

THE CUNY HSE CURRICULUM FRAMEWORK

SECTION 5 SECTION

Classroom Supports and Career Pathway Connections



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The CUNY HSE Curriculum Framework

2015

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Classroom Supports and Career Pathway Connections



Overview

This Curriculum Framework is intended for all HSE teachers, with the understanding that there is a wide variety of HSE programs throughout the state. Some programs are rural; some are urban; some are part time; some full time. Instruction is offered in many different settings, including classrooms in schools, in community-based organizations and in correctional facilities. Our programs serve a wide range of students at different ages, from diverse communities and with differing levels of achievement in the various academic subject areas. Each teacher in each setting will need to make modifications in order to make their instruction relevant and appropriate to their own students. In this section, we will offer examples of adaptations and enhancements to serve a diverse group of students in a diverse range of instructional environments.

In this section, you will find:

- Suggestions for icebreakers and warm-up activities
- Adaptations for lower-level learners
- Youth considerations
- Resources for college planning and career pathway connections

As teachers of adults, we know that our students vote with their feet, and will leave our programs if they don't feel that they are respected and that their needs are being met. Part of our job is connecting to the needs and interests of our students. It is important for us to find ways to make students feel at home in our programs and make connections to staff and other students in order to build a community of learners. The icebreakers and warm-up activities described here are effective ways to bring people together, providing opportunities for relationship building, communication, and learning.

We also want to make sure that we give our students an equal measure of support and challenge in the classroom, with modifications for lower-level learners that help invite them into an academic environment. The

lower-level adaptations section provides principles and strategies for modifying curricula, a sample modified lesson from the social studies curriculum framework and an extensive list of resources for accessible readings at different levels in social studies.

We also need to be able to capture the interests of young people in our programs and use their energy in positive ways in the classroom. With youth, in particular, it is helpful to connect learning about history and the world with the here and now, so they can see how it relates to them. This doesn't mean that everything we teach needs to be about popular music and clothing. You know your students and can predict what they will find interesting. In our experience, given the right approach, we have seen youth connect with a wide range of subjects, including every topic covered in this HSE curriculum framework. The icebreakers and warm-ups section can also be useful for planning activities that help students reflect on how they work in groups and how they can interact successfully with other students and teachers. We also share resources on positive youth development, useful when developing programs for youth.

Finally, most of our students are coming back to school in order to find work and build a career. The success students find in our classrooms will prepare them for college and career, but we also want to help them think about next steps while they are with us. This section will help students see their studies as part of a progression with short-term achievements that lead to long-term goals.

**SECTION
5B**

Icebreakers and Interactive Activities

We try to give our students an experience of hands-on, immersive learning. We work with teachers to develop lessons that provide students with opportunities to learn by interacting with texts, ideas and each other. In order for students to work together well in small groups, it is helpful to provide opportunities for students to get to know each other, explore group dynamics and develop a positive group identity. We encourage teachers to use icebreakers, energizers and interactive activities. These experiences can help students develop friendships and supportive relationships that will improve their attendance and retention, sense of satisfaction and, ultimately, achievement. Interactive activities help students learn to work collaboratively with others, articulate their ideas and listen to others, all skills that are important for the workplace. Plus, the activities are fun. It's important to send the message that learning should be interesting and engaging, especially when so many adult learners have had traumatic experiences in school.

Many of the following icebreakers and interactive activities were developed for working with youth, but work well with people of all ages. These activities are appropriate for use with groups of adult students, teachers, parents or mixed audiences, since they give people a chance to become comfortable in new settings, develop trust and create a group identity. The opportunity to talk with and learn from peers can enrich any learning experience.

If you haven't used icebreakers in a class before, you might try an activity with your coworkers in a staff meeting. When we first started using interactive activities with students, we tried out a different activity every staff meeting. It was a great way to practice the activities and learn more about each other. As a place to start with students, name games during the first weeks of class are a good choice, since they give students a chance to learn and use each other's names, an essential part of working as a group.

When doing icebreaker, teambuilding, and warm-up activities, it's important to have a short debrief afterwards. This gives the group a chance to reflect on the activity and identify what can be learned. The learning is experiential and can be more powerful when we reflect on its meaning. These activities should be used to teach, not just to break the ice. These two questions will help students process their experience:

- What was this activity like for you?
- What can we learn from this activity? or
Why do you think it's important to do an activity like this?

The first question gives students an opportunity to talk about whether they enjoyed the activity, were uncomfortable at any point, or would like to make a suggestion for improvement in the future. The second question helps students think about the purpose of the activity, which may be different with each activity. In the memory game, for example, one of the goals of the activity is for students to practice listening carefully to each other, something that is often difficult.

It's important to keep participation voluntary in icebreakers and similar activities. I try to make it clear that it's always okay to sit out the activity or pass when a question comes to you. People don't usually sit out for long, once they see that everyone is having a good time, but we should always leave an opening for participants to opt out.

This is a short list of the possible activities that you can use with a group. Many of these activities came from the wonderful book, *Moving Beyond Icebreakers*, by Stanley Pollack and Mary Fusoni, from the Boston organization, Teen Empowerment. The book is comprehensive guide to using interactive processes in classrooms, meetings, counseling groups, etc. Teen Empowerment also has a YouTube channel where you can watch groups interact through planned activities. This is a great way to see what an icebreaker can look like before you try it in your class.

Check-Ins (For the Beginning of Class)

WARM-UP QUESTION

A warm-up question can give everyone in the class a chance to introduce themselves and start to participate in a low-stakes way. In new groups or whenever a new person joins the group, participants should say their names when answering the question of the day. Here are some samples. You might also use questions related to the content of the lesson and which function as a pre-reading activity:

- What would you be doing if you weren't here?
- Share a memorable learning experience outside of school.
- Describe a time you tried something new and what happened.
- Share a time you had trouble learning something that you eventually mastered.
- Name one of your strengths and one area you would like to improve.
- Talk about your first job.

HIGHLIGHT/LOWLIGHT

I have used this check-in as a regular opener in youth classes, in particular. Ask participants to talk about a highlight (something good that recently happened, something they are proud of, etc.) and a lowlight (something that is challenging or difficult). It's important to make it clear that no one is required to share anything with the group. This check-in can quickly let you and everyone else know when good things are happening in your students' lives and should be celebrated, as well as the challenges where students may need support. You will also learn when a student isn't feeling well and may not be up to participating in his or her normal way.

Name Activities

MEMORY GAME

This activity is great for a new group of students, but can be used throughout a semester. The first person starts the activity by introducing herself and answers one or two questions (the name of a pet they once had, their favorite tv show, their worst job, desired career, a place you would like to visit, etc.). The next person starts by introducing the first person and repeating what he said. For example, "This is Eric. The worst job he ever had was as a dishwasher in a buffet restaurant." Then the second person introduces herself, also answering the question. The third person introduces the first two people and then introduces herself. The last person in the chain will need to introduce all the people in the room. For an added challenge, participants can answer and remember two questions.

In the debrief afterwards, students will most likely give these reasons for why the activity is important:

- To learn each other's names
- To learn about each other
- To sharpen their memory since school requires remembering lots of things

All of these reasons are true, of course. We also do activities like this because it helps us get used to speaking in order and listening carefully to each other, two qualities that are important for a well-functioning class. Some students will talk about the importance of listening to the teacher, which is important of course, but we also want to underline the need for students to listen carefully to each other, an element of basic respect and collaboration in the classroom.

THE VALUE OF MY NAME

This can be a good introduction for a math class. Work out the value of your name in advance (A=1, B=2, C=3,...). My first name, Eric, is 5-18-9-3. I would start by telling the group that this number (5-18-9-3) somehow represents me and ask for guesses about what it means. Is it part of your social security number? Your high school locker combination? If the group struggles to figure it out, I would say that these numbers represent my name. Once the group figures out the trick, ask everyone to convert their name into numbers. Have students write their numbers on the board and see if everyone in the room can convert them back into names.

NAME AND ACTION

This is a good activity for a new group getting to know each other. The group should stand in a circle, which enough room to move arms and legs without bumping into each other. Each member of the group will introduce themselves one at a time by stating their first name and making an action that goes with their name. Examples include palms together for someone who wants to express their peacefulness, or a shadow jump shot for someone who likes basketball, or pretend writing for someone who likes to write poetry. You might want to make clear that the actions should not be offensive to anyone in the group.

Model the activity by introducing yourself. Everyone in the group should then say your name and do your action at the same time. The next person in the circle then teaches the group her name and action, after which the group says the person's name and does her action three times.

Note: An alternate way of running this activity requires the group to repeat everyone's name and action from the beginning as each person adds their action, similar to the memory game.

BALL TOSS

This is a good activity for students who know each other and have been through a couple other name activities, but may need some practice with each other's names. Students stand in a circle with enough room to move their arms. Tell the group that we are going to practice our ability to focus and pay careful attention to each other. In the activity, one at a time, participants will say, "*Here you go, (student's name),*" and throw a ball to another member of the circle. The person catching the ball will say, "*Thank you, (student's name).*"

You should model this activity with a student by first catching that person's gaze, saying, "*Here you go, Natasha,*" and telegraphing the

throw, making sure she is ready. The first time you do this activity, it is important to tell students to make sure the other person is ready before throwing. Each person should throw to a person who hasn't received the ball yet, with the facilitator getting the ball last. In the second round, go a little faster, but follow the exact path from the first round. Students should throw to the same person they threw to before.

- **Challenge:** By the third round, if the tossing is smoother and the names are getting easier, you can add another ball to the mix. Wait until the ball is about halfway through the chain and then throw to the first person in the chain, saying, "*Here you go, (student's name).*" You might wait to do this on a second day if it took a while for students to get comfortable with one ball.
- If there was a certain amount of confusion in the activity, you might ask the group what that was like for students who were trying to make the activity work. How does this relate to what can happen in a classroom when we need to work together to learn? This can allow for a conversation about the effect on a classroom when students aren't attuned to each other. What could we do as a group to make this activity work better? Sometimes it just takes practice, which can be true of being a student as well.

HISTORY OF MY NAME

This is a simple activity that works best with smaller groups. Ask participants to think about the history of their name, including first, last, middle or nicknames. What is the history of your name? How did you get your name? Were you named after an older relative? Does your name have a meaning? Is there an interesting story connected with your name? Go around the room listening to everyone's stories.

You can learn useful things from this activity. For example, many people don't like their given names and prefer to use other names. This is also a great way for other students to learn the pronunciation of other participants' names. We also learn about our participants' families and what is important to them as they talk about their names.

NAME CONTEST

Use this activity after a few sessions where participants have started to learn each others' names through activities. Ask a volunteer to go around the circle and say the names of every participant. When that person completes the group or can't continue, ask another participant to go the other direction. You might give a prize to participants who can name everyone in the room.

Getting to Know Each Other

NAME BINGO

Make a bingo card with different statements that might apply to the people in your group. Participants talk to each other to collect signatures for people that satisfies the statement in the box. You can include other people's signatures once. Declare a winner when someone has a signature in every box on the card.

Examples of questions include:

- Plays the same sport as me
- Likes to fish
- Is reading a good book
- Speaks more than one language
- Has carpentry skills
- Has been to another country
- Plays a musical instrument
- Is a good cook
- Has a great-grandparent still living
- Loves math

MAKE A MAP

This is a great activity for large groups. You and your group will make a human map of the geographical region where people live. If your participants travel to get to your group, make the map larger. If you are working with people in a neighborhood organization, make it just big enough to include where people live. Determine the directions (north, south, east, west) in your classroom, gymnasium or open field. Tell the group that we are going to make a map of our town (city, neighborhood, state). Identify landmarks in different parts of the classroom. Tell the group that we are trying to make an extremely accurate map of the area, based on where people live. Participants should place themselves in relation to other people and landmarks in the room. Give them some time to talk to each other and figure out where they should be. Once everyone is settled, ask participants to introduce themselves to someone who lives nearby and talk about what they like about the area. You might also have people introduce themselves to the larger group from their position and talk about one thing others might not know about where they live.

FIVE THINGS IN COMMON

In your groups, take the next five minutes to find 5 things that everyone at your table has in common. Your goal is to find commonalities among your group that are unique, things that aren't true about the other groups here. You're going to have to investigate and be creative. Ask each other questions. After five minutes, ask each group to read off their list. If any other team generates the same idea, then it must be crossed off the list. Any idea that was not included on another team's list results in a point for the team. The team with the most points after all the reading of the lists is declared the winner.

TWO TRUTHS AND A LIE

Model this activity by writing three sentences (two true and one false) on the board about yourself. Write truths that are hard to believe and lies that are difficult to distinguish from the truth. (These statements are about me, so you should write your own.)

- *I rode across the United States on a bicycle.*
- *My name was changed when I was one year old.*
- *I always knew I wanted to be a teacher.*

Tell the group that their job is to figure out which of these statements is a lie. They should ask you questions and judge by your answers: How long did it take you to ride across the country? Where did you sleep? On a bicycle? It's fine to continue lying. At some point, ask the class to vote on the lie. Reveal which statement is the lie. Now, pass out index cards and ask participants to write their own two truths and a lie. After collecting the cards, you might read a card aloud and see if the group can guess whose card it is, then ask the group to guess the lie by asking questions. You can keep the cards and have 1-2 participants answer questions as an icebreaker at the beginning of each class or as an energizer after a break. You can also have small groups play the game with each other, so that everyone gets a chance to answer questions.

CONCENTRIC CIRCLES

This exercise is great for building relationships among members of your group. It is especially useful when a new group is forming because it gives participants a chance to have a series of individual conversations. I have used Concentric Circles with students, teachers and administrators and it has never failed me.

Form two concentric circles of chairs, one circle facing out and one circle facing in, with one chair for everyone in your group. Each person in the group should be sitting across from one person, so they know who they will be talking to. (If you have an odd number of participants, you can participate in the conversations, interrupting yourself to move the group to a new topic of conversation.) Tell the group that they will be having a series of conversations on different topics. Apologize in advance for interrupting them. After a few minutes on each topic (enough time for each member of the pair to share), interrupt the group and ask the outer circle to move one chair clockwise. The inner circle should stay seated.

Choose a progression of questions that start with everyday topics and can move toward more subject-based questions. The questions should be on a specified topic and arranged logically.

- Talk about the place where you grew up and some of your earliest memories.
- Talk about your favorite and least favorite teacher from elementary school.
- Talk about a time when you had difficulty in school.
- Talk about your career goals.
- Talk about how being in this program will help you accomplish your goals.
- Talk about where you hope to be 5 years from now.

Closings and Evaluation

A quick closing at the end of each class is useful as a quick assessment of what students learned and how they are feeling about the class. It also signals a formal end to the session. If you are comfortable receiving the feedback, allowing participants to rate the class is very useful for letting students express accomplishments they are happy about, as well as improvements that could be made. As always, it is important for the facilitator to participate and model openness by sharing as well.

- One word checkout (one word that sums up how you feel about today's group)
- One thing you learned today
- Rate today's class from 1-10. Explain your answer.

GROUP NORMS: PAIR SHARE–GOOD CLASS/BAD CLASS

I recommend this activity at the beginning of any class with youth. Through it, we learn about students' previous experiences in school. It also helps participants start to develop self-awareness about how certain behaviors affect their peers. Here's a prediction: Everyone will talk about how they were unable to concentrate in classrooms where people talked over each other and didn't pay attention to the teacher or other students. The goal is to set norms based on positive and negative experiences people have had in school.

A tip: It's nice to do this activity early in the semester, before students have examples of being frustrated in your class! It's always easier to talk about what happened elsewhere.

- 1 **Turn to a person next to you.** Think about classes you have been in (HSE, high school, middle school). Talk about one that was a good experience and one that was not. What made each class effective or ineffective? (Maybe define "effective" as a vocabulary word.) The things we recognize as effective from previous classes should become our group norms, if possible.
- 2 **Easel paper with two columns (– & +).** Pull answers from the group and take notes of the main examples they relate. (Start with the positive.) What do they like in a class? What is effective and helps them learn? What do they dislike? What is ineffective and keeps them from learning? (Encourage students to talk about their own actions, other students' actions and the teachers' actions.)
- 3 **Focus on the positive.**
 - What positively-stated norms do we want to have as a group? (If students make suggestions such as, "No one should come late to class" or "We shouldn't make fun of other people," thank them for the suggestion and ask if they can communicate the same idea in affirmative statements, such as, "We will come to class on time" or "We will support other students and help them learn.")
 - Which of these norms do we want to commit to as a group?

Someone takes notes on easel paper.

- 4 These are some examples of guidelines you can use in any group or class. You might ask your class if they would like to include any of these guidelines in the class norms.

(continued on next page)

Guideline	Explanation
One mic	One person should speak at a time. We will try not to interrupt each other and speak over one another.
Ouch/oops	If you are offended by something someone said, you can say, "Ouch! When you said..., I felt like..." If you accidentally offended someone, you might say, "Oops! I didn't mean to offend you. I understand now what that was like for you."
Full participation	Do your best and do what you can. Participation looks different for different people. Some people are enthusiastic and jump in. Some people need some time to think. What does participation mean to you?
Minimize distractions	We are all adults and have responsibilities outside this room, but we are putting this time aside for ourselves, to invest in our future. We agree to limit our use of phones and other distractions that pull us away from learning.
Have fun!	Learning should be fun! We are here to enjoy ourselves while we improve our skills and learn about the world. Together, we can make this a good experience.

Overview

Adapting Lessons for Different Classroom Structures and Populations

The lessons in this curriculum framework were designed for classes that are four hours in duration, with a student population that ranges in age from late teens to older adults. Of course, neither all adult education classes have this schedule, nor this student population. Schedules may vary widely, and students served may be lower than HSE level, may fall into the “youth” category, or may not be native speakers of English. A few suggestions for adapting lessons for different populations follow.

NRS LEVEL 2, 3, AND 4 LEARNERS

While teachers of students reading at 3rd through 6th grade levels are more restricted in text selections, it is nevertheless possible to teach content. A resource list of recommended books for teaching U.S. history at lower levels is included in this document. There is also a section which includes a sample adaptation of Social Studies Lesson One of this curriculum which shows how the lesson may be adapted for readers at those levels.

Together with the Social Studies Curriculum Map, which includes suggestions for topics within each category, teachers can use these tools to create lessons that follow the curriculum but address the need of lower level readers and writers. A few suggested activities that can be adapted to any content:

Suggestions for Reading Activities

■ **Read-alouds**

Introduce texts by reading aloud to students. Model how you interact with a text, by “listening” to the author and responding as you read in order to clarify the author’s text and your own thinking. Ask questions, predict next steps or outcomes, and summarize the passage. Point out what most excites or interests you about the passage.

■ **Note-taking in Response to Text**

Students at all levels can take notes. This “Last Word Protocol,” described below, leads students through a process of responding

to text by alternately reading, taking notes in response, then sharing their notes with other students. Divide students into pairs. Students read a text or listen to one read aloud, then take notes on the reading, writing about what they understood, questions they have, and reactions. Once students have written, Partner A reads her notes to Partner B. Partner B tells Partner A what he “heard” and adds any comments he may have. Partner B then reads his notes to Partner A and the process is repeated

■ Repeated Reading

The Common Core standards emphasize close reading. Even lower level readers can engage in this process. Each time students read a text, view an image, watch a film, or listen to an audio recording, they return to the “text” three times. The purpose of the first “reading” is to grasp the meaning. A second reading will focus on analyzing the “text,” gathering evidence to support the initial understanding or elicit new meaning. Finally, a third “reading” provides opportunity to critique or evaluate.

■ Directed Reading and Thinking Activity

The Directed Reading Thinking Activity (DRTA) is a high-utility activity to use with longer texts. DRTA helps students develop their ability to briefly and frequently summarize and predict while using information from the text to support their statements. As they read and discuss, pausing at logical stopping points in the text, students are asked:

- What do we know [now]?
- What do we expect will happen next [in the process or story]?
- Why? Support your claim by providing:
 - a. evidence from text, and
 - b. your own background knowledge

Suggestions for Writing Activities

■ Quick-Writes

Quick-writes can be used before and after reading, discussion, at the beginning and end of class, and following moments of quiet, independent thinking. Vary the length and purpose of writing—for example, 5 minute to jot a quick write, 10 minutes to brainstorm ideas or 20 minutes to write a summary. Students can respond in writing to pictures, maps, graphs, quotes, objects, audio and video clips.

■ Model the writing process using a ‘write aloud’

The teacher writes on the board (or projected computer screen) demonstrating how to draft, organize, revise and edit a text. At this stage of the lesson, do not post ‘finished’ work, unless you plan to edit, revise or use it to prompt more writing. Stick to the crafting aspect of writing. When we write, we usually reread what we have written as we are writing so that we can refocus our thinking. We may change our mind and cross out a word, rephrase, insert text, and continue writing more, and so on. During this demonstration, the teacher clarifies her thinking aloud to provide a window for the students to understand writing as a process which includes reflection, brainstorming, drafting, evaluation, revision and editing in a complex process.

MIXED-LEVEL CLASSES

A general guideline for teaching content in mixed levels classes is to choose texts that address similar content but are written for readers at different levels. The lesson might start with a whole-class reading of an easy text. The teacher might read aloud so that everyone can follow along. Then, students who read at different reading levels can work in groups with different texts to read, preparing summaries or charts to present to the class on their particular topic. There are also several sources for texts on the same topic that are available at different reading levels. One excellent, and free, source is Newsela. Another source is the New York Times in Plain English. The Change Agent, written by adult students for adult students, has themed issues which offer plenty of opportunities for students of different reading levels to study the same topic together in class. Finally, the National Geographic Expeditions Global Issues Series has short books on a range of Social Studies topics (Human Rights, Migration, Standards of Living, Population, and more) which are designed for this purpose, with short, magazine-like books on the topic written at three different reading levels.

Visuals—photographs, maps, charts and graphs—are also very helpful ways to introduce topics to mixed level classes, as all students will be able to participate fully. Topics that have been introduced through visuals can then be explored through texts geared to readers at different levels.

ESOL LEARNERS

More and more non-native English speakers are making their way into HSE classrooms, and bringing with them special needs. Students who were not educated in the U.S. are likely to have much less background knowledge about American history than native speakers. These students may well bring knowledge about the world—different countries, cultures, types of government, religions and histories—into the classroom that native speakers do not have, so the two populations can complement each other in terms of their knowledge base.

Because English language learners are unlikely to have learned American history before, review is important, as is choosing texts without too much unfamiliar vocabulary. In this curriculum, many texts with challenging vocabulary have been footnoted so that the meanings of unfamiliar words in the text are given at the bottom, and that is one way to address the issue of vocabulary.

Writing instruction can be adapted for second language learners in a few ways:

- **Discussions before writing** help students talk about their ideas before they have to struggle to put those ideas on paper. These also allow ESL students to learn vocabulary they may need for their essays.
- **Graphic organizers provide some organization** for students and a way to take notes that they can refer back to when writing connected text. It's helpful if graphic organizers suggest a structure for the essay, such as claim/reason or support.
- **Sentence starters scaffold writing** for whom English isn't a first language.
- **Templates provide structure** for students who must struggle with other aspects of writing—ideas, vocabulary, syntax.

Modification of ELA/Social Studies Lesson for Lower-Level Learners

OBJECTIVES

For all lesson objectives, suggestions will be provided for instructional modifications that will allow students to access the materials and concepts:

- ✓ Students will be introduced to what a sentence is.
- ✓ Students will understand how learning U.S. history will help them pass the HSE test.
- ✓ Students will get an overview of U.S. history from colonization to the Civil War.
- ✓ Students will use maps to understand the process of colonization.
- ✓ Students will learn about the geography of each group of colonies and how geography affected their economies.
- ✓ Students will review two persuasive essays about the centrality of money in America and write responses.

Supplemental to original lesson plan objectives, students will engage in literacy activity that supports comprehension of U.S. history, such as:

- ✓ Use of note-taking strategies to support learning in the classroom, as well as independent study habits.
- ✓ Use of small group and paired student activities that will develop student ability to collaborate and present ideas, orally and in writing.

ACTIVITY 1 Background Knowledge & History

MATERIALS: Background Knowledge and Reading, adapted from *Why Don't Students Like School?* by Daniel T. Willingham

STEPS:

- 1 Ask students to prepare two columns in their notebooks, to have pen in hand and to choose a partner for the entire activity.
- 2 Write the word **knowledge** on the board as writing prompt.
- 3 Ask students to list 3 words that come to mind when they hear the word knowledge.
- 4 Partners then share their words with each other, explaining why these words come to mind.
- 5 Each student then selects one word from their own list and writes for five minutes any thoughts they have about their word or knowledge.
- 6 The partnered students take turns sharing again (reading their piece twice to their partner) while the listening partner noted two or three things that stand out.
- 7 Write the word **skill** on the board. Walk students through the same activity they used with the word knowledge.
- 8 Write the term **Background Knowledge** on the board. Introduce the text, “Background Knowledge and Reading,” adapted from *Why Don't Students Like School?*
- 9 Read aloud (modeling your thinking as you read) to the students (twice!) the first several paragraphs from Willingham’s text, stopping at the word “...experiment.”
- 10 Ask students to think for one minute about what they have heard in class so far, from each other and from the author, Willingham.
- 11 Hand out the reading. Ask students to scan the text and to identify two ideas in the text that they think might be important; add a few words about these ideas to the first column in the student notebooks.
- 12 Tell the students that you will model reading the text in ‘chunks’.
- 13 Ask the students to read the text a second time, independently.

- 14 When they are finished reading, write the term **background knowledge** on the board. Ask students to think for one minute about what the term might mean; write for 5 minutes, pair up to share and respond;
- 15 Prompt students with a new question: “*Why do we have to learn all this history?*” Ask them to discuss with a partner how the writer of this article would answer this question: “*Why are we learning all this history?*”

ACTIVITY 2

What is History? Ideas and Timelines

MATERIALS: Blackboard/whiteboard and chalk

STEPS:

- 1 Draw a blank horizontal line on the board; ask students to copy the timeline onto a fresh page in their notebook
- 2 Write these quotes on the board:

“History is more or less bunk.” –Henry Ford

“Those who don’t know history are destined to repeat it.” –Edmund Burke

“History is a people’s memory...” –Malcolm X

“History is the version of events that people have decided to agree upon.” –Napoleon Bonaparte

“History is, strictly speaking the study of questions...” –W.H. Auden
- 3 Write the question on the board: **What is history?** Students take a few minutes to write their response; share and respond with their partner; capture some of the students’ ideas about history on the board, in quotes.
- 4 Write a dictionary definition of history on the board (use any dictionary at hand).
- 5 Revisit the timeline, asking students what they think it is and how it might be used?
- 6 Ask students to think for one minute about which events from U.S. history might go on the timeline; list 3 or 4 in their notebook, pair up to share with their partner.

- 7 Discuss the events the students come up with among the entire class.
- 8 Introduce the concept of arranging the timeline to record events in time order, and also how to apportion time periods on a timeline, either using uniform periods such as decades and centuries, or dividing the timeline by eras that may or may not be of the same length. Model at least 3 different examples of timelines. Label them.
- 9 Ask students to copy each example into their notebooks.
- 10 Try asking students to practice creating a timeline using their own experience: list 4 major events in their own lives, and then work with their partner to place their ‘historical events’ on a timeline.
- 11 Draft a timeline of periods of U.S. history that they will learn about over the next 10-15 weeks.

ACTIVITY 3 Observe, Document and Write

STEPS:

- 1 Ask students to gather notebook and pen.
- 2 Draft a writing form:
I see [insert one word or phrase]
I see [insert one word or phrase]
I hear [insert one word or phrase]
I hear [insert one word or phrase]
- 3 Go outside the classroom or building; walk to a corner; STOP.
- 4 LOOK around. Write 3 things you see, beginning with the words “I see...”
- 5 LISTEN. Write 3 things you hear, beginning with the words “I hear...”
- 6 Return to classroom or seat.
- 7 To create a new text, in this instance a poem, choose 4 lines of information to use in the text to be created: 2 seen & 2 heard; cross out the remaining 2 lines of notes.

- 8 Cross out the words “I see” and “I hear” at the beginning of each line.
- 9 Revise by reorganizing each group of observations, heard or seen, into three lines. Perhaps add punctuation and edit slightly.
- 10 Share poems out with the class (or small groups).

ACTIVITY 4 Maps, Maps, Maps

MAPS: Current world map • Current map of North & South America
• Current map of United States • Historical map of the European colonial powers’ territories • Historical map of the 13 English colonies

STEPS:

- 1 Ask students to form small groups of four, keeping their original partners. The students should turn to a fresh page in their notebooks and divide the page into two columns.
- 2 Hand out or project an example of a world map with labels; and another labeled map of North & South America.
- 3 Ask the students to spend one minute looking at the two maps. While still working independently, students should list three things the two maps seem to have in common.
- 4 In the small groups, invite the students to share their lists with each other.
- 5 Ask the students to spend one minute looking at the maps and listing three things the two maps seem to NOT have in common. In small groups, invite the students to share their second list.
- 6 Ask the entire class to share out their new information.
- 7 Ask the class to look at the world map and find Spain, Portugal, England, France and Holland on the world map.
- 8 Give out and project two more maps: a historical map of the European colonial powers AND a map of the English colonies.
 - Ask the students to spend one minute looking at the maps.
 - Still working independently, list three things the two maps seem to have in common.
 - In the small groups, invite the students to share their list.

- Still working independently, list three things the two maps seem to NOT have in common.
 - In the small groups, invite the students to share their second list.
- 9 Ask students to set aside all of the maps except for the English colonies map. Then, give out a map of the United States today. Ask the students to spend one minute looking at the U.S. map, comparing it to the English colonies map; still working independently, list three things the two maps seem to have in common. In the small groups, invite the students to share their second list.
- 10 Write this question on the board:
- What are some of the things we can learn from maps?*
- Ask the students to take one minute to think about the maps they have seen today and list 3 ideas that come to mind; share lists with their group.

ACTIVITY 5

Colonial Economies

MATERIALS: Climate map of U.S. • Text: *Regional Economies*

- Graphic organizer for “Regional Economies”

STEPS:

- 1 Ask students to set aside all of the maps except for the map of the United States. In the small groups, choose which 13 states were the original 13 colonies; share with the class, clarifying as needed.
- 2 Write the word **colony** on the board and ask students to brainstorm what they know about colonies, what questions they might have about colonies.
- 3 Write questions on the board:
- Why do you think countries created colonies? How did the colonists make a living?*
- 4 Write the word **economy** on the board. Ask students what they think the word means; add and discuss terms like export, import, crops, natural resources, climate, terrain; add definitions of the terms to the board; students should copy this information into their notebooks.

- 5 With the map of the English colonies on hand, list the names of the New England, Middle and Southern colonies on the board. Give out a climate map of the U.S. and ask the small groups of students to look at both maps and together brainstorm what they think the differences might be between the three kinds of colonies (5 minutes).
- 6 Draw the organizer frame on the board. Ask students to draw the organizer in their notebooks.
- 7 Write this question on the board:
How did the geography and natural resources of the New England colonies affect the way people made a living there?
- 8 Read aloud (modeling your thinking as you read) to the students (twice!) the section of the text, REGIONAL ECONOMIES on New England colonies; as they listen to the teacher read, the students should note a few words or ideas that they hear.
- 9 Students share and discuss in their small groups to clarify their thinking and questions.
- 10 Discuss the reading, notes and small group discussions with the entire class.
- 11 Hand out the text. Write the term **text structure** on the board. Ask the small groups to take a look at (scan) the text together. Write these questions on the board for them to consider:
How do you think this text is structured? Is it more like description, or a list, or a debate? How does the author help you keep track of his narrative and thinking?
- 12 Recap and clarify the students' ideas about text structure
- 13 Using a writing frame and working with the entire class, write a sentence describing the New England colonial economy. Talk about why a summary sentence helps students to keep good notes, and how it eventually helps with crafting essays and other kinds of writing.

ACTIVITY 6

Sentences, In Part and All Together

MATERIALS: Blackboard • paper and pen

STEPS:

- 1 Ask students to prepare a fresh page in their notebook as a double-entry journal.
- 2 Write 5 lines of text on the board, 2 complete sentences and 3 sentence fragments. One fragment is missing a subject, the second a verb, and the third consists of just a phrase:

New England is cold in the winter.

Voted for the new constitution.

form of government.

The British colonies declared independence in 1776.

life, liberty and the pursuit of happiness.
- 3 Ask students to copy these 5 lines of text into a left side column, allowing for 2 blank lines between each line of words. Model this if necessary.
- 4 Ask students to work in pairs to determine which lines of words are sentences and for those lines that are not, what is missing that would help form sentence. Note that information in the right hand column next to each line.
- 5 Make changes as necessary until the class has a set of 5 complete sentences.
- 6 Write the word **sentence** on the board. Ask students what they think makes a good sentence. What makes a boring or interesting sentence? Capture student ideas on the board. Ask students to capture 2 or 3 good ideas in their notebooks
- 7 Build a sentence with the class, beginning with two words: “*They voted.*” Who voted, for what, and when and why, and how. Lead the class to create a well-crafted sentence.
- 8 Give each group a two-word sentence. The task is to expand the ideas in the sentence, and then to write each sentence on the board.

ACTIVITY 7 Taking Sides in a Debate

MATERIALS: Text: *Are Americans Too Obsessed with Money?* and *Can We Agree that Money is Important?*

STEPS:

- 1 Write the word **money** on the board.
- 2 Ask students to prepare their notebooks. They will listen and write at least 3 notes while you read to them.
- 3 Read aloud (modeling your thinking) to the students (twice) *Are Americans Too Obsessed with Money?*
- 4 Ask students to pair up and share their notes.
- 5 Hand out the text and ask the students to scan the text together to locate the parts of the text that relate to their notes. Make additional notes as needed.
- 6 Discuss the article with the entire class, asking them to share their notes, and the parts of the text they think important. Ask students to reread sections of the text silently and aloud. Prompt with questions and quotes from the article.
- 7 Write the word **claim** on the board. Discuss and define.
- 8 Write the words **evidence** and **support** on the board. Discuss and define.
- 9 Ask the students, in small groups, to choose which text they agree with—and to write a sentence stating their reason—or claim for choosing that author’s point of view.
- 10 Write the claim(s) on the board and ask the groups to verbally share their reasons for supporting their ‘claim’ using evidence from the text.

Provide as much support as necessary, but not too much emphasis on correction or critique.

“ Intelligence cannot develop without matter to think about. Making new connections depends on knowing enough about something in the first place to provide a basis for thinking... The more ideas about something people already have at their disposal, the more new ideas occur and the more they can coordinate to build up still more complicated schemes. ”

—Eleanor Duckworth

ELA/Social Studies Resources: Advice from an Adult Literacy Librarian

Teachers spend many hours trying to locate optimal materials for use in the classroom. One can be quickly overwhelmed by book lists, publishers, and teacher-created materials. A wrong choice can mean students go without quality resources required for learning.

Begin with a perusal of the resources available, or recommended by professional organizations, such as <http://teachinghistory.org>, as well as by colleagues, former teachers and your program manager.

Check out the collections and databases available at your local library, museum and historical society. Your local library will likely have very good online databases for content studies and student homework help. Find the best person here to guide you to the best location to browse.

Follow up with an online search of your state and federal resources, for example New York State Library and the Library of Congress.

Visit your local bookstore. Browse the adult, young adult and children's sections for non-fiction titles. Note the titles, authors and publishers of well-written texts and series that are interesting to read, well-designed and which contain useful graphics.

Take advantage of book reviews published by School Library Journal and other library and publishing journals. Visit the American Library Association website for leads to book, print and media awards.

Conduct a keyword search of the Internet for free resources using general subject and specific topic terms. Look for video, audio, books, articles, graphics and so on. There are many interesting resources available from foundations and universities. Do not forget to visit the PBS website where you will find abundant video resources that are applicable to social studies.

Choose books and other resources that you would read or watch. This is a key factor in choosing materials and texts for use with students. You will want to be enthusiastic about the materials you use as that enthusiasm will inspire the student. More important than reading level is the well-written story or well-designed book. Visual aspects are key to engagement for many students—graphics, font size, white space, and the length of paragraphs, sections and chapters. Factor in reading level secondly, or even lastly. If the text is challenging or dense, then consider how the organization of the text might allow for using excerpts or

chunking sections of text. Keep in mind that the purpose of the material is to ignite thinking and prompt writing, and then some discussion, followed by research. Common Core instruction requires multiple readings of text, and so, while the text needs to be accessible, it also needs to hold one's attention through a third read-through, and beyond.

The following sources offer a place to begin building social studies and history content collections. This collection is sufficiently wide to account for a range of learning styles, tastes, ages, reading levels, and teaching approaches.

COLLECTIONS/SERIES

Perfection Learning's Literature & Thought series

<http://www.perfectionlearning.com/literature>

U.S. Government

<http://www.perfectionlearning.com/browse.php?categoryID=3891>

Historical Events & Periods

http://www.perfectionlearning.com/Historical_Events_and_Eras

The unique design of Literature & Thought provides the thematic literature and teaching support you need to meet the challenges of state standards.

Student Editions:

- Creating context—an introductory essay, graphics, and concept vocabulary support the essential question.
- Essential questions (whole book) and cluster questions (units) focus on developing specific critical thinking skills through careful reading, textual analysis, discussion, and writing activities; text dependent questions and tasks.
- Outstanding literature and content-rich nonfiction and informational texts engage interest and focus attention on the critical thinking questions; appropriate text complexity; academic vocabulary support.
- Responding to cluster activities—textual analysis, writing, and discussion activities follow each cluster. The final cluster in each anthology focuses on synthesizing information to answer the essential question.
- Close Reading guidelines for a careful interpretation of the text:
 - ◆ Specific to the type of text being read—informational, argumentative, narrative, or poetry.
 - ◆ Students are prompted with detailed “questions to ask” and “where to look for answers” for a guided first read and focused re-reading.
- Textual Evidence—guidelines show students how to work textual evidence into a written literary analysis or informational report.
- Comparing Texts—focus points and questions for comparing and contrasting different texts with an emphasis on strategies if text types or medium differ.

AMSCO Social Studies

<http://www.amsco.com/soc-studies-overview>

Capstone Press

Documents in US History

<http://www.capstonepub.com/classroom/products/documenting-u-s-history-1/>

The Civil War series

<http://www.capstonepub.com/classroom/series/the-civil-war/>

The Revolutionary War series

<http://www.capstonepub.com/classroom/series/the-revolutionary-war/>

You Choose History

<http://www.capstonepub.com/library/products/you-choose-history-21/>

A History of US, Joy Hakim

<http://www.joyhakim.com/newsletter.htm>

<http://www.pbs.org/wnet/historyofus/>

SocialStudies.com

Keys to American History

http://www.socialstudies.com/c/product.web?record@TF44989+s@R0_cfDZEiPYIY

SocialStudies.com—U.S. History

http://www.socialstudies.com/c/list.web?nocache@4+s@R0_cfDZEiPYIY+curList@0+frompage@search

Scholastic

A True Book Series—American History

<http://www.scholastic.com/>

Cornerstones of Freedom series

<http://scholasticlibrary.digital.scholastic.com/subject/social-studies/cornerstones-of-freedom.html>

Sterling Publishers

<http://www.sterlingpublishing.com>

Biographies

http://www.sterlingpublishing.com/uploads/4/6/8/8/46881433/2014_juvie_backlist_lr.pdf

Good Question! Series:

What Was America's Deadliest War?: And Other Questions about The Civil War

Who Were the American Pioneers?: And Other Questions about Westward Expansion

What Are the Three Branches of the Government?: And Other Questions About the U.S. Constitution

Which Way to Freedom?: And Other Questions About the Underground Railroad

Did Christopher Columbus Really Discover America?: And Other Questions about the New World

Lerner Books

Timeline Trackers

<https://www.lernerbooks.com/Search/Pages/results.aspx?k=yqzpdka>

Saddleback Publishing

Graphic U.S. History series

<http://www.sdlback.com/graphic-u-s-history-sample-set/>

Hi-Lo Reading/Non-Fiction/History

<http://www.sdlback.com/hi-lo-reading/hi-lo-reading-nonfiction/history>

DK American History books

<http://www.dk.com/us/american-history/>

Sterling Point Books from Flying Point Press

<http://www.flyingpointpress.com/books-by-subject.html>

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paper: 978-1-4027-5119-6

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paper: 978-1-4027-3611-7; hardcover: 978-1-4519-3187-7

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paper: 978-1-4027-5122-6

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Teddy Roosevelt: American Rough Rider, John Garraty

paper: 978-1-4027-4144-9; hardcover: 978-1-4519-4524-9

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General George Patton: Old Blood and Guts, Alden Hatch

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paper: 978-1-4027-4141-8; hardcover: 978-1-4519-4521-8

Pearl Harbor Attack, Edwin Hoyt

paper: 978-1-4027-5704-4

Rosen Publishing

Graphic Battles of World War II

http://www.rosenpublishing.com/index.php?page=shop.product_details&product_id=10525&option=com_virtuemart

Catalogue, Fall 2014

http://www.rosenpublishing.com/downloads/PK_Fall_Frontlist_2014_ISSUU.pdf

National Geographic Reading Expeditions (Seeds of Change)

<http://ngl.cengage.com/search/showresults.do?N=4294918395+201&Ntk=NGL&Ntt=reading+expeditions+seeds+of+change+in+american+history&Ntx=mode%2Bmatchallpartial>

Two Cultures Meet: Native American and European

Jamestown and Virginia Colony

Building the Transcontinental Railroad

The Industrial Revolution

Age of Inventions

America Enters World War I

Homefront During World War II

The Struggle for Equality

The Great Migration

Immigrants Today

OTHER TITLES AND SOURCES

Young People's History of the United States

Howard Zinn

<http://catalog.sevenstories.com/products/a-young-peoples-history-omni>

Popular books by historians, such as Joseph J. Ellis, available through Vintage Books

The Quartet

Revolutionary Summer: The Birth of American Independence

After the Revolution: Profiles of Early American Culture

Founding Brothers

THE UNITED STATES CONSTITUTION A Graphic Adaptation

Jonathan Hennessey

<http://us.macmillan.com/books/9780809094707>

THE GETTYSBURG ADDRESS A Graphic Adaptation

Jonathan Hennessey

<http://www.harpercollins.com/9780061969768/the-gettysburg-address>

Written in Bone

Sally M. Walker

<https://www.lernerbooks.com/writteninbone/>

Common Core Curriculum: United States History, Grades 3-5

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118526961.html>

A curriculum framework for identifying and using high quality informational texts and narrative nonfiction to meet the expectations of the Common Core State Standards for English Language Arts.

Library of Congress—U.S. History

<http://www.loc.gov/topics/americanhistory.php>

School Library Journal's Series Made Simple—U.S. History

<http://www.slj.com/2014/04/reviews/series-made-simple/american-history-comes-alive-series-made-simple/>

**SECTION
5D**

Adaptations: Teaching a Mixed-Level Math Class

Introduction

Anyone who has taught any level of an adult education math class understands that to do so is to deal with a wide range of student abilities. This range can manifest itself both as a difference between students and also a difference between a given student's understanding of different topics in math. In addition to differences in content knowledge, adult learners in math classes can also come to us on either end of the spectrum (and everywhere in between) when it comes to their mindset, self-concept, comfort-level and their beliefs about mathematics.

Dealing with this reality is part of an adult education math teachers work. One strategy we might try is to bring extra work/handouts for the students who finish before everyone else. But if we do that, we find ourselves having to go over two handouts, one of which most of the class hasn't seen. This strategy also conveys to students that, in math, being fast is better than being slow, which reinforces damaging pre-conceived notions students have about what math is and what kind of a math person they are. It implies that doing your work quickly leads to reward, doing it slowly (read, at your own pace) leads to punishment and that math is about moving quickly to an answer.

Another strategy for teaching a mixed-level group is to give harder problems to your stronger students. Similar to giving them extra sheets, there are often unintended side effects to this. For one, it conveys to everyone in the class who you think are the "good math students" and who you think is not. It also can be very difficult to predict which content areas your students actually understand—you might have a student who is great with percents and fractions, who doesn't know anything about the coordinate plane. It also leaves you with multiple math problems to discuss with a class where no one has seen both problems.

We offer some other strategies that we have found effective in our own mixed-level classroom settings. Our challenge is to take the reality of mixed-level classes, and try to change it into a strength of the class. To do so requires two things: (1) Students involved in the same core activity and (2) making sure there is a valued role in the process for each student.

Teachers might define a good math student as having qualities like working hard, perseverance/doesn't give up, asking questions, learning from mistakes etc. Almost every adult math learner I've ever asked to define what makes a good math students says things like "always gets the answer right," "knows the rules," and "calculates quickly." Think of the implications of that—students define a good math student as being the one who already knows all the answers.

Choosing the Right Problem & Providing Different Levels of Support

This strategy is connected to asking support questions at the lower-level and providing extension problems for the more advanced students. We may decide that some students are more comfortable struggling, and go on longer before we ask support questions.

If we hand out a sheet with 25 problems that can all be answered by the same procedure, we'll often find ourselves in the situation where some students who are able to do the procedure and calculations quickly and will finish before we've even finished handing out the sheet. Now, we're being pulled in two directions, with the mixed-level characteristics of our class potentially creating tension.

A more effective option is to have students working on fewer problems, but richer problems. Ideally, we want our students to work on problems that can be solved using a wide range of problem-solving strategies. We also want to choose problems that can be described as having a “low entry and high ceiling.” That means a problem that every student in class can access and begin to work on, but which can be extended for students who are ready for a further challenge. With problems that have this characteristic, we can create both support and extension questions. You will find examples of both in these in every lesson and teacher support component in the math section.

Here's a quick example of a low-entry, high-ceiling problem:

The sum of two numbers is 91 and the difference of the same two numbers is 85.

Can you figure out what the two numbers are?

Some students will require some support gaining “entry” into the problem. We want to ask them questions, as opposed to explaining, and we should only ask enough questions to get them moving. Try to wait at least 10 minutes, and give students some time to struggle through on their own before offering support through questioning.

SAMPLE SUPPORT QUESTIONS:

- *What are we looking for?*
- *What do we know about these two numbers?*
- *What does “sum” mean?*

- *What does “difference” mean?*
- *What could those two numbers be? How could you test those numbers?*
- *How do you know if your two numbers are correct or not?*

Some students will be able to get to work on the problem right away. They might finish before you are ready to stop the class from working. In this situation, we can ask students an extension question. Below are sample extension questions created by (1) changing the numbers, (2) adding a condition, (3) having students create their own problems and (4) encouraging students to look for patterns/structure.

- *The sum of two numbers is 33 and the difference of the same two numbers is 11. Can you figure out what the two numbers are?*
- *The sum of two numbers is 91 and the difference of the same two numbers is 1. Can you figure out what the two numbers are?*
- *The sum of two numbers is 24 and the difference of the same two numbers is 14. Can you figure out what the two numbers are?*
- *Can you write a similar problem with different numbers, so that I have to guess the two numbers?*
- *What if one of the numbers is negative? Is the sum of the two numbers always larger than the difference of the same two numbers?*
- *Can you create your own example where the difference is larger than the sum, and the sum is not zero?*
- *Can you describe a way that would allow you to find any two numbers if you are given the sum and difference of those two numbers?*

Then once it is time for the class to debrief on their work, students who completed the given problem (only) can share their strategies and methods. We can also decide if we want to have some of the students share their work on the extension questions—and we can include everyone in the discussion. For example, if a group is discussing the extension about a way to find any two numbers, given their sum and difference, we can ask the rest of the class processing questions—

- *Can we create a visual representation of that method?*
- *Can we test that procedure with different numbers?*
- *Why does that method work? / Will that method always work?*

Having Students Choose (and Write) the Right Problem (for Them)

Another strategy is to give students a choice of problems to work on. One of my favorite ways to do this is to not give students a problem at all. Instead, give them a mathematical situation. For example, you could give students the following:

Kirk and Cara (both adults) take their two kids and Kirk's niece (also a child) to the Newman Movie Theater. At the Newman, children's tickets are half the price of the adult tickets. Kirk and Cara paid \$38.50 for all the tickets.

Give students a few minutes to understand the situation. You might ask them to try to draw a visual representation of the situation. Then talk about the situation so that it makes sense to everyone. Then ask them to write a few questions that can be answered with the information given in the situation. You can say it doesn't need to be a question they necessarily need to know how to answer. Then the class shares out all their questions, either as a whole, in small groups or in pairs. Then you can have students choose which question they want to work on. If they finish early, they can choose another question related to the same problem. When you have students present, you might have them talk about why they chose the question they did, in addition to talking about their work and process.

As a heads-up, the first time I do this kind of activity with a class, there are often several students who get right to work on the "problem," even though there isn't one. I usually let them go for a bit, before asking them to share what question they are trying to solve, and pointing out that I didn't actually ask a question. Because students usually be working on a few different questions, it can be a nice opportunity to have every student reflect on the need to understand both the situation and the question posed in the problem before we start working.

Using Different Numbers

You can also use different numbers to keep students working on the same math content and problem. This can often draw out a wider range of problem-solving strategies. For example, consider these two versions of a problem:

Version 1: A bike shop has a total inventory of 36, some bicycles and some tricycles. Altogether, the bicycles and tricycles have a total of 80 wheels. How many of each type of bike are in the shop?"

Version 2: A bike shop sells bicycles and tricycles. The shop has 8 vehicles, some bicycles and some tricycles. All together, there are 18 wheels. How many bicycles and how many tricycles are there?

The Semester-Long Problem

Another strategy is to give your class a really challenging problem at the beginning of the semester—one that will take weeks to answer. You can present this problem to students as an independent project that they can present at the end of the semester. Of course, it doesn't have to be a semester—you'll want to pick a timeframe that makes sense within the structure of your program. When students complete the work of the day, they can take out their semester-long problem and continue working on it. You might even consider allowing them to ask you one question. You definitely won't get every student interested in this, which is fine, but it is a really nice example of math being a thoughtful, project based activity that can happen over a longer period of time. There are several resources where you might find problems of this kind. To get started, two websites are: nrich.maths.org and the Problem-of-the-Month offerings from insidemathematics.org. One example from *Inside Mathematics* is “Calculating Palindromes”.

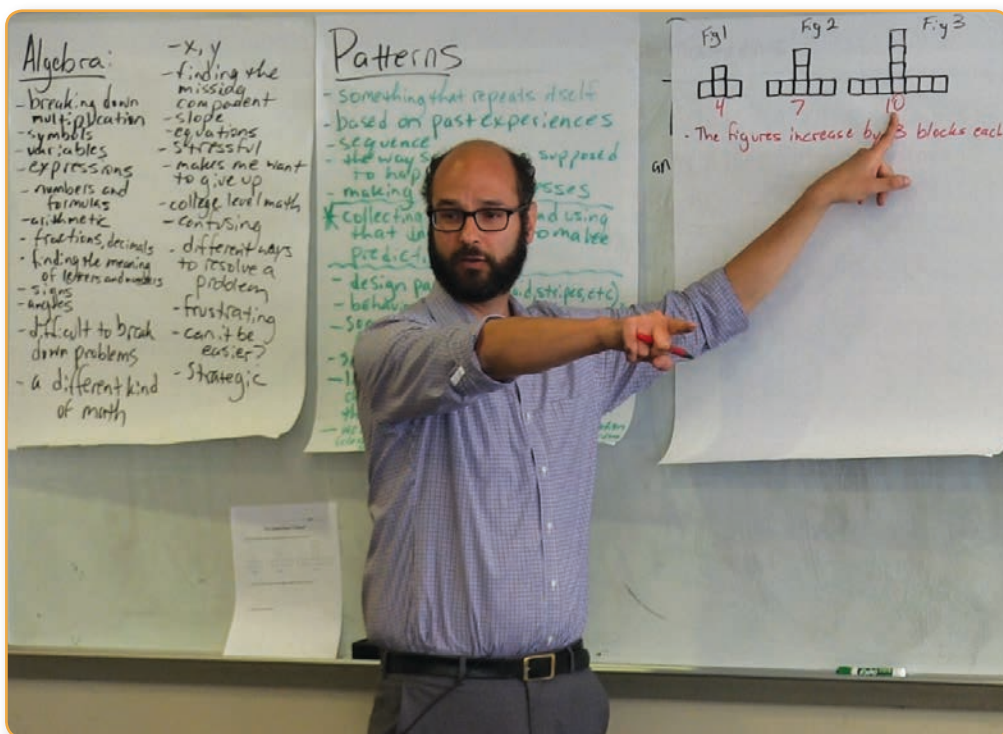
A Word on Groups

How we pair students in our math classes is an important question. The benefits of putting strong students together with slower students or keeping students of similar abilities together depends on the activity. It should not be an either/or situation. We want to think about each activity and figure out what makes the most sense for achieving the goals of the activity. A high/low level pairing can work really well for certain problems—especially if we want teaching to happen between students. It can also help students appreciate a wide range of problem-solving strategies—I've had faster students try to set up equations and not be able to, and then watch in awe as a member of their group comes up with an elegant strategy using a visual representation. For some kinds of activities, however, it can be frustrating for both students, especially when they are beginning to formulate an approach to a non-routine problem. We might want students to work from their own understanding and not be pulled into a faster student's orbit. The weaker student often loses out in the activity. We want to pair students so that they can support each other, but we also need to make sure both students have the space to grapple with the problem in their own way. Research suggests “tracking” students and always breaking them

into homogenous groups based upon perceived level can have negative effects, but every once in a while, for particular types of activities, it can be rewarding. One thing that can be helpful is to add a question about the group work to the problem debrief. After that math talk is done, ask students to discuss how they felt working in a group on that particular activity.

A Word on Pre-HSE and this Framework

The lesson plans and teacher supports were written for HSE students. Since every HSE class is a mixed-level group, you will find the strategies mentioned above throughout. For teachers working with basic education and low-level pre-HSE students, we suggest spending more time on the recommended warm-ups and routines, and Units 1, 2, 7, and 8. Many of the core problems and supplemental problems in Units 2, 3, 4, 5, and 6 are appropriate, but you should use them more as rich, low entry/high ceiling problems that are great for building students problem-solving and perseverance. You may not be able to develop the abstract and advanced function skills and concepts.



As a former volunteer, teacher and, eventually, director of education at the Fortune Society in New York City, I worked with youth who had been involved with the criminal justice system. It was wonderful, difficult work and I was never in any danger of mastering it, but I did learn that how we treat young people is very important. In this era of increasing demands for academic performance, it's important to remember to think about the whole person, which means that we should attend to the emotional and physical health of our students as well. It's a tall order, but the success of our classrooms depends on our ability to develop a good working relationship with and among our students. They need to feel that they are coming to a place that understands and respects them. They may be young in years, but are often mature in responsibilities and experience. I have been humbled by the heavy load so many of our young people have had to bear. For this fact alone, we need to recognize them as free agents, able to make their own decisions. In youth development, we keep this principle in mind: "Young people are at the center of their own development."

In this section, we share resources for adapting our classrooms for youth.

YOUTH DEVELOPMENT

Many of us came to adult education because we couldn't imagine teaching a classroom in K-12, but then we found adult classrooms full of youth. For me, learning to work with young people has been challenging, but also really exciting. Our youth come to us in order to build hope and a path to future success. Young people who have been out of school, especially those involved with the criminal justice system, need our support. They have been tripped up for many different reasons, sometimes due to their own actions, sometimes not. For better or worse, they are here with us now and bring strength and potential along with their challenges.

Positive Youth Development 101

http://www.actforyouth.net/youth_development/professionals/manual.cfm

New York State's ACT (Assets Coming Together) for the Youth Center of Excellence connects research to practice in the areas of positive youth development and adolescent sexual health. Positive youth development is a framework that guides communities in the way they organize services, opportunities, and supports so that young people can develop to their full potential. This free curriculum can be used to help teachers and other professionals find positive, engaging ways to work with youth in their programs.

HIGH-INTEREST READINGS FOR YOUTH

Beyond supporting and challenging young people, we need to find curricula that connects with their interests and needs. Luckily, there are a number of good resources for texts that can be integrated into the social studies and science curricula. Below you will find some of the resources we use when planning curriculum for youth.

The Change Agent

<http://changeagent.nelrc.org/>

The Change Agent is a bi-annual magazine for adult educators and learners published by the New England Literacy Resource Center (NELRC). *The Change Agent* promotes social action as an important part of the adult learning experience. Each issue explores a different topic (prisons, immigration, jobs, resilience, etc.) through student writing, news articles, opinion pieces, classroom activities, poems, graphics, and cartoons. Your students can send in contributions and may get published! The magazine is \$12.00 (paper) or \$20.00 (online) for a one-year subscription. The following are good examples of the range of material available in *The Change Agent*.

***Shackled During Labor—Now Fighting for Change* (article)**

A young woman writes about her experience giving birth while she was incarcerated. She is now a program manager at a non-profit organization.

***Exploring Ratio by Looking at Prison Statistics* (lesson plan with attached graphs and article)**

This lesson explores ratio and offers students the opportunity to think critically about ratio in the context of socially relevant data presented in two kinds of charts, showing the dramatic increase in incarcerated people in the United States, and a comparison of the United States with other countries in the world. Available for free download at: <http://changeagent.nelrc.org/wp-content/uploads/2015/02/packet-2-math-lesson.pdf>

***Learn Writing By Studying a Writer* (lesson plan and articles from a student writer)**

This lesson offers students the opportunity to read three different articles (about jobs, eating meat, and getting locked up) by the same writer, an adult learner who is now in community college. Students will analyze his writing techniques and then write their own essay. Available for free download at: <http://changeagent.nelrc.org/wp-content/uploads/2015/03/Package-1-teach-writing-by-studying-writers.pdf>

New York Times Upfront

<http://upfront.scholastic.com/>

The *NYT Upfront* is a news magazine for teens and is intended to help educators integrate current events into a social studies curriculum. Subscription to the site is free. Here are just a few of the many articles that could be useful for our classrooms:

Demographics: The New Face of America—Minorities Will Make Up The Majority of The U.S. Population by 2042

http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f092208_new_face

Government Studies (Second Amendment): Should Assault Weapons Be Banned?

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d090709>

Crime and Punishment: Should the Death Penalty Be Abolished?

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d121007>

Government's Role: Hurricane Katrina—A New Orleans Teen on What Her City Lost and Found

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f1010a>

Reconstruction and Separate-But-Equal Schooling: Should Public Schools Offer Same-Sex Education?

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d100509>

Technology: Is Google Making Us Stupid?

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d100410> (This article would be good for a practice HSE essay.)

ProCon.org

<http://www.procon.org/>

One of the requirements of the HSE test is a switch from writing personal essays built on opinions and experiences to text-based essays that respond to a prompt using evidence from paired texts. This web site provides paired readings on more than 50 controversial topics (death penalty, abortion, medical marijuana, concealed handguns, drinking

age, etc.). You can engage your students in critical thinking by reading opinions written on both sides of the debate. Then you might use these paired texts as the readings for an essay prompt that follows the style and format of the TASC essay questions. (See the attached handout for a sample practice essay prompt.)

Newsela and the *NYTimes in Plain English* (described in the Reading section), are also good places to find high-interest readings for youth.

TASC Writing Practice

Adapted from TASC Essay Prompt (http://www.ctbassessments.com/pdfs/TASC_WritingSampleTestItems.pdf)

Youth-Related Essay Prompt

There is an ongoing debate in the public domain about whether violent video games contribute to youth violence. What effect has violent video games had on young people, if any? Should there be a limit on the violence depicted in these games?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that video games cause people to be violent. Be sure to use information from both texts in your argumentative essay.

Before you begin planning and writing, read the two texts:

1. *Why Do People Deny Violent Media Effects?*
2. *Video Games Don't Make Kids Violent*

As you read the texts, think about what details from the texts you might use in your argumentative essay. You may take notes or highlight the details as you read. After reading the texts, create a plan for your argumentative essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph.

Now write your argumentative essay.

Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Readings

Why Do People Deny Violent Media Effects?

(excerpt from psychologytoday.com)

People want to believe that if millions of people play violent video games and they don't all become killers, then those games must be harmless. Unfortunately, that's not true. We haven't 'proven' video games directly cause violence because it can't be proven. There is no way to ethically run experiments that see if some threshold of playing a violent game like *Call of Duty* may push a person into violence. But that doesn't mean we are left without evidence.

We know that video game violence is certainly correlated with violence—just like smoking is correlated with lung cancer. However, this does not mean that the research does not show causal effects; in fact it does, over and over again. We recently conducted a comprehensive review of 136 articles reporting 381 effects involving over 130,000 participants from around the world. These studies show that violent video games increase aggressive thoughts, angry feelings, physiological arousal (e.g., heart rate, blood pressure), and aggressive behavior. Violent games also decrease helping behavior and feelings of empathy for others. The effects occurred for males and females of all ages, regardless of what country they lived in.

So the question then becomes why people and journalists repeatedly shrug off this compelling body of work.

Brad Bushman, PhD, Professor of Psychology at The Ohio State University

(Read more at <http://videogames.procon.org/>)

Video Games Don't Make Kids Violent

(excerpt from TIME magazine)

Quite simply, the research just hasn't panned out. For one thing, even while video game sales have skyrocketed, youth violence plummeted to its lowest levels in 40 years according to government statistics. Secondly, it has been increasingly recognized that much of the early research on violent video games linking them to increased aggression was problematic: most studies used outcome measures that had nothing to do with real-life aggression and failed to control carefully for other important variables, such as family violence, mental health issues or even gender in many studies (boys both play more violent video games and are more aggressive).

More recent research has not found that children who play violent video games are more violent than other kids, nor harmed in any other identifiable fashion. A recent longitudinal study of my own, following 165 10- to 14-year-old boys and girls over a three-year period, now in press with *Journal of Psychiatric Research*, finds no long-term link between violent video games and youth aggression or dating violence.

Christopher Ferguson, PhD, Professor Psychology at Stetson University

(Read more at <http://videogames.procon.org/>)

Introduction

Suggested Activities and Resources

As adult educators, we help students achieve their goal of attaining a high school equivalency diploma, offering instruction in the HSE subtests so that students will acquire the knowledge and skill they need to pass. At the same time, we also want students to think beyond the HSE classroom to their future careers. How can we help students bridge the school-to-work gap by connecting classroom work with career exploration? In this section, you'll find some suggestions and resources.

Helping adult students plan for a meaningful career is an ongoing task with many steps. Many adult students do not have a clear idea of what their goals are after they receive their HSE diploma, and do not know how to go about planning and researching possible career pathways. Many students choose a career because they know people who have had the same occupation. But a career pathway is a large commitment. Students should have an idea as to why a particular career path is appropriate for them. They should know how to do research to find out about the working conditions of various occupations and the interests, skills and credentials needed for each. They will need assistance in doing Internet research and using the information they find.

The good news is that career exploration and college planning are two areas that lend themselves well to developing literacy skills. While researching college and careers, students are using skills like reading, understanding tables and graphs, summarizing, asking questions, researching, and writing to deepen their understanding of various fields and college pathways. If students work in small groups to research different occupations, then present to the whole class, they are working on their collaborative and presentational skills as well.

As time goes on and students choose particular pathways, teachers will need to address individual interests and concerns. Alternatively, this may be a time when counselors should work with students one-on-one. At the beginning, though, it is possible to do whole-class activities that give students the basics and provide a framework for them to do more exploration on their own, while also building academic skills.

Career exploration and future planning are ongoing activities. Students need to spend time over an extended period doing Internet research, writing reflections, and asking themselves questions. They need to consider their aspirations, abilities, needs, schedules, and the resources at their disposal, as well as the needs of their families and their budgets. There are a number of exercises that teachers or counselors can lead students through to help them gain clarity.

How to Get Started

It's a good idea to let students know that career exploration will be one focus of the class at the outset. This helps students think bigger than the HSE test right from the beginning, and provides a purpose for learning that is beyond the test.

ACTIVITY 1 Self-Assessment

MATERIALS: Handouts: Preparing for College and Career: A Self-Assessment (4 parts: My Goals, My Skills, My Strengths, My Values)

As students explore careers, they should self-assess in order to connect what they are learning with their own interests, aspirations, and circumstances in order to form a realistic plan for themselves going forward. Use the handouts with students as a process to think and write reflectively about their future.

Note: Sometimes it's helpful for students to complete job skills and inventories to further help them narrow down career plans. Many of these are available on iseek.org. Career Cruising and CareerZone are two other interactive web sites that are useful resources. Interest inventories offer suggestions on occupations they might like by matching interests to occupations.

Activity 1 Handouts

Preparing for College and a Career: A Self-Assessment

1) MY GOALS

- The first step in planning is thinking about your goals. Do you want to go to college? If so, what do you want to do after you graduate? What are your long-term plans?

- What do you hope to accomplish? What kind of degree are you aiming for? What careers do you have in mind?

- Was it hard to decide what to choose? Why or why not? Do you have a clear idea about your goals at this point, or are you still figuring it out? What would help you get a deeper understanding?

2) MY SKILLS

Skills are learned through your work, school and everyday living. It is important to identify the skills you have to help pinpoint occupations that correspond to them.

Use the chart below to select your top FIVE skills. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five skills.

Ability to multi-task	Make decisions
Attention to detail	Manage groups of people
Carry out plans	Manage my time effectively
Convince others to see things my way	Meet targets and goals
Counsel—advise others	Motivate myself and others
Delegate tasks to others	Negotiate
Develop evaluation strategies	Organize events
Edit written material	Provide constructive feedback to others
Effective team player	Recognize nonverbal communication
Express my ideas verbally	Report information accurately
Extract important information from written material	Resolve conflicts
Find better ways of doing things	Resourceful
Follow policies correctly	Sell ideas or products
Gather information from a variety of sources	Sensitive to the needs of others
Get along with diverse groups	Set and meet deadlines
Identify feelings in myself and others	Set goals
Identify the reasons something isn't working	Share credit
Imagine new ways of doing things	Solve problems
Lead group discussions	Speak and write clearly
Listen carefully and take notes for reference	Take responsibility to get a job done
Listen carefully to others' point of view	Teach others
	Work with children

After you complete this inventory, write a reflection on the following questions.

- Where did you learn these particular skills? How do these skills help you as a student? How might they help you in your career?

3) MY STRENGTHS

We all possess strengths that contribute to our success. It is important to recognize these qualities because they can help you identify careers that will satisfy you.

Select your top FIVE strengths. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five strengths.

Accept criticism	Curious	Fair-minded
Accurate	Decision-maker	Independent
Adaptive	Dependable	Logical
Adventurous	Determined	Motivated
Approachable	Direct	Perform well under pressure
Artistic Reliable	Easy-going	Problem-solver
Attention to detail	Efficient	Quick thinker
Calm	Enthusiastic	Realistic
Confident	Expressive	Relate well to others
Considerate	Honest	Responsible
Creative	Hospitable, welcoming	

After you complete this inventory, write a reflection on the following questions:

- Why did you select these particular strengths? How do these strengths help you as a student? How might they help you in your career? What areas would like to strengthen, as you move forward?

4) MY VALUES

Values are attitudes or beliefs that represent your preferences. Values are not right or wrong, or true or false but they can determine how you behave, feel, think and also how you make decisions.

Select your top FIVE values. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five values.

Be an expert at what I do	Follow a set routine daily most of the time	Opportunities for personal growth
Set my own hours/have flexibility	Work alone most of the time	Work regular hours
Compete with others on the job	Gain a sense of achievement	Work under pressure
Spend time with family	Work as a member of a team	Own my own business
Contact with the public	Work in a fast-paced environment	Opportunity for personal growth
Take risks	Help improve society	Opportunities for professional development
Earn a high salary	Help other people	Prestige or social status
Travel often for business	Work in a physically pleasant environment	Perform a variety of tasks each day
Experience adventure/excitement on the job	Job security	Set my own hours/have flexibility
Use my creativity	Work indoors	
Feel respected for my work	Work outdoors	
Wear a uniform	Lead and influence others	

After you complete this inventory, write a reflection on the following questions:

- Why are these values particularly important to you? How have they shaped your life so far? How might they shape your choice of major, or career?

ACTIVITY 2 Researching Occupations

MATERIALS: Handouts: 1) Skills or Talents Needed, 2) Professions, 3) Graphic Organizer for Careers/College

After students reflect on their goals, skills, strengths, and values, they can start to research different occupations.

Tell students that this workshop is designed to help them think about their futures. What might their future look like after they get a HSE diploma? What type of job might they want? What kind of training is required for that type of job? They are going to begin to explore these questions, and also to think about what is involved in going to college.

Have students work in pairs. Give out the Activity 2 handouts. Give students a few moments to look them over. Model for students what it is you want them to do—match a particular occupation with the skills they think are needed.

Divide students into groups and assign each group one occupation. Write the directions on the board:

Choose one profession from the professions list. Look over the list of skills. Choose 3 skills that you think would be important in that profession. When you have finished, choose two other occupations and do the same. You can re-use the skills if you think they apply to more than one profession.

For instance, under “Respiratory Therapist,” they might decide that a person needs patience and good organization skills.

Ask a few groups to report back on the skills they think are needed for one occupation they worked on. Tell students that these are their predictions, but now they are going to read to get more, and more accurate, information.

Have students connect to careers/profiles page on the College Board web site (Bigfuture.collegeboard.org). Show them how to get to “Respiratory Therapist.” Ask students to read the whole page. *What skills are needed for this job? What type of courses are needed? What type of training would a person need?* Have students report back.

Give out the Graphic Organizer (handout 3). Draw a large version of the board and model how you would fill in the graphic organizer for “Respiratory Therapist.” Explain the task: *Fill in the graphic organizer for two professions you think you might be interested in.*

Students fill in the graphic organizer for two occupations. If the occupation they are interested in is not on the list that was given out earlier (for instance, medical doctor is not on that list), then they should look for it on the site. (Familiarize yourself with the site to help students locate the correct category for the given occupation.)

Walk around as students are working to help them navigate the site and fill in their graphic organizers.

When students are finished, **ask for a few volunteers** to tell what they found out about their occupations, especially anything that surprised them.

Activity 2 Handouts

Researching Occupations

1) SKILLS OR TALENTS NEEDED

- Physical strength
- Being a good listener
- Able to think quickly
“on your feet”
- Good with your hands
- Good at working in a team
- Critical reader who attends
to detail
- Caring
- Organized
- Confident
- Good at creating bonds
with people
- Patient
- Understanding
- Get genuine pleasure from
helping others
- Attentive to detail
- In good physical shape
- Athletic
- Outgoing
- Interested in other cultures
- Good computer skills
- Take a careful step by step approach to
problems
- Love of machines
- Love of science
- Good at math and problem solving
- Excellent communication skills
- Artistic talent
- Ambitious and driven
- Can both take direction and work independently
- Really love children
- Able to create an atmosphere
of trust
- Good at researching and writing
up results
- High energy
- Patient
- Compassionate
- Able to juggle many responsibilities at once

2) PROFESSIONS

Emergency Medical Technician/Paramedic

Respiratory Therapist

Radiation Therapist

Medical Assistant

Addiction Counselor

Health Service Assistant

Recreation and Fitness Worker

Dental Lab Technician

Dental Assistant

Travel Agent

Forensic Science Lab Technician or Scientist

Heating and Refrigeration Tech

Accountant

Corrections Officer

Community Organizer and Activist

Theater Tech

Teacher Assistant

Fashion Designer

Preschool Teacher

Paralegal

Animal Caretaker

3) GRAPHIC ORGANIZER FOR CAREERS/COLLEGE

Use the College Board website (<http://bigfuture.collegeboard.org/majors-careers>) to complete this sheet.

Profession	Skills needed	Courses to focus on	Credentials needed for the job
Respiratory therapist			

ACTIVITY 3 Asking the Right Questions

Students should begin by considering what it is they are good at and like to do. Help students make the distinction between a job and a career. One of the main reasons they are taking an HSE class may well be that they would like to change the work that they do.

The College Board website provides some helpful questions in this regard. Have students discuss with partners and/or write about some of the following questions:

- What are you good at? What do friends and family say you are good at?
- What are your favorite activities? What do those activities have in common? What strengths do they bring out in you?
- What are the activities that you become so absorbed in that you lose track of time?

Ask students in science class how their interest in science relates to a STEM career. What did they most enjoy doing in the class? What were they curious about? Next, students can suggest what skills they think are needed for a STEM career.

ACTIVITY 4 Videos of Occupations

Some websites, such as MYMN.org and JobsforJersey.com, have video libraries that feature short videos on a range of occupations. Watching several videos is a great way for students to get a more concrete understanding of what is involved in a job. What would they be doing all day? What are the benefits and drawbacks of such a position? Students can choose one or two videos to watch in pairs, take notes in a graphic organizer while they watch, then report back to the whole class or write a summary of what they learned from the video and a reflection on the job. What would they like and not like about such a career? What questions do they have?

You may want to spend several sessions having students research a few occupations, watch a video, take notes in a graphic organizer, then write a summary or give a presentation.

ACTIVITY 5**Exploring Colleges and Training Programs**

The next important step is for students to investigate where they can get the training or education they need to pursue a chosen career path. Students will need guidance exploring various college websites to find the information they need.

Questions to ask:

- What kind of education is needed for this career pathway?
- What kinds of courses will I have to take?
- How many years will I need to prepare? Can I study part-time?
- What are the best schools for this career or career cluster?
- How will I pay for school? How can I get financial aid?

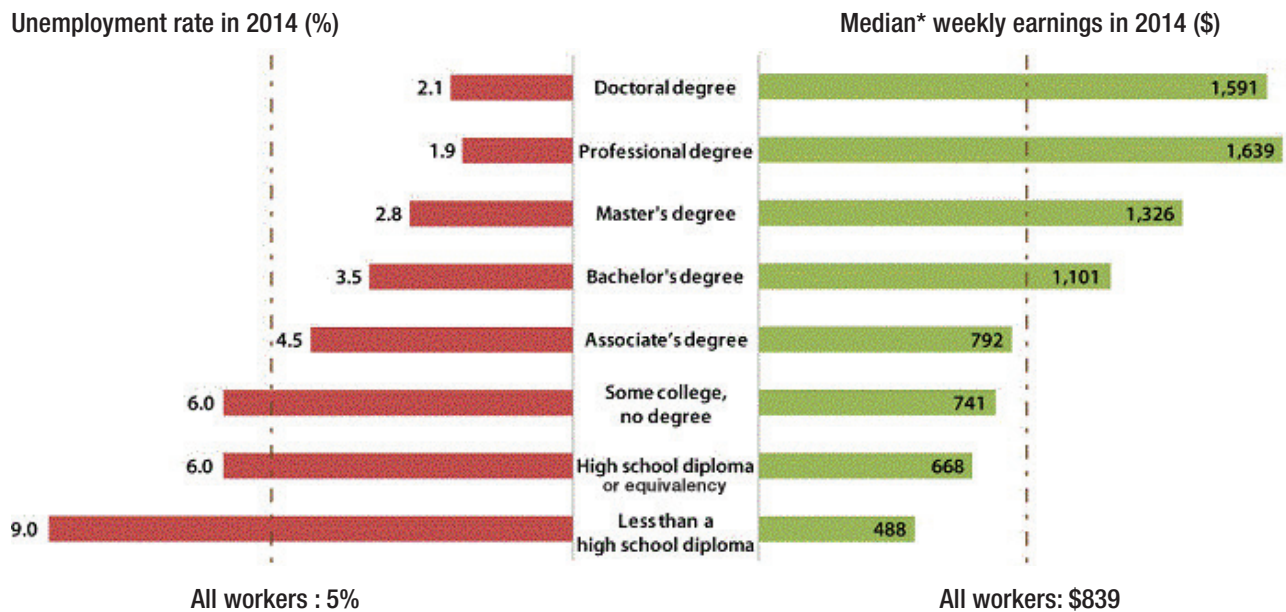
Students who intend to go to proprietary schools should be given guidance in asking the right questions. This is critical as many adult students end up in debt without credentials and the debt often prevents them from attending college later. A good site for students to explore if they are considering a private vocational school is *Know Before You Enroll-NYC* (http://www.nyc.gov/html/ohcd/html/policy/know_before_you_enroll.shtml).

**“ Students know a lot already.
The key is to activate what
they know and bring it to
the new task at hand. ”**

Graph Activity

Some people earn a high school or equivalent degree, go to college, or participate in other types of education because they think it will raise their income. Other people say that these days a degree is no guarantee of a job or one with a good salary. Researchers wanted to find out and studied employment rates—how many people do and don't have jobs—and among those who have jobs, how much they earn, alongside how much education those people have, to find out if more education really helps you get a job and earn more money. Read the graph below to see what the researchers found out.

Graph: Earnings and unemployment rates by educational attainment



Bureau of Labor Statistics, Employment Projections, April 2, 2015.

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

* The **median** is the middle number in a list of numbers that are in order by size. For example, 13 is the median in this list of numbers: 7, 8, 11, 13, 16, 17, 20.

Note: You will need to have a copy of this graph to do the exercises that follow.

Will Education Increase Your Salary?

VOCABULARY

Attain
Average
Earning
Employment
Median
Unemployment

Hand out the graph from the previous page.

- 1 What do you notice from looking at the graph “Earnings and unemployment rates by educational attainment”?

- 2 What do the green lines represent and what do the red lines represent?

- 3 What do the vertical dotted lines represent?

- 4 Which education categories had more than the average number of unemployed people?

- 5 Graphs like this one often show a trend or pattern. What pattern do you notice?
 People with more education tend to _____

 People with less education tend to _____

 How does this correspond with your personal experience?

Do the Math

This graph shows weekly earnings. How would you calculate annual earnings? Since there are 52 weeks in a year, you can multiply 52 by weekly earnings to find out how much someone would make in a year. Do the math to find out the median *annual* earnings, based on the weekly earnings in the graph.

- 1 The median *annual* income of someone who has less than a high school or equivalent diploma is:

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- 2 The median annual income of someone who has a high school diploma or equivalency is:

- 3 The median annual income of someone who has an associates degree is:

- 4 What is the difference in annual income between someone who has a high school diploma and someone who does not? Show your work below.

- 5 In addition to increasing your salary and chances at employment, how else could more education help you in your future job? List four ways it can help you in the job market.

Websites for Career Exploration

CareerZone

www.careerzone.ny.gov

CareerZone is one of the best websites for students to start their career search. It begins with a simple inventory of “interests” and “work values”—i.e. the qualities a person is looking for in a job. Students are then given jobs that match their interests and values at five different levels—from least education and training to most education and training.

College Board

Bigfuture.collegeboard.org

This website is geared toward high school students, but is also extremely useful for adult students. Under “Career Profiles,” on the College Board website, students will find a list of helpful questions to ask themselves when exploring careers.

Once they have determined the right questions to ask about a career, students can begin exploring the website more fully. Under “Major and Career Search,” students will be able to read about specific occupations by cluster. Each occupation includes:

- A summary of the occupation
- A description of credentials needed
- A short list of activities that a person in that occupation would be doing on a daily basis
- A list of qualities and skills needed for the job
- Prerequisite courses and knowledge
- Job outlook and average salary

The cross-referencing between careers and college majors is especially helpful. This helps students think concretely about what is entailed in pursuing a particular career path. Many adult students worry about the cost of college. Using this site will help them think more specifically about how much training they want to commit to.

CUNY CareerPATH Career Maps

http://www.gc.cuny.edu/lmis/information_tools/career_maps

Understanding how people actually progress in their careers can help students set short- and long-term goals when planning for the future. This web site shows some realistic pathways for advancement within career paths that exist for Medical Assistants, Home Health Aides, and Cooks and Chefs.

Bureau of Labor Statistics

bls.gov

This site contains the Occupational Outlook Handbook. It is organized in the way many of the other sites are, but tends to include more complete, up-to-date and specific information about job outlooks and salaries.

Iseek.org/MYMNCareers.org

This is Minnesota's site for career exploration and job searches. Careers are listed by cluster. For each occupation, students can find:the required skills, important knowledge areas, interests, and careers that use similar skills.

The MYMN version of the website was created specifically for adult students, with sections geared toward ESOL students and HSE students.

Jobs for Jersey

Jobs4Jersey/toolkit/careervideoindex.pdf

This site provides short videos students can watch that briefly describe specific occupations and show them in action. There is a large index that students can choose from to view short, 5-minute videos that will give them a concrete sense of particular careers.

Pros and Cons of College

<http://college-education.procon.org/>

The web site ProCon.org has a an extensive list of arguments on both sides of the question.