy for the sector and for the overall economy in the long run.

"It's good for us to exchange low-wage, manual kinds of labor with higher-skill, higher-tech, higher-education-content labor," says Federal Reserve Bank of St. Louis President William Poole, who compares what's happening with the decline in agricultural employment of the early 20th century.

"It's an ongoing process, but it obviously means that people who fall behind in required modern skills find their incomes advance more slowly, and they suffer a greater risk of unemployment," he says.

'Lifetime job'

For some, seeing a way of life disappear is too hard to swallow.

In Rochester, generations have worked in manufacturing, many families for the same employer. The thought of being laid off rarely crossed people's minds. Companies tried to take care of their worders, offering generous pay, pensions, and health benefits.

"You could almost count on a lifetime job," Mayor William Johnson says.

Johnson and other residents still talk about "Kodak bonus day," a once-a-year event when the company handed out checks to employees, from janitors to management. Checks weren't tiny—many totaled thousands of dollars. Local businesses, including auto dealers and appliance retailers, stayed open late as workers cashed checks and put money into the local economy.

"It was a holiday in this town," Johnson says.

Cab driver Joe Territo, 64, says in those days, "The company was dedicated to the employee, the employee was dedicated to the company."

Territo's story is typical of many in Rochester. His father worked for manufacturer General Dynamics for 40 years. After Territo got out of high school, his dad got him a job in the stock room. He rose to production supervisor but was laid off after working there for 11 years.

He then went to Xerox, where he worked for 13 years until being laid off in 1982. At that point, he was 44, and turned his part-time gig as a cab driver into a full-time job—a job the chatty man, who shows clients pictures of his kids and grandchildren, loves.

None of Territo's four kids is in the manufacturing sector: hairdresser, FedEx courier, photographer and hospital admitting clerk. He says they made the right choice. "The industry just isn't what it was years ago," he says while driving through the snow-covered streets of Rochester.

Contributing: Barbie Hansen and Rochester Democrat and Chronicle

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 13, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|---|
| <ul style="list-style-type: none"> Analyze the homework article. | <p align="center">READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>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.</p> |
| <ul style="list-style-type: none"> Watch a video on the impact of shifting technology on poor communities. Summarize the video and predict the impact of current technological changes. | <p align="center">READING/ LISTENING AND SPEAKING</p> | <p>READING</p> <p>7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. <p>LISTENING AND SPEAKING</p> <p>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</p> |

| | | |
|---|----------------|---|
| | | <p>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.</p> |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>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.</p> |

Week 13, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Impact of Technological Change on Communities

OBJECTIVES

- Analyze the homework article.
- Watch a video on the impact of shifting technology on poor communities.
- Summarize the video and predict the impact of current technological changes.

MATERIALS

Activity #1:

- Handout (attached to Week 13, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
U.S. manufacturing jobs fading away fast
http://usatoday30.usatoday.com/money/economy/2002-12-12-manufacture_x.htm

Activity #2:

- Video: *Men Adrift* (Scroll down the page to find the video) (running time: 6:45)
<http://www.economist.com/news/essays/21649050-badly-educated-men-rich-countries-have-not-adapted-well-trade-technology-or-feminism>

Activity #3:

- Classroom Resource: Three index cards with one of the following questions written on each:
 - How has the economy changed in Tallulah?
 - What is the impact of the changed economy on men?
 - What is the impact of the changed economy on women?

ACTIVITY #1: Analyze the Homework Article – 50 minutes.

- Tell students they are going to use the questioning game they used for their last video to understand the homework article.
- Put students into pairs to:
 - Review their facts and questions.
 - Take notes on what their partner got and they missed.
 - Settle on 10 questions for the question game.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- Put students in new pairs.

- Write the following questions on the board:
 - What has happened to the people in Rochester?
 - How do they feel about what has happened to them?
 - How does what has happened in Rochester affect the whole town?
 - How do manufacturers feel about the change?
 - Tell students that for each answer they must be able to answer (also write these questions on the board):
 - What parts of the article give you that idea?
 - Can you read specific sentences that show the author's opinion?
 - Go over each of the questions with the class, asking for references from the article after each answer they give in their own words.
-

ACTIVITY #2: Watch a Video on the Impact of Shifting Technologies on Poor Communities – 20 minutes.

- Tell students that they now have watched a video and then done some reading about the rise and fall of agriculture, and the rise and fall of manufacturing. The falls of both of these ways of life have had a very large impact on American society, and on many parts of the world. The video they are going to watch is going to show how the fall of agriculture and manufacturing, as major employment opportunities, have impacted poor communities.
 - Ask:
 - How do you think the fall of agriculture and manufacturing as major employment opportunities have impacted poor communities?
 - Have you witnessed the impact of the fall of farming or manufacturing on people or communities you know?
 - What are your predictions about what the video is going to be about?
 - List students' predictions on the board.
 - Watch the video. Students should take notes on:
 - The impact of the loss of agriculture and manufacturing on people in Tallulah Mississippi.
-

ACTIVITY #3: Summarize the Video and Predict the Impact of Current Technological Changes – 50 minutes.

- Tell students they are going to work on a summary of this video and talk about what they think the impact will be on Tallulah in the future.
- Put students in three groups.
- Have them each choose an index card.
- Write the following questions on the board.
 - How has the economy changed in Tallulah? Create a full description with examples.
 - What is the impact of the changed economy on men? Create a full description with examples.
 - What is the impact of the changed economy on women? Create a full description with examples.
- Tell groups to:
 - List the facts from the video that help them answer their question.
 - Come up with a summary of the facts to read to the class.
 - Make sure the summary is addressed to someone who has never seen the video.
- Have students stand and read their summaries: loud, clear, and with feeling.

- After each summary, ask:
 - Was the summary clear?
 - Would our audience understand your summary easily?
 - Do you have any suggestions for more information?
 - After all the summaries have been completed, ask:
 - Has what has happened in Tallulah happened anywhere else?
 - Can you give examples of different kinds of communities that have suffered from loss of jobs in farming and/or manufacturing?
 - What do you think needs to happen to keep communities healthy?
 - Put students back in their groups and write the following question on the board:
 - What are your recommendations for assisting poor communities to keep up with further technological change that is coming?
 - Ask groups to discuss this question and prepare their answer.
 - Ask each group their answers to the question and take notes on their answers on the board.
-

HOMework

WRITE: Have students prepare an outline for a 45-minute essay for the next class based on these questions:

- Summarize the two major shifts in human history.
- Summarize how these shifts have impacted poor communities.
- What are your recommendations for assisting poor communities to keep up with further technological change that is coming?
- Tell students they should feel free to use all their notes and writing they have done in the class so far. They should also take notes on their thoughts on this issue as part of their outline.

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 13, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Set up writing criteria. | SPEAKING AND LISTENING | <p>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.</p> <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> Practice and write an in-class essay. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> 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. <p>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.</p> |
|--|--|--|

Week 13, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: The Impact of Technological Change on Communities

OBJECTIVES

- Set up writing criteria.
- Practice and write an in-class essay.

MATERIALS

Activity #1:

- Classroom Resource: Flip chart paper and markers.

Activity #2:

- Student Work: Students should bring a hard copy of their homework outlines.
- Handout (attached to Week 9, Lesson 4): Make two copies for each student.
Audience Comment Page

ACTIVITY #1: Set Up Writing Criteria – 50 minutes.

- Tell students they are going to set criteria for a good essay, practice their essay with a partner, and write an in-class essay.
- In this activity, tell students you want them to put together some good clear suggestions for making their essays really easy for an outside audience to understand.
- Write the following three sets of instructions on the board:
 - List ways of getting an outside audience interested in your topic at the beginning.
 - Give some examples.
 - List ways of being clear to your reader about what you will be talking about in each explanatory paragraph.
 - Give some examples.
 - List ways of introducing your ideas, recommendations, or proposals in your conclusion.
 - Give some examples.
- Put students into three groups. Assign each group one of the sets of instructions.
- Give each group flip chart paper and markers to list and present the question and their examples.
- Have students give their presentations. After each presentation, ask:
 - Is this presentation clear and useful?
 - Do you have any other suggestions to add to their lists?
- Make additions and adjustments to the lists as needed.

ACTIVITY #2: Practice and Write an In-Class Essay – 70 minutes.

- Pass out the criteria for a good essay, and review it with students allowing them to add new criteria if appropriate.
- Have students get out their homework outlines.

- Write the following prompts on the board to structure their interaction.
 - Summarize the two major shifts in human history.
 - Summarize how these shifts have impacted poor communities.
 - What are your recommendations for assisting poor communities to keep up with further technological change that is coming?
 - Put students into pairs to listen and respond to their partners' plans for the 45-minute essay.
 - Tell pairs they are to take turns, assigning one person to ask about the plans for the essay and one to speak about their plans. When the first person finished asking about the plans, pairs should switch roles and repeat the process so both students can be heard.
 - Allow students to make any changes to their outline that will improve their essays.
 - Tell students that in an actual testing situation, they will need to put together their outline and then write an essay in 45 minutes. So today, they will have "extra" time for writing. They are to focus on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read over their work and make changes.
 - Time students as they write a 45-minute in-class essay. Collect these essays so that you can choose two paragraphs to use in the Editing Game for next class. These essays will also need to be returned to students for peer review in the next class as well.
-

HOMEWORK

TEACHER PREPARATION: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are exhibiting. 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.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 14, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------|---|
| <ul style="list-style-type: none"> Peer review of writing assignments. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> |
| <ul style="list-style-type: none"> Editing Game. Grammar homework. | LANGUAGE | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <ul style="list-style-type: none"> Various depending on the grammar exercise(s) chosen for the lesson. |

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Week 14, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Artificial Intelligence Now

OBJECTIVES

- Complete peer review of writing assignments.
- Play the Editing Game.

MATERIALS

Activity #1:

- Handout (attached to Week 9, Lesson 4): Make two copies for each student.
Audience Comment Page

Activity #2:

- Handout: Make one set of copies for each student.
Two paragraphs or sections of student writing that demonstrate the kinds of grammar or essay development challenges most students are having

Homework:

- Teacher Resource (attached to Week 2, Lesson 2): One copy for the teacher.
Chosen grammar lesson: *Activities for Teaching Writing Skills*.

ACTIVITY #1: Complete Peer Review of Writing Assignments – 60 minutes.

- Tell students they will now provide constructive feedback on each other's essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- Ask:
 - What kinds of things would happen when others are reading your work that would NOT make you feel happy and comfortable?
 - Write what students say on the board.
- Put students into groups of three.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the essays written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- 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 and ask questions to the evaluators as needed.
- Tell students that you will also evaluate their essays so they will each have three reviews to help with their rewrites. Have students hand in their essays along with the two evaluations from their peers. Tell students when you will be returning these essays with your evaluation and when their finals will be due.

ACTIVITY #2: Play the Editing Game – 60 minutes.

- Pass out typewritten copies of two paragraphs 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 until all the issues in the paragraph have been corrected.
- Repeat this process for a second paragraph of student writing that you have typed up.

HOMEWORK

COMPLETE: Have students complete teacher selected grammar homework.

TEACHER PREPARATION: Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, **DO NOT** correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts.

Information Technology Semester 1 Reading & Writing Lesson Plans

ASE Standards Covered For Week 14, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Set up note taking structure for Artificial Intelligence Unit. | SPEAKING AND LISTENING | 7. Predict potential outcomes and/or solutions based on oral information regarding trends. |
| <ul style="list-style-type: none"> Introduce Sci-Fi, Artificial Intelligence, and Hollywood. | READING | 7. Integrate information from texts, charts, and graphs/ different media or formats to: <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. |
| <ul style="list-style-type: none"> An Overview of Artificial Intelligence. Reading homework. | READING | 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text. <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |
| <ul style="list-style-type: none"> Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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Week 14, Lesson 2

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Artificial Intelligence Now

OBJECTIVES

- Set up note-taking structure for Artificial Intelligence.
- Introduce Sci-Fi, Artificial Intelligence, and Hollywood.
- Give an overview of Artificial Intelligence.

MATERIALS

Activity #1:

- Classroom Resource: Four index cards with one of the following questions on each:
 - What films can you think of that deal with Artificial Intelligence?
 - What is the future of Artificial Intelligence?
 - What could be the benefits of Artificial Intelligence?
 - What could be the dangers?

Activity #2:

- Video: *2001: A Space Odyssey film trailer* (running time: 03:16)
<https://www.youtube.com/watch?v=KWZrfkVo8rY>
- Video: *Terminator Genisys – Official Trailer 2* (running time: 02:31)
https://www.youtube.com/watch?v=jNU_jrPxs-0
- Video: *Her – Official Trailer 1* (running time: 02:30)
<https://www.youtube.com/watch?v=ne6p6MfLBxc>
- Video: *Transcendence Official Trailer* (running time: 02:31)
<https://www.youtube.com/watch?v=VCTen3-B8GU>

Activity #3

- Video: *The Rise of Artificial Intelligence* (running time: 08:40)
<http://www.pbslearningmedia.org/resource/1ecc10f5-239e-4d18-acb2-5422f00a6565/the-rise-of-artificial-intelligence-off-book/>

Homework:

- Handout (attached): Make one copy for each student.
Robotics can and will change our lives in the near future
<http://www.theguardian.com/zurichfutuology/story/0,,1920335,00.html>

ACTIVITY #1: Set Up Note-Taking Structure for Artificial Intelligence – 50 minutes.

- Tell students they are now going to take a look at Artificial Intelligence as it, like the Internet of Things, will impact our future in our technological age. They have seen how the fall of agriculture and manufacturing have impacted communities; now they will take a close look at Artificial Intelligence to see how it will influence all of us.
- But first, they need to get an understanding of what they have in their minds about Artificial Intelligence already.
- Write the following question on the board and then ask:

- What is Artificial Intelligence?
 - Write students' answers on the board.
 - Put students into four groups. Let each group pick an index card.
 - Tell each group to get out one piece of paper. Groups are to:
 - Write the question down.
 - Discuss and write their answer down. They will have two minutes for each question.
 - When you say "switch," they are to pass their index card(s) to the group to their left.
 - Repeat this process until all groups have answered all of the questions.
 - Write the questions on the board:
 - What films can you think of that deal with Artificial Intelligence?
 - What do you think is the future of Artificial Intelligence?
 - What could be the benefits of Artificial Intelligence?
 - What could be the dangers of Artificial Intelligence?
 - Ask the first question on the list to one of the groups.
 - After they give their answers, ask the class:
 - Does anyone have anything to add?
 - Write down all students' answers on the board.
 - Repeat for all four questions.
 - Ask:
 - What questions do you have about Artificial Intelligence?
 - Write these down and then take a picture of them to review later in the unit to see if their questions were answered.
 - Next, write down the following questions on the board:
 - What is Artificial Intelligence?
 - What Artificial Intelligence do we already have? Give examples.
 - What will Artificial Intelligence be like in the future? Give examples
 - What are the benefits?
 - What are the concerns?
 - Tell students to get out their journals and designate five pages to notes for the questions they have just answered and that are the prompts for their final writing project. They should:
 - Put the question at the top of each page.
 - Take notes on videos and articles on separate pages and then sort their most important notes onto the appropriate page.
 - In this way, they can gather what they learn from class to prepare for their final writing project.
-

ACTIVITY #2: Introduce Sci-Fi, Artificial Intelligence, and Hollywood – 30 minutes.

- Tell students they are going to watch a set of four video trailers all about films that deal with Artificial Intelligence.
- Put the following three questions on the board:
 - What is Artificial Intelligence in the movie?
 - Does this movie foresee that Artificial Intelligence will be a positive or negative influence on our future?
 - What is the evidence from the trailer?
- Give the example of *Star Wars'* R2D2 and C3PO.
 - Are these the two Artificial Intelligence characters in the movie? How do you know?
 - Are these two Artificial Intelligence characters menacing characters that create a dangerous future?
 - What is the evidence from the movies that show that these characters are not a menace to the future?

- Thus, how do the *Star Wars* movies portray Artificial Intelligence?
 - Watch the four trailers.
 - After each trailer, ask the three questions on the board.
 - What is Artificial Intelligence in the movie?
 - Does this movie foresee that Artificial Intelligence will be a positive or negative influence on our future?
 - What is the evidence from the trailer?
 - After all the trailers, ask:
 - What does Hollywood's attitude seem to be about Artificial Intelligence?
 - Do Hollywood films help to shape public opinion on subjects like Artificial Intelligence?
 - How can Hollywood films be convincing?
-

ACTIVITY #3: Give An Overview of Artificial Intelligence – 40 minutes.

- Tell students they are now going to watch a video that summarizes some of the work done by scientists in Artificial Intelligence.
 - Tell students to prepare to take notes on the facts that will help answer these three questions:
 - What is Artificial Intelligence like now?
 - What could Artificial Intelligence be like in the future?
 - What are the pros and cons?
 - Watch the video.
 - Ask if students want to watch it a second time to get more information into their notes.
 - Watch the video again as needed.
 - Put students in pairs to answer the questions. They need to:
 - Make a list of notes they took that answered each question.
 - Write down notes their partner got that they missed in their journals.
 - Ask one pair to answer the first question. After the pair answers the question, ask the other groups:
 - Do you have anything to add?
 - What examples can you give from the video to show your answer makes sense?
 - Take notes on student answers on the board.
 - After all the questions have been answered, ask:
 - What do think Artificial Intelligence looks like a field that will bring us real benefits?
 - What are your possible concerns?
 - Encourage students to get these responses in their final writing project notes.
-

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *Robotics can and will change our lives in the near future*
<http://www.theguardian.com/zurichfutures/story/0,,1920335,00.html>
 - Underline those parts of the article where the author says what we will use robots for in the future.
 - Underline those parts that let you know the author's viewpoint on robotics.

JOURNAL WRITING: Have students write about the following prompt in their journals.

- Do you think it would be a great idea to have robots helping us out with our errands in the future?
 - What would be some of the benefits?
 - What would be some of the concerns?

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Robotics can - and will - change our lives in the near future

Adapted and paraphrased from original source:

<https://www.theguardian.com/zurichfutures/story/0,1920335,00.html>

Original author: Mark W. Tilden, robot physicist

Will robots change our lives in the future? It's a funny question to ask when they're changing our lives now in so many ways and they have been for years. From the first time you saw a toaster pop up by itself, we've casually accepted that machines can be trusted to do things for us.

They record our shows, cook our food, play our music, and even run our cars. We just don't see it because these "robots" don't have a face we can talk to or a butt we can kick.

Technically, robots are automatic motorized tools, but they're generally known as clunky human-like objects that have bumbled about popular media for almost a century—comical mechanized characters, or menacing objects that can overpower us humans. Machines we can kill off in a movie without guilt.

Boom, there goes another one. The hero saves the day.

Sad actually. Mobile robots have gotten a bad rap from a lot of movies and video games, and not the least from the unfulfilled promises of the 20th century. What's taking these scientists so long? If robots are coming, then why can't I just buy one to do my work while I watch TV?

Well, if you do watch TV, you'll "know" that's a recipe for disaster (which ain't true, but whatever...), which is why, after a lifetime of building robots the old "serious" way, I decided to introduce something new to the mix: funny robots with personality flaws.

Since 2004 we've sold millions worldwide which has certainly changed some people's lives and attitudes (mainly kids), and not one of which has ever threatened a single 007 agent. All part of my plan to get robots out of negative fiction and into entertaining reality, where yearly I release my new devices on the unsuspecting public.

But it's not world domination I'm after. I know four things robots can do right now that will change our lives for the future, and all in a good way. The first is entertainment (done that), the second is grunt work in dangerous places (coming up), third is elderly care, and last but not least is tele-presence shopping, tourism, and assistance.

Imagine sitting at your computer and controlling a video game character through a mall or market, except it's not a game, it's a robot shopping for you in Tokyo while you sit comfortably in London, or wherever. With a live video and audio feed so you could haggle, you drive a legged humanoid robot about your size so you get a good sense of what would fit, and afterwards you go for a walk to see what the countryside has to offer.

In a future where the cost and inconvenience of travel will likely rise, why not rent-a-rob for an hour just to make sure that resort is up to standard? Or to check in on your mum? Or to help out at a disaster site? Or just get outside in anonymity?

Right now all modern technology is designed to bring the world to you; phone, radio, television, Internet, but if trends continue, robots will soon bring you to the world, everywhere, and at the speed of thought.

A mind and a hand where it's needed while you sit safely at home and run the show.

It's a future goal—something we know we can do if we can urge the market towards it, but it's one I like, and might even be able to do something about.

If it works, robots won't just change our lives in the future, they'll expand them. Not just for fun, but for necessity. We've taken the first steps into welcoming them into our homes, we just have to wait a bit to proctor them into making us more human.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 14, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|--|
| <ul style="list-style-type: none"> Analyze the homework article and watch a video. | READING/ SPEAKING AND LISTENING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>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.</p> <p>SPEAKING AND LISTENING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Watch 3 videos on companies' Artificial Intelligence products. | READING | <p>7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> <ol style="list-style-type: none"> Draw a conclusion Develop a coherent understanding of a topic or issue. Apply information sources to solve occupational and educational tasks. Compare and contrast different portrayals of the subject. Evaluate the advantages and disadvantages of using different mediums. |

| | | |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Discuss the benefits of Artificial Intelligence. | SPEAKING AND LISTENING | <p>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.</p> <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> Reading homework. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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). |
| <ul style="list-style-type: none"> Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 14, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Artificial Intelligence Now

OBJECTIVES

- Analyze the homework article.
- Watch three videos on companies' Artificial Intelligence products.
- Discuss the benefits of Artificial Intelligence.

MATERIALS

Activity #1:

- Handout (attached to Week 14, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Robotics can and will change our lives in the near future
<http://www.theguardian.com/zurichfuturology/story/0,,1920335,00.html>

Activity #2:

- Video: Google's Home Demo – Google IO 2016 (running time: 02:09)
<https://www.youtube.com/watch?v=2KpLHdAURGo>
- Video: Facebook's AI is Almost As Smart As You (CNET Update) (running time: 01:31)
<https://www.youtube.com/watch?v=BHvZp35IK7s>
- Video: Vi. The First True AI Personal Trainer on Kickstarter (running time: 04:33)
<https://www.youtube.com/watch?v=kH5iXm8P5I>
- Classroom Resource: Three index cards with the following questions written on them:
 - Index card #1: Google's Home Demo – Google IO 2016
 - How is this home-based technology the same as the Internet of Things video?
 - How is it different?
 - What does Artificial Intelligence add to the Internet of Things?
 - Index card #2: Facebook's AI is Almost As Smart As You
 - What is "deep text?"
 - How would it change the way people use Facebook?
 - What are the benefits and concerns?
 - Index card #3: Vi. The First True AI Personal Trainer on Kickstarter
 - What/who is "Vi?"
 - How does it work?
 - What are the benefits and concerns?

Activity #3:

- Handout (attached): Make one copy for each student.
4 Other New Artificial Intelligence Products
<http://www.inc.com/lisa-calhoun/7-artificial-intelligence-bots-ready-to-be-your-next-best-friend.html>
- Classroom Resource: Three dry erase markers

Homework:

- Handout (attached): Make one copy for each student.
Artificial Intelligence in Healthcare: A Smart Decision?
<http://healthstandards.com/blog/2013/02/19/artificial-intelligence/>

ACTIVITY #1: Analyze the Homework Article – 40 minutes.

- Tell students they are going to take a look at the homework article, see what other companies are currently up to in the Artificial Intelligence field, and talk about the benefits of Artificial Intelligence.
 - Write the following two questions on the board:
 - What are the ways the author says we will use robots in the future?
 - Students should be able to answer the question in their own words and cite evidence from the article.
 - What is the author's viewpoint on robotics?
 - Students should be able to answer the question in their own words and cite evidence from the article.
 - Put students into groups and assign each group one of these questions. (You can have two larger groups or put students into small groups of two to three with some groups working on the same question.)
 - Tell groups to:
 - Talk through their answer and identify places in the article where they got the information.
 - Prepare to present their answer and their citations from the article.
 - Have each group give their presentation.
 - After each presentation ask:
 - Does anyone have any questions or additions to their answers?
 - After all the presentations ask:
 - What do you see as the benefits to having robots help us?
 - Do you agree with the author's assessment on the benefits of robots?
 - What do you see as the concerns about the shopping robots example?
-

ACTIVITY #2: Watch Three Videos on Companies' Artificial Intelligence Products – 40 minutes.

- Tell students they are now going to look into new Artificial Intelligence products that are in the process of coming to market. Look at these with an eye to whether you would like to use them and to the kinds of IT professionals that are involved in putting these products together.
- Put students into three groups and have each group pick an index card.

#1: Google's Home Demo – Google IO 2016

- How is this home-based technology the same as the Internet of Things video?
- How is it different?
- What does Artificial Intelligence add to the Internet of Things?

#2: Facebook's AI is Almost As Smart As You

- What is "deep text?"
- How would it change the way people use Facebook?
- What are the benefits and concerns?

#3: Vi. The First True AI Personal Trainer on Kickstarter

- What/ who is "Vi?"
- How does it work?
- What are the benefits and concerns?

- Tell students they are only going to have to take notes and report on one of the three videos they watch.
- Click on the video link, and scroll down to the first video.
 - Tell group #1 to review their questions and get ready to take notes.
 - Watch the video.
- Repeat this process for each of the three videos.

- Have groups meet to prepare their answers to the questions.
 - Assign a different person to report back on different questions.
 - Write the first set of questions on the board, and have group #1 give their report.
 - Tell listeners to take notes on students' reports they can use for their final written assignment.
 - After each report, ask:
 - Do you have any questions, additions, or comments you want to make?
 - Is this a product you might be interested in having? Why or why not?
-

ACTIVITY #3: Discuss the Benefits of Artificial Intelligence – 40 minutes.

- Tell students they are to compile two lists: one for the benefits of new Artificial Intelligence products and the second for some of the concerns that come to mind.
 - Put two columns on the board with “Benefits of Artificial Intelligence” and “Concerns of Artificial Intelligence” as the headings.
 - Pass out the “4 Other New Artificial Intelligence Products” article.
 - Tell students to:
 - Write benefits and concerns that come to mind from the three videos they have watched and analyzed.
 - Read about the four new products.
 - Add to their list of concerns.
 - Once they have finished reading, tell students to talk to three other students to present their lists and to see if they can add to their list based on new ideas other students have. They may also come up with new benefits and concerns to add to their lists by talking with their classmates.
 - When students have finished interviewing each other:
 - Give three of them markers.
 - Ask them to come to the board and put a benefit or concern on the board that is not there yet.
 - Have those three students give out the markers to another three students to come to the board to continue the lists.
 - Continue this process until everything is on the board.
 - Go over the lists and then ask:
 - For these current Artificial Intelligence products, which has more weight, the benefits or the concerns?
 - Do Artificial Intelligence development jobs seem like they would be interesting? Worthwhile?
 - What are you looking forward to in a world with more Artificial Intelligence?
 - What kinds of products do you have concerns about?
-

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *Artificial Intelligence in Healthcare: A Smart Decision?*
<http://healthstandards.com/blog/2013/02/19/artificial-intelligence/>
 - Underline those parts of the article that help answer this question:
 - What are the benefits of Artificial Intelligence in health care?
 - Write six questions about what you know for sure about this article to quiz students in the next class.

JOURNAL WRITING: Have students write about the following prompt in their journals.

- Do you think Artificial Intelligence in healthcare is a good decision?
 - Why or why not?
- Are our lives going to better because Artificial Intelligence will be there to help us?

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4 Other New Artificial Intelligence Products

Adapted and paraphrased from original source: <http://www.inc.com/lisa-calhoun/7-artificial-intelligence-bots-ready-to-be-your-next-best-friend.html>

Original author: Lisa Calhoun, Valor Ventures

Claire says clear skies ahead

30 Seconds to Fly is a startup trying to take the tedium—and long holds—out of travel management for teams. You can text their Artificial Intelligence, Claire, and get personalized support on the go. The promise is that you and your company can get back to business, and get out of the travel business. (In my opinion, only Artificial Intelligence has the patience to truly take on Artificial Intelligencer travel.)

Your personal Artificial Intelligence data analyst can post in fifteen seconds

Another business bot with a big productivity punch is Associated Insights' report writer, **Wordsmith**. You can plug Mr. Smith into your MS Excel or Google Sheets using their free API, and let it write up detailed analysis of the stories behind your numbers. It can spit out detailed reports on thousands of pages of spreadsheets in seconds.

Andrew wants your meeting tedium

For the last couple of weeks, I've been enjoying having most of my meetings scheduled by an Andrew, a meeting scheduling assistant from X.ai. While it's not perfect, it's shockingly close and doesn't take lunch breaks or vacations. I can't wait until he figures out how to remind me about important emails I haven't answered yet, and sends his suggested response based on the thousands of emails already in my system. You could almost forget Andrew isn't a person, his tone is so accurate for how a real, friendly, professional assistant writes.

Jill jives with artificial intelligence class at Georgia Tech

Having the experience of working with Artificial Intelligence, and not realizing it's not a real person, is exactly what happened to 300 students in Professor Ashok Goel's artificial intelligence class at Georgia Tech last semester.

He and his graduate students used IBM Watson to teach a TA program how to answer forum posts. They named it Jill. After some confidence building on 40,000 historical forum posts and questions, the newly minted **digital TA Jill Watson** was able to respond to students directly by March.

What surprised Professor Goel was what happened when told his students that they'd been working with a digital intelligence. "They were really positive," he said. "They liked it--they didn't mind, and in fact were completely supportive. No one felt misled. Instead, they felt like they got great service." His goal is to have 40% of student forum support on Jill's desk by the end of the year.

According to IBM, we create 2.5 quintillion bytes of data every day. That rate is so fast that 90% of the data in the world today has been created in the last two years. With this kind of data, new kinds of intelligences are not only possible, but actually needed. A friend in need is a friend indeed. Here's to a great start to your first digital friendship.

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Artificial Intelligence in Healthcare: A Smart Decision?

Adapted and paraphrased from original source:

<http://healthstandards.com/blog/2013/02/19/artificial-intelligence/>

Original author: Jennifer Thew, RN, MSJ

As human beings, we often think we are each unique individuals with his or own personal story to tell. As I have often said when encouraging other parents not to compare their kids to other children, “Babies are like snowflakes, none of them are exactly the same.”

Healthcare providers often think this about their patients, too. After all, people have their own genetic make-up and experience a unique set of environmental factors that influence their health. And we’ve all seen those patients, who for whatever reason, don’t respond to medication, surgery, or other interventions the way other patients have.

I’ve heard healthcare workers say that because each patient is unique, it’s unreasonable to expect “cookie cutter” medical care to work. These people often also say, “I’m a professional. I can decide what’s best so don’t tell me what to do.” Healthcare providers also value their individuality.

But new [research](#) from Indiana University found that using [artificial intelligence](#) in patient care can save money and improve patient outcomes. In the study, physicians who used an Artificial Intelligence framework to make patient care decisions **had patient outcomes that were 50 percent better than physicians who did not use Artificial Intelligence**. Also, healthcare costs decreased by more than 50 percent, from \$497 to \$187, when physicians used Artificial Intelligence.

In 2011, WellPoint, a division of healthcare insurer BlueCross BlueShield, teamed with IBM to use *Jeopardy!* champ and future “computer overlord” Watson to evaluate all scientifically-based cancer treatments.

This type of technology can be applied to the business of healthcare as well. Assay Healthcare Solutions has created software that applies a mathematical formula to nurse scheduling. Rather than taking the standard approach to staffing, which involves assessing patient activity levels at the end of a shift and guessing (it’s a holiday, we’ll need less staff; surgeries are scheduled on Monday, so we’ll need more) how much staff is needed, this software can evaluate previous past and present trends in patient activity levels and create a detailed schedule. In other words, it can tell you that based on the past three-years worth of data, a nursing unit will need a certain number of staff every April 13. This type of scheduling can help hospitals save on labor costs because the unit is less likely to be over or understaffed.

Does the development and use of Artificial Intelligence technology mean our human healthcare providers will be replaced by a computerized Dr. Watson? I don’t think so. This

technology is not meant to replace human healthcare providers. It's meant to be a tool to support their skills.

Each year, more and more medications, scientific developments, treatments and technology enter the healthcare area. It's unreasonable to expect a healthcare provider to be able to sift through all that information on their own. After all, we are just humans. Our brains only have a certain amount of RAM. Even more important, we only have so much time. Supercomputers and Artificial Intelligence can help make quickly finding the right information a reality.

Just because Artificial Intelligence can apply data to improve patient care, it doesn't mean that health providers, or patients for that matter, are not individuals. If a provider can't make a personal connection with a patient, then all the data in the world will not make a difference. Making a connection with patients and finding out what obstacles and barriers they may be facing is essential to improving their health. For example, if a patient doesn't have transportation to get to and from follow-up visits, it doesn't matter what kind of data you have on hand. You won't be able to apply it if the patient can't get to his appointment.

Personal connection and conversation with a healthcare provider will uncover these types of issues. While a computer may have data, healthcare providers have the real key to better patient outcomes—the depth of human connection.

Jennifer Thew, RN, MSJ

Jennifer Thew, RN, MSJ, is a registered nurse and journalist who has covered healthcare issues and how they relate to the nursing profession. She began her nursing career as a neuroscience nurse at Rush University Medical Center in Chicago and then transitioned to journalism after receiving a degree from Roosevelt University in Chicago. She has edited and written numerous articles on a wide range of nursing and healthcare topics like Accountable Care Organizations, evidence-based practice, and telehealth.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 14, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|--|
| <ul style="list-style-type: none"> Analyze homework reading. | READING | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). |
| <ul style="list-style-type: none"> Set up research questions and processes. | SPEAKING AND LISTENING | <p>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.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Acknowledge new information expressed by others and, when warranted, modify their own views. |

| | | |
|---|-----------------------|---|
| <ul style="list-style-type: none"> • Conduct research. | <p>WRITING</p> | <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>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.</p> <p>a. Draw evidence from informational texts to support analysis reflection, and research.</p> |
| <ul style="list-style-type: none"> • Writing homework. | <p>WRITING</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 14, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Artificial Intelligence Now



Class to be held in the Technology Lab

OBJECTIVES

- Analyze homework reading.
- Set up research questions and processes.
- Conduct research.

Activity #1:

- Handout (attached to Week 14, Lesson 3): Students should have brought their copy to class. However, the teacher may wish to have extra copies on hand.
Artificial Intelligence in Healthcare: A Smart Decision?
<http://healthstandards.com/blog/2013/02/19/artificial-intelligence/>

ACTIVITY #1: Analyze Homework Reading – 40 minutes.

- Tell students they are going to see how many benefits of Artificial Intelligence this author discusses in the homework article.
- Ask students to get out their homework article and count up the number of benefits they found.
- Go round robin and have each student give you a number. Put these numbers on the board.
- Put students in pairs to:
 - Go over their lists of benefits.
 - Match their list of benefits with specific underlined parts of the article as evidence.
 - Come up with a list of questions they are ready to quiz the other students on.
- Ask: Who wants to be the first lead? Then ask students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer and can where they got the answer in the text should raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.
- After all the questions have been answered, ask:
 - Do you agree with the author that Artificial Intelligence is a real benefit to healthcare?
 - What are your reasons?
 - Are there notes from this article that you want to add to the pages in your journal that will help you with your final writing assignment?

ACTIVITY #2: Set Up Research Questions and Processes – 20 minutes.

- Tell students they are going to use the rest of their time to go online to find out more information about Artificial Intelligence that is here now or will be here in the near future. Their work will add to the class' growing understanding of what kinds of things companies are working on, and how these new products may change our world. They can choose one of the following topics to research:
 - Find new facts about Artificial Intelligence as it is being developed now.
 - Find examples of Artificial Intelligence products that will be available soon.
- When students are doing research, they must:
 - Write down the name of the article they are getting information from.
 - Write down the name of the author that is writing the article.
 - List out the facts they got from that article.
- Tell students, they will, of course, need to report out on their findings in the next class. They should look at articles that they are comfortable reading. They should not select articles that are too hard. They may also include videos in their search, but they must have at least two articles first.
- But before they get started, ask:
 - What kinds of search words or phrases would help them get to the information they are looking for?
 - List student suggestions on the board.
 - What are other tips you can offer to make locating useful information on the Internet easier?
- Ask students if they have questions.
- Lastly, ask students:
 - What is your research plan?
- Go round robin to hear the specific ways students are going to do their research.

ACTIVITY #3: Conduct Research – 60 minutes.

- Assist students with their searches and note-taking processes.

HOMEWORK

WRITE: Have students list facts about Artificial Intelligence or Artificial Intelligence products that are being developed now.

- Write a summary of what you found to someone who doesn't know anything about this assignment or anything about Artificial Intelligence.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 15, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|---|
| <ul style="list-style-type: none"> Present summaries on Artificial Intelligence research. | SPEAKING AND LISTENING | 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. |
| <ul style="list-style-type: none"> Predict the impact of Artificial Intelligence on jobs. | SPEAKING AND LISTENING | 7. Predict potential outcomes and/or solutions based on oral information regarding trends. |
| <ul style="list-style-type: none"> Present a study introduction on Artificial Intelligence and the future of jobs. | READING/ SPEAKING AND LISTENING | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>SPEAKING AND LISTENING</p> <p>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.</p> |

| | | |
|---|-----------------------|---|
| <ul style="list-style-type: none"> • Reading homework. | <p>READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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). |
| <ul style="list-style-type: none"> • Writing homework. | <p>WRITING</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

Week 15, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Benefits and Concerns about Artificial Intelligence in the Future

OBJECTIVES

- Present summaries on Artificial Intelligence research.
- Predict the impact of Artificial Intelligence on jobs.
- Present a study introduction on Artificial Intelligence and the future of jobs.

MATERIALS

Activity #1:

- Classroom Resource: Flip chart paper and markers.

Activity #3:

- Handout (attached): Make one copy for each student.
AI, Robotics, and the Future of Jobs – Introduction
<http://www.pewinternet.org/2014/08/06/future-of-jobs/>

Homework:

- Handout (attached): Make one copy for each student.
AI, Robotics, and the Future of Jobs – Position #1
<http://www.pewinternet.org/2014/08/06/future-of-jobs/>

ACTIVITY #1: Present Summaries on Artificial Intelligence Research – 60 minutes.

- Tell students they are going to present their summaries of their research to the class, so that they can learn more about Artificial Intelligence and add valuable notes that will help them in writing their final writing project.
- Give each person a piece of flip chart paper and markers. Tell them to:
 - Write the names of the articles and videos, and their authors, at the top of the paper.
 - Write a statement that summarizes the information they found.
 - List the facts in note form that shows what they have discovered.
- Have each student present his/her summary.
- After each presentation, ask:
 - What valuable information did you get from this summary?
 - What part of your final writing assignment will this help support?
- After all the summaries have been delivered, ask:
 - What kinds of new ideas has your research introduced to the class?
 - What are some ideas, comments, or opinions that are being stimulated by this research?

ACTIVITY #2: Predict the Impact of Artificial Intelligence on Jobs – 20 minutes.

- Tell student that this week is going to be focused on the relationship between the development of Artificial Intelligence and its impact on jobs. This will help them get a sense about how we may be affected by the whole Artificial Intelligence movement. It also will help them prepare for final writing assignment.

- Ask students:
 - Based on what you know now about Artificial Intelligence, what do you think might be the impact of Artificial Intelligence on jobs?
 - Write students' answers on the board.
 - Ask:
 - Which of you believe that Artificial Intelligence will bring a Utopian society? Why?
 - Which of you believe Artificial Intelligence will bring a Dystopian society? Why?
 - Which of you believe Artificial Intelligence will bring a mixture of both? Why?
 - Ask students to state their positions and their reasons as to why they feel that way.
-

ACTIVITY #3: Present a Study Introduction on Artificial Intelligence and the Future of Jobs – 40 minutes.

- Tell students that, over the next few days, they are going to be looking at a report that asked a large number of experts in the field their predictions of how they think Artificial Intelligence will impact jobs by 2025. There are strong opinions on both sides and some interesting possibilities.
- Pass out *Artificial Intelligence, Robotics and the Future of Jobs – Introduction*.
- Have students read out the underlined words in the introduction.
 - Write these on the board.
- Put students in pairs to see if they know the definition of the word or to see if they can figure it out by how it is used in the sentence.
- Tell pairs to:
 - Come up with definitions of the words.
 - Check to see that the new definition makes the sentence it was used in make sense.
- Go round robin and have groups:
 - Read the sentence with the word in it: loud, clear, and with feeling!
 - Give their definition of the word.
 - Write their definition on the board.
- Ask:
 - Is this the right definition?
 - Do other groups have any additions or changes?
 - Get class consensus on these additions or changes by asking:
 - Are these useful additions/changes?
 - Note the additions/changes on the board.
- Next, have students:
 - Read the introduction.
 - Underline those parts of the article that make it clear what this report will be about.
- Put students into new pairs and tell them to:
 - Each take turns making a summary of what the introduction says and what the report will be about.
 - Make sure this summary is for someone who doesn't know what Artificial Intelligence is and has not read this introduction.
 - Decide on the best way to present a full summary to the class.
- Ask students to pretend they are someone who does not know what Artificial Intelligence is and has not read the introduction.
- Go from pair to get their summaries.
- After each summary, ask:
 - Do you have any questions for this group that will help you understand the introduction better?
- After all the summaries, tell students:

- They will be reading the part of the report that highlights the opinions of those who do not think jobs will be too affected by Artificial Intelligence by 2025.
-

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *AI, Robotics, and the Future of Jobs – Position #1*
 - Underline those parts of the report that help you answer the following questions:
 - What are the arguments being made by people who believe this position?
 - What are some good quotes that support each argument?

Artificial Intelligence

JOURNAL WRITING: Have students write about the following prompt in their journals.

- Do you agree with this first position on the future of Artificial Intelligence?
 - Do you think their arguments are strong?
 - Why or why not?

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AI, Robotics, and the Future of Jobs – Introduction

Adapted and paraphrased from original source: <http://www.pewinternet.org/2014/08/06/future-of-jobs/>

Original authors: Aaron Smith and Janna Anderson, Pew Research Center

Key Findings

The vast majority of respondents to the 2014 Future of the Internet survey think that robotics and artificial intelligence will play a significant role in daily life by 2025, with huge impacts on a range of industries such as healthcare, transport and logistics, customer service, and home maintenance. But even though respondents had similar predictions, they are deeply divided on how advances in Artificial Intelligence and robotics will impact the economy and the employment picture over the next decade.

Respondents in this survey are experts who have been researchers, technology builders and analysts, and those who have made insightful predictions to our previous surveys about the future of the Internet.

Some 1,896 experts responded to the following question:

The economic impact of robotic advances and Artificial Intelligence—Self-driving cars, intelligent digital agents that can act for you, and robots are advancing rapidly. Will networked, automated, artificial intelligence (AI) software applications and robotic devices displace more jobs than they create by 2025?

Half of these experts (48%) envision a future in which robots and digital agents have displaced significant numbers of both blue- and white-collar workers—with many expressing concern that this will lead to vast increases in income inequality.

The other half of the experts who responded to this survey (52%) expect that technology will *not* displace more jobs than it creates by 2025. To be sure, this group anticipates that many jobs currently performed by humans will be substantially taken over by robots or digital agents by 2025. But they have faith that human ingenuity will create new jobs, industries, and ways to make a living, just as it has been doing since the dawn of the Industrial Revolution.

These two groups also share certain hopes and concerns about the impact of technology on employment. For instance, many are concerned that our existing educational system is not preparing people with the skills they will be need in the job market of the future.

By contrast, others have hope that the coming changes will be an opportunity to look at our society's relationship to employment itself—by returning to a focus on small-scale production, or by giving people more time to spend on leisure, self-improvement, or time with loved ones.

A number of themes ran through the responses to this question: those that are unique to either group, and those that were mentioned by members of both groups.

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AI, Robotics, and the Future of Jobs – Position #1

Adapted and paraphrased from original source: www.pewinternet.org/2014/08/06/future-of-jobs/

Original authors: Aaron Smith and Janna Anderson, Pew Research Center

Position #1:

The view from those who expect Artificial Intelligence and robotics to have a positive or neutral impact on jobs by 2025

JP Rangaswami, chief scientist for Salesforce.com, offered a number of reasons for his belief that automation will *not* displace people from their jobs in the next decade: “The effects will be different in different economies. Driven by revolutions in education and in technology, the very nature of work will have changed radically—but only in economies that have chosen to invest in education and technology. For many classes of jobs, robots will continue to be poor labor substitutes.”

Argument #1: Throughout history, technology has been a job creator—not a job destroyer

Vint Cerf, vice president and chief Internet evangelist for Google, said, “Historically, technology has created more jobs than it destroys and there is no reason to think otherwise in this case. Someone has to make and service all these advanced devices.”

Jonathan Grudin, principal researcher for Microsoft, concurred: “Technology will continue to disrupt jobs, but more jobs will likely be created. When the world population was a few hundred million people there were hundreds of millions of jobs. Although there have always been unemployed people, when we reached a few billion people there were billions of jobs. There is no shortage of things that need to be done and that will not change.”

Argument #2: Advances in technology create new jobs and industries even as they displace some of the older ones

Ben Shneiderman, professor of computer science at the University of Maryland, wrote, “Robots and Artificial Intelligence make compelling negative stories for journalists, but they are a false vision of the major economic changes. Improved human-machine interactions, new kinds of services, and fresh ideas will create more jobs.”

Amy Webb, CEO of strategy firm Webbmedia Group, wrote, “There is a general concern that the robots are taking over. I disagree that our emerging technologies will permanently displace most of the workforce, though I’d argue that jobs will shift. Now more than ever, an army of talented coders is needed to help our technology advance. But we will still need folks to do packaging, assembly, sales, and outreach. The collar of the future is a hoodie.”

Marjory Blumenthal, a science and technology policy analyst, wrote, “Automated devices like robots may displace more than they create. But they also generate new categories of work. Also, there is likely to be more human-robot collaboration—a change in the kind of work opportunities available. “

Argument #3: There are certain jobs that only humans have the capacity to do

A number of respondents argued that many jobs require uniquely human characteristics such as empathy, creativity, judgment, or critical thinking—and that jobs of this nature will never succumb to widespread automation.

David Hughes, a retired U.S. Army Colonel who, from 1972, responded, “For all the automation and Artificial Intelligence, I think the ‘human hand’ will have to be involved on a large scale. Just as aircraft have to have pilots and copilots, I don’t think all ‘self-driving’ cars will be totally unmanned. The human’s ability to detect unexpected circumstances, and take action while driving will be needed as long as individually owned ‘cars’ are on the road.”

Pamela Rutledge, PhD and director of the Media Psychology Research Center, responded, “There will be many things that machines can’t do, such as services that require thinking, creativity, synthesizing, problem-solving, and innovating... Advances in Artificial Intelligence and robotics allow people to give computers repetitive tasks and invest their attention and energy in things where humans can make a difference. We already have cars that talk to us, a phone we can talk to, robots that lift the elderly out of bed, and apps that remind us to call Mom. An app can dial Mom’s number and even send flowers, but an app can’t do that most human of all things: emotionally connect with her.”

Michael Glassman, associate professor at the Ohio State University, wrote, “I think Artificial Intelligence will do a few more things, but people are going to be surprised how limited it is. There will be greater difference between what Artificial Intelligence does and what humans do, but also much more realization that Artificial Intelligence will not be able to engage the critical tasks that humans do.”

Argument #4: The technology will not advance enough in the next decade to substantially impact the job market

Another group of experts feels that the impact on employment is likely to be minimal for the simple reason that 10 years is too short a timeframe for automation to move substantially beyond the factory floor.

Jari Arkko, Internet expert for Ericsson and chair of the Internet Engineering Task Force, wrote, “There is no doubt that these technologies affect the types of jobs that need to be done. But there are only 12 years to 2025, some of these technologies will take a long time to deploy in significant scale... We’ve been living a relatively slow but certain progress in these fields from the 1960s.”

Christopher Wilkinson, a retired European Union official, board member for EURid.eu, and Internet Society leader said, “The vast majority of the population will be untouched by these technologies for the foreseeable future. Artificial Intelligence and robotics will be a small specialty, with a few leading applications such as banking, retailing, and transport. The risks of error and the possibility for law suits remain major constraints to the application of these technologies to the ordinary landscape.”

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 15, Lessons 2 & 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|--|--|
| <ul style="list-style-type: none"> Analyze the homework reading-Position #1. Watch video and identify the speaker's point of view. | <p align="center">READING/ SPEAKING AND LISTENING</p> | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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). <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>SPEAKING AND LISTENING</p> <p>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.</p> |
| <ul style="list-style-type: none"> Reading homework. | <p align="center">READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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. |

| | | |
|---|----------------|--|
| | | <ul style="list-style-type: none"> 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). |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

Week 15, Lesson 2

Information Technology Bridge Semester 1 Reading & Writing Lesson Plans

THEME: Benefits and Concerns about Artificial Intelligence in the Future

OBJECTIVES

- Analyze the homework reading- Position #1.
- Watch video and identify the speaker's point of view.

MATERIALS

Activity #1:

- Handout (attached to Week 15, Lesson 1): Students should have brought their copies to class. However, the teacher may wish to have extra copies on hand.
AI, Robotics, and the Future of Jobs – Position #1
<http://www.pewinternet.org/2014/08/06/future-of-jobs/>

Activity #3:

- Video: *Is Developing Artificial Intelligence Ethical?* (running time: 07:07)
<http://www.pbslearningmedia.org/resource/1b5d5f8a-4cd1-4523-a6ac-59e4ac466a6a/is-developing-artificial-intelligence-ai-ethical/>

Homework:

- Handout (attached): Make one copy for each student.
Artificial Intelligence, Robotics, and the Future of Jobs – Positions #2 & #3
<http://www.pewinternet.org/2014/08/06/future-of-jobs/>

ACTIVITY #1: Analyze the Homework Reading – Position #1– 60 minutes.

- Tell students they are going to look at the arguments presented in Position #1 in the Pew Report and see if they believe what the people who support the position believe.
- Ask:
 - What is the position being presented in this part of the report?
 - Can someone read the position for me?
- Ask:
 - Can someone read the opening quote for Mr. JP?
 - Can you say what he is trying to say in your own words?
 - Do you think the US will be one of those countries that will be investing in “education and technology?” Why or why not?
 - Does this quote make you hopeful? Why?
- Put students into four groups, assign each one of them an “argument” from the report, and tell them to:
 - List out the reasons given for this argument.
 - Select a clear quote and state who said that quote.
 - List any other ideas that might make the argument stronger.
 - Give everyone in the group a part in the presentation.
- Have each group give their presentation:
 - Write the arguments on the board.

- After each presentation, ask the class:
 - Does anyone have any other ideas that would make this argument stronger?
 - After all the presentations, ask:
 - Do you think this argument is a strong argument? Why or why not?
 - Is this an argument you agree with? Why or why not?
-

ACTIVITY #2: Watch Video and Identify the Speaker's Point of View – 60 minutes.

- Tell students that they are going to watch a video in which someone gives their opinion about all the changes that Artificial Intelligence will bring, even if it drastically changes the way people do work.
 - Tell students they are going to watch the video twice. Warn students that the man in the video talks really fast, and they won't get everything, but that their charge is to get enough to:
 - Understand what his position on Artificial Intelligence is.
 - Understand what his reasons for his position are.
 - Tell students it is recommended they just listen the first time through the video.
 - Watch the video.
 - Tell students to get out their journals for five to seven uninterrupted minutes and respond to the following questions that you write on the board:
 - What is the position of the person in the video?
 - What are the reasons for his position?
 - Watch the video again, and this time, tell students to take notes.
 - Put students into pairs to answer the two questions on the board.
 - Ask the class the two questions:
 - Clarify the position pairs think the author is taking.
 - Write that down.
 - Take notes on the reasons the different pairs give.
 - Put two columns on the board with the headings: unethical and ethical.
 - Ask:
 - Who thinks that stopping progress and the problems Artificial Intelligence will bring is unethical?
 - Who believes it is ethical?
 - Write students' names in the appropriate category and put them in two teams. Tell the teams to:
 - Make a list of reasons for their positions.
 - Reasons need to come with explanations or examples.
 - Assign a different reason to each team member to present.
 - Prepare to have a lead person introduce the group's position in clear summary.
 - Allow each team to present their positions and their reasons.
 - After both teams have presented their positions and reasons, have an open discussion. Encourage further discussion with questions like:
 - Does one team have questions for the other team?
 - What are your ideas for solutions to the problems Artificial Intelligence may bring us?
-

HOMEWORK

JOURNAL WRITING: Have students write about the following prompt in their journals.

- Do you think Artificial Intelligence is ethical?
- Should we continue developing it because of the benefits or should we stop now because it will cause social upheaval?
- What are the reasons for your answers?

READ: Have students read the article and complete the following instructions. Artificial Intelligence

- *AI, Robotics, and the Future of Jobs – Positions #2 & #3*
 - Underline those parts of the report that help you answer the following questions:
 - What are the arguments being made by people who believe these positions?
 - What are some good quotes that support each argument?

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AI, Robotics, and the Future of Jobs – Positions #2 & #3

Adapted and paraphrased from original source:

<http://www.pewinternet.org/2014/08/06/future-of-jobs/>

Original authors: Aaron Smith and Janna Anderson, Pew Research Center

Position #2:

The view from those who expect Artificial Intelligence and robotics to displace more jobs than they create by 2025

An equally large group of experts takes an opposite view of technology's impact on employment. In their reading of history, job displacement as a result of technological advancement is clearly in evidence today, and can only be expected to get worse as automation comes to the white-collar world.

Argument #1: Displacement of workers from automation is already happening—and about to get much worse

Jerry Michalski, founder of REX, the Relationship Economy eXpedition, sees the logic of the slow and unrelenting movement in the direction of more automation: "The race between automation and human work is won by automation, and as long as we need to pay the rent/mortgage, humans will fall out of the system in droves as this shift takes place...The safe zones are services that require local human effort (gardening, painting, babysitting), distant human effort (editing, coaching, coordinating), and high-level thinking/relationship building. Everything else falls into the world of automation."

Robert Cannon, Internet law and policy expert, predicts, "Everything that can be automated will be automated. Non-skilled jobs lacking in 'human contribution' will be replaced by automation. At the hardware store, the guy who used to cut keys has been replaced by a robot. In the law office, the clerks who used to prepare discovery have been replaced by software. IBM Watson is replacing researchers by reading every report ever written anywhere. This begs the question: What can the human contribute? The short answer is that if the job is one where that question cannot be answered positively, that job is not likely to exist."

Mark Nall, a program manager for NASA, noted, "Unlike previous disruptions such as when farming machinery displaced farm workers but created factory jobs making the machines, robotics and Artificial Intelligence are different. Due to their versatility and growing capabilities, not just a few economic sectors will be affected."

Argument #2: The consequences for income inequality will be huge

For those who expect Artificial Intelligence and robotics to significantly displace human employment, these displacements seem certain to lead to an increase in income inequality.

Stowe Boyd, lead researcher at GigaOM Research, said, "As just one aspect of the rise of

robots and Artificial Intelligence, widespread use of autonomous cars and trucks will be the immediate end of taxi drivers and truck drivers; truck driver is the number-one occupation for men in the U.S. Just as importantly, autonomous cars will radically decrease car ownership, which will impact the automotive industry. Perhaps 70% of cars in urban areas would go away. Autonomous robots and systems could impact up to 50% of jobs, leaving only jobs that require creativity.”

Nilofer Merchant, author of a book on new forms of advantage, wrote, “Just today, the guy who drives the service car I take to go to the airport [said that he] does this job because his last blue-collar job disappeared from automation. Driverless cars displace him. Where does he go? What does he do for society? The gaps between the haves and have-nots will grow larger.”

Position #3:

Point of agreement: The educational system is doing a poor job of preparing the next generation of workers

A consistent theme among both groups is that our existing social institutions—especially the educational system—are not up to the challenge of preparing workers for the technology- and robotics-centric nature of employment in the future.

Howard Rheingold, a pioneering Internet sociologist and self-employed writer, consultant, and educator, noted, “The jobs that the robots will leave for humans will be those that require thought and knowledge. In other words, only the best-educated humans will compete with machines. And education systems in the U.S. and much of the rest of the world are still sitting students in rows and columns, teaching them to keep quiet and memorize what is told to them, preparing them for life in a 20th century factory.”

Point of agreement: The concept of “work” may change significantly in the coming decade

On a more hopeful note, a number of experts expressed a belief that the coming changes will allow us to come up with new ideas around work and employment.

Possibility #1: We will experience less drudgery and more leisure time

Hal Varian, chief economist for Google, envisions a future with fewer ‘jobs’ but a more equitable distribution of labor and leisure time. “If ‘displace more jobs’ means ‘eliminate dull, repetitive, and unpleasant work,’ the answer would be yes. How unhappy are you that your dishwasher has replaced washing dishes by hand, your washing machine has displaced washing clothes by hand, or your vacuum cleaner has replaced hand cleaning? My guess is this ‘job displacement’ has been very welcome, as will the ‘job displacement’ that will occur over the next 10 years. The work week has fallen from 70 hours a week to about 37 hours now, and I expect that it will continue to fall. This is a good thing. Everyone wants more jobs and less work. Robots of various forms will result in less work, but the conventional work week will decrease, so there will be the same number of jobs (adjusted for demographics, of course). This is what has been going on for the last 300 years so I see no reason that it will stop in the decade.”

Possibility #2: It will free us from the industrial age notion of what a “job” is

A notable number of experts take it for granted that many of tomorrow’s jobs will be held by robots or digital agents—and express hope that this will inspire us as a society to completely redefine our notions of work and employment.

Peter and Trudy Johnson-Lenz, founders of the online community Awakening Technology, based in Portland, Oregon, wrote, “Many things need to be done to care for, teach, feed, and heal others that are difficult to monetize. If technologies replace people in some jobs and roles, what kinds of social support or safety nets will make it possible

for them to contribute to the common good through other means? Think outside the job.”

Tim Bray, an active participant in the IETF and technology industry veteran, wrote, “It seems inevitable to me that the proportion of the population that needs to engage in traditional full-time employment, in order to keep us fed, supplied, healthy, and safe, will decrease. I hope this leads to a humane restructuring of the general social contract around employment.”

Possibility #3: We will see a return to uniquely “human” forms of production

Another group of experts anticipates that pushback against expanding automation will lead to a revolution in small-scale and handmade modes of production.

Tony Siesfeld, director of the Monitor Institute, wrote, “I anticipate that there will be a backlash and we’ll see a continued growth of artisanal products and small-scale [efforts], done myself or with a small group of others, that reject robotics and digital technology.”

Point of agreement: Technology is not destiny ... we control the future we will inhabit

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 15, Lessons 3 & 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|--|---|
| <ul style="list-style-type: none"> Analyze the homework reading- Position #2 & #3. Watch a video, take notes, present, and discuss. | <p align="center">READING/ SPEAKING AND LISTENING</p> | <p>READING</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ol style="list-style-type: none"> Summarize what has been read. 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. Identify the implied main idea and supporting details from an instructional level passage. Identify cause and effect implied in a paragraph. Distinguish among fact, opinion, and reasoned judgment in a text. 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. 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). <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>SPEAKING AND LISTENING</p> <p>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.</p> |

| | | |
|---|-----------------------|---|
| <ul style="list-style-type: none"> • Reading homework. | <p>READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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). |
|---|-----------------------|---|

Week 15, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Benefits and Concerns about Artificial Intelligence in the Future

OBJECTIVES

- Analyze the homework reading.
- Watch a video, take notes, present, and discuss.

MATERIALS

Activity #1:

- Handout (attached to Week 15, Lesson 2): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
AI, Robotics, and the Future of Jobs – Positions #2 & #3
<http://www.pewinternet.org/2014/08/06/future-of-jobs/>

Activity #2:

- Video: *Humans Need Not Apply* (running time: 15:00)
<https://www.youtube.com/watch?v=7Pq-S557XQU>
- Classroom Resource: Flip chart paper and markers.

Homework:

- Handout (attached): Make one copy for each student.
Benefits and Risks of Artificial Intelligence
<https://medium.com/@tdietterich/benefits-and-risks-of-artificial-intelligence-460d288cccf3#.7ilau85yc>

ACTIVITY #1: Analyze the Homework Reading – 40 minutes.

- Tell students they are going to look at the arguments presented in Position #2 and #3 in the Pew Report and see if you believe what the people who support the position believe.

For Position #2:

- Ask:
 - What is the position being presented for Position #2 of the report?
 - Can someone read the position for me?
- Put students into two groups, assign each one of them an “argument” from the report, and ask them to:
 - List out the reasons given for this argument.
 - Select a clear quote and state who said that quote.
 - List any other ideas that might make the argument stronger.
 - Give everyone in the group a part in the presentation.
- Have each group give their presentation:
 - Write the arguments on the board.
- After each presentation, ask the class:
 - Does anyone have any other ideas that would make this argument stronger?

For Position #3:

- Repeat the process used for Position #2.
 - After all the presentations, ask:
 - Which position do you think is the strongest? 1? 2? 3?
 - Why do you think your chosen position is strongest?
 - Encourage students to engage in a discussion of the multiple sides of the issue.
-

ACTIVITY #2: Watch a Video, Take Notes, Present, and Discuss – 80 minutes.

- Tell students they are now going to watch a video that has a very different take on the topic of Artificial Intelligence and jobs than the guy in the last video. Like the last video, there is a lot of information packed into a short time, but this video is somewhat slower than the last one.
 - Tell students they are again going to watch the video twice.
 - The first time they don't have to take any notes.
 - The second time they will be assigned just a section they will need to take notes on.
 - Write these two questions on the board:
 - What is the position of the person in the video?
 - What are the reasons for his position?
 - Watch the video.
 - Tell students to get out their journals for five to seven uninterrupted minutes and respond to the two questions written on the board.
 - Put students in pairs and write the following sections of the video on the board:
 - Introduction
 - Luddite Horses
 - Automobiles
 - The Shape of Things to Come
 - Professional Bots
 - Creative Bots
 - Conclusion
 - Distribute these sections amongst the pairs.
 - Watch the video again, and this time, ask students to take notes on their sections.
 - Give each pair a piece of flip chart paper and markers and tell them to:
 - Talk through the two questions on the board:
 - Decide what the position is of the person in the video for the whole video.
 - Decide the reasons for his position based on your notes for just your assigned section(s).
 - Put your statement of the author's position at the top of your flip chart paper.
 - List the reasons for the author's position from your assigned section under the statement.
 - Ask pairs to give their presentations in the order listed above.
 - Listen to all the presentations without stopping.
 - When all pairs have presented, ask:
 - What does the author think are the benefits of Artificial Intelligence?
 - What does he think are the concerns?
 - How convincing is this video?
 - What is or is not convincing about this video?
 - Does the video offer any solutions?
 - Would this author say that all progress is ethical?
 - Why or why not?
-

HOMEWORK

READ: Have students read the article and complete the following instructions.

- *Benefits and Risks of Artificial Intelligence*
 - Underline those parts of the article that help you answer the following questions:
 - What are the benefits of Artificial Intelligence according to this author?
 - What are the risks?
 - What does the author think should be done to solve Artificial Intelligence risks?

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Benefits and Risks of Artificial Intelligence

Adapted and paraphrased from original source: <https://medium.com/@tdietterich/benefits-and-risks-of-artificial-intelligence-460d288cccf3#.gtlvducrm>

Original author: Thomas G. Dietterich, Association for the Advancement of Artificial Intelligence

Discussions about Artificial Intelligence (AI) have jumped into the public eye over the past year, with several experts speaking publicly about the threat of Artificial Intelligence to the future of humanity.

Over the last several decades, Artificial Intelligence has become commonplace in our lives:

- We plan trips using GPS systems that rely on Artificial Intelligence to cut through the complexity of millions of routes to find the best one to take.
- Our smartphones understand our speech, and Siri, Cortana, and Google Now are getting better at understanding our intentions.
- AI algorithms detect faces as we take pictures with our phones and recognize the faces of individual people when we post those pictures to Facebook.
- Internet search engines, such as Google and Bing, rely on a fabric of Artificial Intelligence subsystems. On any day, Artificial Intelligence provides hundreds of millions of people with search results, traffic predictions, and recommendations about books and movies.
- AI translates among languages in real time and speeds up the operation of our laptops by guessing what we'll do next.
- Several companies, such as Google, BMW, and Tesla, are working on cars that can drive themselves—either with partial human oversight or entirely autonomously.

Beyond the influences in our daily lives, Artificial Intelligence techniques are playing a major role in science and medicine.

- AI is at work in hospitals helping physicians understand which patients are at highest risk for complications, and Artificial Intelligence algorithms are helping to find important needles in massive data haystacks. For example, Artificial Intelligence methods have been employed recently to discover subtle interactions between medications that put patients at risk for serious side effects.

The growth of the effectiveness and ubiquity of Artificial Intelligence methods has also stimulated thinking about the potential risks associated with advances of Artificial Intelligence. Some comments raise the possibility of dystopian futures where Artificial Intelligence systems become “super-intelligent” and threaten the survival of humanity. It's natural that new technologies may trigger exciting new capabilities and applications—and also generate new anxieties.

The mission of the [Association for the Advancement of Artificial Intelligence](#) is two-

fold: to advance the science and technology of artificial intelligence and to promote its responsible use. The AAAI considers the potential risks of Artificial Intelligence technology to be an important arena for investment, reflection, and activity.

One set of risks stems from programming errors in Artificial Intelligence software. We are all familiar with errors in ordinary software. For example, apps on our smartphones sometimes crash. Major software projects, such as HealthCare.Gov, are sometimes riddled with bugs. Moving beyond annoyances and delays, some software errors have been linked to extremely costly outcomes and deaths. The growing complexity of Artificial Intelligence systems and their roles in very important activities such as controlling automobiles, surgical robots, and weapons systems, means that we must increase our efforts to improve software quality.

There is reason for optimism. Many non-AI software systems have been developed and validated to be of high quality. For example, the software in autopilot systems and spacecraft systems is carefully tested and validated. Similar practices must be developed and applied to all Artificial Intelligence systems.

One technical challenge is to guarantee that systems built through “machine learning” methods behave properly. Another challenge is to ensure good behavior when an Artificial Intelligence system encounters new and unpredictable situations. Our automated vehicles, home robots, and intelligent cloud services must perform well even when they receive surprising or confusing inputs.

A second set of risks is cyberattacks: criminals and adversaries are continually attacking our computers with viruses and other forms of malware. Artificial Intelligence algorithms are no different from other software in terms of their vulnerability to cyberattack. But because Artificial Intelligence algorithms are being asked to make high-stakes decisions, such as driving cars and controlling robots, the impact of successful cyberattacks on Artificial Intelligence systems could be much more devastating than attacks in the past. US Government funding agencies and corporations are supporting a wide range of cybersecurity research projects, and artificial intelligence techniques in themselves will provide new methods for detecting and defending against cyberattacks.

Before we put Artificial Intelligence algorithms in control of important decisions, we must be much more confident that these systems can survive large-scale cyberattacks.

A third set of risks echo the tale of the Sorcerer’s Apprentice. Suppose we tell a self-driving car to “get us to the airport as quickly as possible!” Would the self-driving system put the pedal to the metal and drive at 300 mph while running over pedestrians? Troubling scenarios of this form have appeared recently in the press.

Other fears of ours center on the prospect of out-of-control super-intelligences that threaten the survival of humanity. All of these examples refer to cases where humans have failed to correctly instruct the Artificial Intelligence algorithm in how it should behave.

This is not a new problem. An important aspect of any Artificial Intelligence system that interacts with people is that it must reason about what people intend rather than carrying out commands in a literal manner. An Artificial Intelligence system should not only act on a set of rules that it is instructed to obey—it must also analyze and understand whether the behavior that a human is requesting is likely to be judged as “normal” or “reasonable” by most people.

It should also keep monitoring itself to sense abnormal internal behaviors, which might signal bugs, cyberattacks, or failures in its understanding of its actions.

In addition to relying on internal mechanisms to ensure proper behavior, Artificial Intelligence systems need to have the capability—and responsibility—of working with people to obtain feedback and guidance. They must know when to stop and “ask for directions”—and always be open for feedback.

Some of the most exciting opportunities ahead for Artificial Intelligence bring together the complementary talents of people and computing systems.

- AI-enabled devices are allowing the blind to see, the deaf to hear, and the disabled and elderly to walk, run, and even dance.
- People working together with the Foldit online game were able to discover the structure of the virus that causes AIDS in only three weeks, a feat that neither people nor computers working alone could come close to matching.
- Other studies have shown how the massive space of galaxies can be explored hand-in-hand by people and machines, where the tireless Artificial Intelligence astronomer understands when it needs to occasionally reach out and tap the expertise of human astronomers.

AI doomsday scenarios belong more in the realm of science fiction than science fact. However, we still have a great deal of work to do to address the concerns and risks afoot with our growing reliance on Artificial Intelligence systems. Each of the three important risks outlined above (programming errors, cyberattacks, “Sorcerer’s Apprentice”) is being addressed by current research, but greater efforts are needed.

We urge our colleagues in industry and academia to join us in identifying and studying these risks and in finding solutions to addressing them, and we call on government funding agencies and foundations to support this research. We urge the technology industry to devote even more attention to software quality and cybersecurity as we increasingly rely on Artificial Intelligence in safety-critical functions. And we must not put Artificial Intelligence algorithms in control of potentially-dangerous systems until we can provide a high degree of assurance that they will behave safely and properly.

Tom Dietterich, President, AAAI

Eric Horvitz, Former President, AAAI and AAAI Strategic Planning Committee

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 15, Lesson 4

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|---|---|
| <ul style="list-style-type: none"> Analyze homework reading. | <p align="center">READING</p> | <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <ul style="list-style-type: none"> 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). |
| <ul style="list-style-type: none"> Go over writing assignment. | <p align="center">SPEAKING AND LISTENING</p> | <p>4. Demonstrate active listening skills.</p> <ul style="list-style-type: none"> a. Interpret verbal and non-verbal cues and behaviors to enhance communication. <p>5. Comprehend key elements of oral information for various purposes.</p> <p>6. Identify and evaluate oral information for various purposes.</p> |
| <ul style="list-style-type: none"> Talk through the essay with a partner. | <p align="center">SPEAKING AND LISTENING</p> | <p>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.</p> <ul style="list-style-type: none"> 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. |

| | | |
|---|----------------|--|
| | | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> • Writing homework. | WRITING | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. <p>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.</p> |

Week 15, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Benefits and Concerns about Artificial Intelligence in the Future

OBJECTIVES

- Analyze the homework reading.
- Go over writing assignment.
- Talk through the essay with a partner.

MATERIALS

Activity #1:

Handout (attached to Week 15, Lesson 3): Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.

Benefits and Risks of Artificial Intelligence

<https://medium.com/@tdietterich/benefits-and-risks-of-artificial-intelligence-460d288cccf3#.7ilau85yc>

- Classroom Resource: Multiple markers.
-

ACTIVITY #1: Analyze the Homework Reading – 30 minutes.

- Tell students this is last homework article is, finally, one that feels more hopeful about Artificial Intelligence and will provide some recommendations for helping solve those problems that Artificial Intelligence brings about.
 - Draw three columns on the board with the following headings:
 - The benefits.
 - The risks.
 - The solutions.
 - Put students into three groups, assign one of the headings to each of the groups, and give each group a marker.
 - Tell each group to:
 - Make a full list from what is written about in the article.
 - Write the list in the columns on the board.
 - Go over the lists. Ask:
 - Do the solutions here seem like they will address all the risks of Artificial Intelligence?
 - What other kinds of things will need to happen to solve problems Artificial Intelligence raises?
 - Loss of employment.
 - Education that can get people ready for the Artificial Intelligence world.
 - Alternative ways of employing people so that everyone is a participant in the society.
 - What are your ideas?
-

ACTIVITY #2: Go Over Writing Assignment – 40 minutes.

- Tell students they are now going to get ready to write their final writing assignment.
- Write the final writing assignment prompts on the board:

- What is Artificial Intelligence?
 - What are some examples of Artificial Intelligence that we have now?
 - What are some examples of what Artificial Intelligence will be in the future?
 - What are your concerns about the impact of Artificial Intelligence in the future?
 - What are some possible solutions?
 - Tell students they are to:
 - Sort their notes and writing assignments onto the right question pages in their journals.
 - For the first three questions, select the facts and examples they want to include in their essay.
 - For the last two questions, look at what the different author's and experts have said and select those concerns that they think are the most important.
 - Come up with some possible ideas about how to solve their concerns. Think about:
 - The role of government.
 - The role of businesses.
 - The role of communities.
 - The role of regular people.
 - What do they think will be key in coming up with some solutions?
 - Explain the first three questions are really questions that, when answered, will help an audience who doesn't know anything about Artificial Intelligence get up to speed. In responding to these prompts, students can:
 - Make separate paragraphs for each question.
 - Combine some questions to make a full introduction.
 - Tell students the last two questions may take more than one paragraph for each, depending on how they are thinking about the problem. These two questions are really a good place to express their ideas and opinion on this important topic.
 - Tell students they are to organize their notes and ideas into an outline they can use to talk their essays through with a partner. The outline should:
 - Include the questions.
 - Under the questions, include their selected notes and ideas in an order that would be easy to talk about.
 - Give students time to put together their outlines.
 - Go around and help students work their outlines through.
-

ACTIVITY #3: Talk Through the Essay With a Partner – 50 minutes.

- When students have completed their outlines, put them into pairs to talk through their outlines. To start, one person should be the listener and one person the speaker.
 - The listener should:
 - Encourage the speaker to keep going with their ideas.
 - Ask questions for clarification, as needed.
 - Talk about their impressions of the oral essay when the speaker is finished and make kindly recommendations.
 - The speaker should:
 - Take notes on changes they want to make to their essay—either adding or subtracting information as they speak.
 - Students should repeat this process with two partners so that they get clearer on how they want to talk about their ideas and to add any new ideas to improve their work.
-

HOMEWORK

WRITE: Write a final paper using the following questions as prompts. Students are to write to an audience that knows nothing about Artificial Intelligence but would be interested in the topic and their ideas:

1. What is Artificial Intelligence?
2. What are some examples of Artificial Intelligence that we have now?
3. What are some examples of Artificial Intelligence in the future?
4. What are your concerns about the impact of Artificial Intelligence in the future?
5. What are some possible solutions?

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 16, Lesson 1

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|---|
| <ul style="list-style-type: none"> Expand criteria for evaluating writing assignments. | SPEAKING AND LISTENING | <p>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.</p> <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> Evaluate others' writing assignments according to the criteria. | READING | <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p>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.</p> |

| | | |
|--|--|---|
| | | 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. |
|--|--|---|

Week 16, Lesson 1

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on Artificial Intelligence

OBJECTIVES

- Expand criteria for good multi-paragraph writing.
- Evaluate others' writing assignments.

MATERIALS

Activity #1:

- Handout: Make one copy for each student.
Teachers should make copies of the criteria for a good essay created in Week 1, Lesson 4, Activity #1.

Activity #2:

- Student Work: Students bring hard copies of the essay they wrote for homework.
- Handout (attached to Week 9, Lesson 4): Make two copies for each student.
Audience Comment Page

ACTIVITY #1: Expand Criteria for Good Multi-Paragraph Writing – 60 minutes.

- Tell students that today the class will focus on giving students audience feedback on the writing assignments they brought in today. Audience feedback will be focused on congratulating fellow students on their good writing, and giving them good ideas for improving their essays. Students will get peer feedback, your feedback, and then the opportunity to edit their work for grammar and spelling issues. All of this peer-review and editing work will help them get the information they need to improve their essays for a final draft they will hand in next week.
- 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 were they?
- Write the following questions on the board in a big grid. Make one column for the questions and then add two columns for Current Writing Criteria and Additions:
 - What would make a reader interested in reading your essay?
 - What does an audience need at the beginning of the essay to get involved in reading?
 - Why does an audience need your ideas to be in different paragraphs?
 - How do paragraphs help the audience follow what you are trying to say?
 - What is a reader going to get out of reading your essay?
 - How can the final paragraph ensure that the audience takes away something valuable from your piece of writing?
- Put students in pairs to recount the answers to these questions from last time and to add any new ideas they might have.
- Pass out the criteria for a good essay created in Week 1, Lesson 4 to jog their memories.
- For each question, go from pair to pair to fill the "Current Writing Criteria" category.
- Go back around again to solicit "Additions" students would make to the criteria.

ACTIVITY #2: Evaluate Others' Writing Assignments – 60 minutes.

- Tell students they will now provide constructive feedback on each other's essays. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the essay is trying to say and to offer good suggestions for making the essay more interesting.
- Put students into groups of three. Put students who have studied different *Conscious Discipline* chapters together so their interest level in other student work will be high.
- Have students take out their homework essays.
- Pass out two copies of the *Audience Comment Page* to each student. Explain that they are going to:
 - Read the essays written by the other two people in their group.
 - Fill out one *Audience Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to rewrite their final essay.
- Have students pass their essays to the left.
- 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 gave 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.
- Have students hand essays in to you, along with *Audience Comment Pages* from their partners.

HOMEWORK

TEACHER PREPARATION #1: Evaluate the student essays handed in using a copy of the *Audience Comment Page*. You will need to read both the essays and the student comments on those essays to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct everything in the students' drafts. Only mark those errors in the text that would help the student make significant progress toward a better essay. In your comments, indicate a due date for rewrites of these drafts. These should be handed back to students in Week 16, Lesson 2.

Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 16, Lesson 2

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|---|-------------------------------|--|
| <ul style="list-style-type: none"> Allow student to re-writing their essays. | 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. |
| <ul style="list-style-type: none"> Have students prepare to present their answers to the last 2 questions in the prompt. | SPEAKING AND LISTENING | 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. |
| <ul style="list-style-type: none"> Writing homework. | WRITING | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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Week 16, Lesson 2

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on Artificial Intelligence



Class to be held in the Technology Lab

OBJECTIVES

- Allow student to work on rewriting their essays.
- Have students prepare to present their answers to the last two questions.

MATERIALS

Activity #2:

- Classroom Resource: Flip chart paper (two per student) and markers.
 - Classroom Resource: Index cards.
-

ACTIVITY #1: Allow Students to Work on Rewriting Their Essays – 60 minutes.

- Tell students they have the opportunity to rewrite their essays on the computer. They have three full responses to their drafts to think about.
 - Write the following on the board:
 - Introduction.
 - Body.
 - Conclusion.
 - Go round robin and ask students what kinds of changes they plan to make to different parts of their essays to make them complete and ready to be handed in.
-

ACTIVITY #2: Have Students Prepare their Answers to the Last Two Questions – 60 minutes.

- Tell students, when they are finished with their rewrites, they are to work on preparing to present their thinking in response to the last two questions in the prompt:
 - What are your concerns about the impact of Artificial Intelligence in the future?
 - What are some possible solutions?
 - The purpose of these presentations is to share their thinking and solutions so the class can all get help with how to think about difficult Artificial Intelligence issues.
 - Ask students to:
 - List their concerns about the impact of Artificial Intelligence in the future on sheet.
 - Prepare to give explanations and/or examples for each concern on the list.
 - List their solutions on the second sheet.
 - Again, prepare to give explanations and/or examples for each concern on the list.
 - Allow students to also use index cards to help them remember the explanations and examples they want to use in their presentations.
-

HOMEWORK

COMPLETE: Have students complete all rewrites of their final written work and prepare to present their thinking in response to the last two questions in the prompt:

- What are your concerns about the impact of Artificial Intelligence in the future?
- What are some possible solutions?

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Information Technology Semester 1 Reading & Writing Lesson Plans
ASE Standards Covered For Week 16, Lesson 3

| OBJECTIVES | STANDARD CATEGORY | STANDARD |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> Give presentations on your thinking about Artificial Intelligence. | SPEAKING AND LISTENING | <p>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.</p> |
| <ul style="list-style-type: none"> Discuss what you have learned in the class. | SPEAKING AND LISTENING | <p>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.</p> <ul style="list-style-type: none"> 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. |

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Week 16, Lesson 3

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Written Work on Artificial Intelligence

OBJECTIVES

- Give presentations on thoughts about Artificial Intelligence.
- Discuss what students have learned in the class.

MATERIALS

- None.
-

ACTIVITY #1: Give Presentations on Thoughts About Artificial Intelligence – 60 minutes.

- Have students to give their presentations.
 - After each presentation, ask:
 - Do you have any questions for the presenters?
 - Have an open discussion on the differences and similarities of students' ideas. Ask:
 - How do you think the changes brought about by Artificial Intelligence will impact people in Tallulah, Mississippi and other poor communities?
 - What kinds of programs and services need to be made available to make sure that people struggling the most can have meaningful lives in the new Artificial Intelligence economy?
-

ACTIVITY #2: Discuss What Students Have Learned in the Class – 60 minutes.

- Tell students you want their feedback on the Bridge 1 class.
 - Write the following questions on the board:
 - What topics that we studied were most interesting to you? Why?
 - What were your favorite readings? Why?
 - What were your favorite videos? Why?
 - Do you think your reading has improved? How?
 - Do you think your writing has improved? How?
 - What have you learned that makes you feel more ready for college?
 - Ask students to write down one question at a time and answer it.
 - Ask students to interview two students to find out what their answers were to the questions.
 - Come back as a class to answer the questions together.
 - Come up with some conclusions about how well the class went by asking:
 - What does the class think were the strongest parts of the class?
 - What were the parts of the class that didn't work?
 - What could be done differently next time to make the course more effective?
-

HOMEWORK

TEACHER PREPARATION: Decorate the classroom for Week 16, Lesson 4 celebration. Create certificates, at least one per student, to celebrate their achievements in the classroom.

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Week 16, Lesson 4

Information Technology Semester 1 High Intermediate Adult Basic Education

THEME: Celebration

OBJECTIVES

- Celebrate student achievements.

MATERIALS

Activity #1:

- Classroom Resource: Party supplies.
 - Handout: Certificates for students.
-

ACTIVITY #1: Celebration – 120 minutes.

- Go around the room to ask students what they have accomplished in the class. Cheer for students after they speak.
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.

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