

Statewide Manufacturing Curriculum Academic Success Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Listen to speaker in order to paraphrase the contents of the message</p>	<p>Active listening skills</p>	<ul style="list-style-type: none"> • Have students listen to speakers and paraphrase the information <ul style="list-style-type: none"> ○ Safety training videos ○ Instructional videos for new equipment ○ Videos of employee meetings • Possible source: local manufacturing companies • i-Pathways: <i>Language Arts: Reading</i>—Unit 1: Understanding Nonfiction—Lesson 2: Restating Information 	<p>Teacher designed observation log</p>
<p>2. Take notes to record information from a presentation</p>	<p>Note-taking strategies</p>	<ul style="list-style-type: none"> • Model a variety of note-taking strategies to students • Use videos of classroom lectures from youtube.com • Use: http://www.muskingum.edu/~cal/database/general/notetaking1.html • Invite guest speaker to give a presentation on a topic of interest to students; have students practice taking notes using a strategy of their choice • i-Pathways: Contains supplemental resources on taking notes to record information from a presentation and note-taking strategies. 	<p>Class discussion of the main points of a lecture or presentation</p>
<p>3. Use questioning and reasoning strategies to actively participate in a class discussion based on a reading passage</p>	<p>Actively participate in class discussions</p>	<ul style="list-style-type: none"> • Have students independently read a passage • Have students state why they agree or disagree with the reading • Students should use questioning and reasoning strategies to express, and respond to, points of view and opinions 	<p>Teacher evaluation of student participation</p>

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<p>4. Take a tour of a workplace resource room and participate in a class discussion about the experience</p>	<p>Tour workplace research and development department</p>	<ul style="list-style-type: none"> • Take students on a field trip to the research and development department of a local manufacturing facility 	<p>Class discussion of what students learned from the tour</p>
<p>5. Use research skills in order to locate information on a career of interest</p>	<p>Research skills</p>	<ul style="list-style-type: none"> • Have students choose a topic related to their current or future manufacturing career of interest • Have students use a library, credible online sites, or a workplace resource room to locate information on that career • Have students present their findings to the class 	<p>Student presentations</p>
<p>6. Use think-aloud reading strategies to learn new information</p>	<p>Reading comprehension skills: think aloud</p>	<ul style="list-style-type: none"> • Give students a copy of short reading passage and read it aloud to them • Pause while reading to explain your thinking processes out loud • Using a different reading passage, have students work in small groups and take turns reading aloud and sharing their thinking processes out loud • Circulate while students are working and offer help as needed 	<p>Teacher observation log</p>

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<p>7. Summarize reading material and present information to classmates; ask questions about peer presentations</p>	<p>Reading comprehension skills: summarizing and questioning</p>	<ul style="list-style-type: none"> • Instructor gives students reading passages excerpted from written materials from local manufacturers (i.e., Standard Operating Procedures or SOPs, newsletters, memos, training manuals, etc.) • Each student reads a different reading assignment and summarizes it for the class • Students ask questions of peers • i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 7: Synthesizing Information Using Comparison and Contrast • i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 8: Additional Extended Synthesis 	<p>Student presentations</p>
<p>8. Write descriptive sentences about a current or future manufacturing job</p>	<p>Writing skills: sentence structure</p>	<ul style="list-style-type: none"> • Students write 5-10 sentences describing their current or future manufacturing job • Students work in small groups to help one another add details and variety to their sentences and to combine sentences using adjectives, phrases, clauses, transition words, and conjunctions • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 1: Learning to Identify and Use Parts of Speech • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 2: Capitalization • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 3: Punctuation • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 4: Combining Sentences 	<p>Teacher feedback for improvement</p>

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<p>9. Write a solution to a common workplace problem using proper paragraph form</p>	<p>Writing skills: paragraph form</p>	<ul style="list-style-type: none"> • Give students a common problem encountered in a manufacturing setting (e.g., the material handler is not keeping up with the machine operator’s needs) • Students write a possible solution to the problem by using proper sentence structure, grammar, and paragraph form • i-Pathways: <i>Language Arts: Writing</i>—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 4: Sentences and Paragraphs • i-Pathways: <i>Language Arts: Writing</i>—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 5: Writing Paragraphs • i-Pathways: <i>Language Arts: Writing</i>—Unit 3: Essay Writing—Lesson 2: Writing Paragraphs 	<p>Teacher feedback for improvement</p>
<p>10. Complete an accident report form and production performance report form</p>	<p>Workplace writing skills</p>	<ul style="list-style-type: none"> • Give students an accident report form from a local manufacturer • Have students complete the form, including a narrative stating the sequence of events leading to the accident • Give students a production performance report from a local manufacturer • Have students complete the form, including a narrative about how production levels were not met or were exceeded for a given day 	<p>Student completion of forms; Teacher feedback</p>
<p>11. Make a list of daily goals</p>	<p>Time management skills</p>	<ul style="list-style-type: none"> • Have students list the goals they need to accomplish for the day and/or week and prioritize their list (e.g., work tasks, school assignments, family events, etc.) • Have students work in small groups to review each group member’s daily goal list 	<p>Peer review</p>

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<p>12. Work as a team to solve a variety of common personal and workplace problems</p>	<p>Problem-solving skills</p>	<p>Provide students with a variety of common problems on index cards</p> <ul style="list-style-type: none"> • Examples might include: your car breaks down; your child has a high fever; you need to attend your child’s school meeting during work hours; you have a production problem at work • Each student is given a different problem to discuss and solve in a small group • Groups present their problems and solutions to the class 	<p>Group presentations; Teacher designed rubric</p>
<p>13. Use test-taking strategies to complete sample tests</p>	<p>Test-taking strategies</p>	<ul style="list-style-type: none"> • Facilitate class discussion of effectively preparing for and taking different types of tests: multiple choice, true/false, short answer, essay, open book, etc. • Have students work in small groups to discuss strategies to prepare for and take an example test type distributed by the instructor • Examples of test-taking strategies: budget one’s time; carefully read test directions and test questions; eliminate wrong answers; etc. • Use: http://www.testtakingtips.com/ • i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 1:General Information • i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 2:Exam Questions • i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 3:The Visuals and Tools 	<p>Student provided strategies; Teacher feedback</p>