

# PERSONALIZED WRITING CURRICULUM WITH CAREER PLANNING FOCUS

BHA-Charlestown Adult Education Center

## PHASE ONE

Assess students for writing and computer literacy

Provide folder with test feedback and first writing task

Cursive worksheet

"How to..." essay

Note-taking and summary paragraph

Transferable skills assessment

Explore opportunities to contribute to program

Summary/response to an article

Transition to Phase Two:  
• create and name folder on desktop  
• create Word document, save to folder  
• establish email account  
• send draft documents as attachments

## PHASE TWO

Online research on possible career, training, college choices

Note-taking from documents and summarizing

Integrate information into essays, PPTs, and/or Action Plans

Identify and contact key informant, set up interview, develop questions

Attend college orientation session  
Fill out FAFSA  
Apply to college, training

## ERGO MANIFESTO

1. Given that college classrooms and competitive workplaces are often “foreign cultures” for our students.
2. And given that our students identify themselves as “Strivers” but do not yet understand that they must develop an “Academic” identity to succeed in college and competitive workplaces.
3. And given that our students rarely experience career development as a seamless progression or “pipeline” to success.\*
4. Ergo, programs must become as “pipeline” as possible by helping students develop an Academic Identity *before* they leave the relatively supportive environment of the program.

*\*“The dominant metaphor of education progression is that of a pipeline, a seamless progression from K-12 through higher education. For adult students, especially those who have come through ABE programs, the pipeline metaphor does not apply. For them, education is more like a jagged path than a straight line.” [Being a (Good) Student, Mina Reddy PhD thesis]*

[http://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1102&context=doctoral\\_dissertations](http://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1102&context=doctoral_dissertations)



Name: \_\_\_\_\_

### BASELINE SKILLS WRITING CLASS MASTERY CHECKLIST

Indicate those skills that you have learned so far in our class (or already knew) by indicating Yes (Y) or No (N). If you feel you could use more practice, please answer Yes (Y) to that question.

- \_\_\_ Can create a personal folder on the desktop. (Need more practice? \_\_\_)
- \_\_\_ Can create a Word document and save it to the folder. (More practice? \_\_\_)
- \_\_\_ Can change fonts and font sizes in a Word document. (More practice? \_\_\_)
- \_\_\_ Can find and open a saved Word document. (More practice? \_\_\_)
- \_\_\_ Can save a document to a flashdrive. (More practice? \_\_\_)
- \_\_\_ Can print out a Word document. (More practice? \_\_\_)
- \_\_\_ Can search for a website to learn new information. (More practice? \_\_\_)
- \_\_\_ Can print out webpages and make notations to collect main ideas. (More? \_\_\_)
- \_\_\_ Can create a summary from new information. (More practice? \_\_\_)
- \_\_\_ Can use email. (More practice? \_\_\_)
- \_\_\_ Can send an email to someone with a document attached. (More practice? \_\_\_)
- \_\_\_ Can fill out and save a questionnaire. (More practice? \_\_\_)
- \_\_\_ Can find the saved questionnaire, open it, and continue filling it out. (More? \_\_\_)
- \_\_\_ Can copy text from a webpage and paste it into a Word document. (More? \_\_\_)
- \_\_\_ Can copy an image from a webpage and paste it into a document. (More? \_\_\_)
- \_\_\_ Can apply or adapt a note-taking system to capture main ideas and key details from a text. (More? \_\_\_)



### Sample A

Write two sentences about the picture.



1) He is cleaning the table.

2)

Directions: For Numbers 1 and 2, write two sentences about each picture.

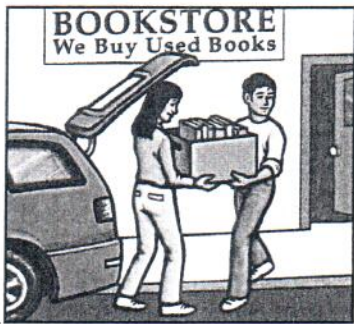
1



1)

2)

2



1)

2)



3

**Request for Information Note**

You are an employee and completed a work assignment. Write a short, polite note to your manager, Ms. Erika Gomez, to tell her that you finished the assignment. Also, ask her for your next assignment and ask when it starts and ends. Include today's date and the necessary parts of a letter.

A large rectangular box containing 20 horizontal lines for writing a letter. The lines are evenly spaced and cover most of the page's width.





4

**Request for Assistance Note**

You are moving to a new house on Saturday, November 30. Write a short note to your friend Richard. Ask him to help you move your furniture with his pickup truck. Include the necessary parts of a letter.

A large rectangular box with a thin black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side. The box is intended for the student to write a request for assistance note.





# Cursive Handwriting Practice

Name: \_\_\_\_\_ Date: \_\_\_\_\_

HOW TO COOK A STEAK

First, you have to season

the meat with a little salt

and pepper. Then you cook

a little beans and rice to

go with the meal. First

you take two cups of rice



HOW TO \_\_\_\_\_

I want to explain how to .....

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To begin with... / You start by... /First, you....

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After that... / Second...

---

---

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Next, ... / Third, ...

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---

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Then, ... / Finally, ...

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**[Your Name]**  
**Experience and Special Skills**

**1. My current job is.... My main duties are to.... I am particularly good at ....**

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**2. I was also employed as a.... My main duties were to.... I was particularly good at....**

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**3. I have also served as a .... The tasks that I performed were to .... I was particularly good at .....**

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**4. I also have several skills: First, I.... Second, I.... I can also ...**

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# Transferable Skills Self-Assessment

## Strong Work Ethic

**1. Do you get satisfaction from doing a job well, even if you don't get praised for doing it?**

- Yes  
 No  
 Sometimes

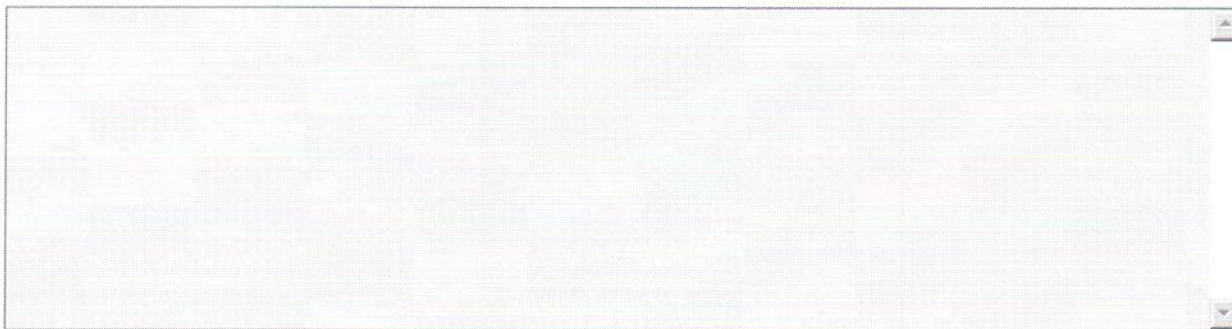
**2. Do you complete important tasks even if you do not enjoy them?**

- Yes  
 No  
 Sometimes

**3. Do you keep working on a task until it is completed, even if you run into problems?**

- Yes  
 No  
 Sometimes

**4. If you answered "Yes" to most of these questions, you probably have a strong work ethic. Please provide a detailed example from your life that could be used in a job interview.**





# Transferable Skills Self-Assessment

## Positive Attitude

**5. Do you work on difficult tasks without complaining?**

- Yes  
 No  
 Sometimes

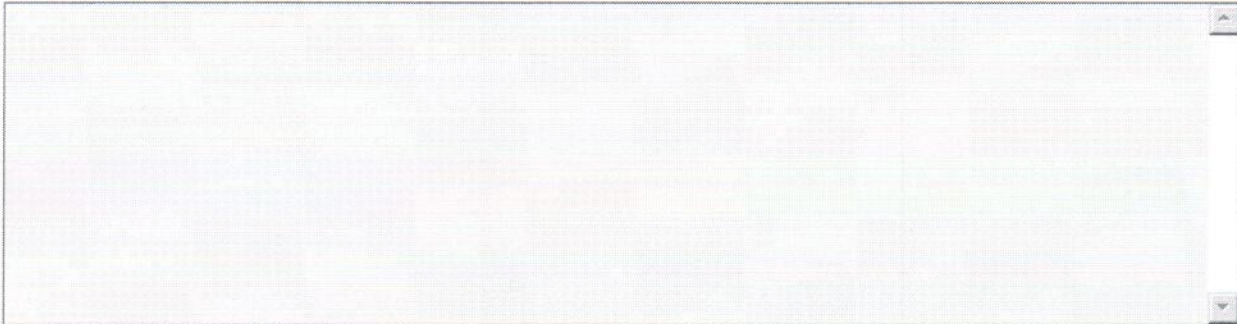
**6. Do you usually point out “the bright side” in situations rather than join in complaining, even when others do so?**

- Yes  
 No  
 Sometimes

**7. Do you say to yourself, “I can do this,” even when a task is difficult and you might have some doubts?**

- Yes  
 No  
 Sometimes

**8. If you answered "Yes" to most of these questions, you probably have a positive attitude. Please provide a detailed example from your life that could be used in a job interview.**



# Transferable Skills Self-Assessment

## Communication Skills

**9. Do you take the time to explain something in a clear and logical way?**

- Yes  
 No  
 Sometimes

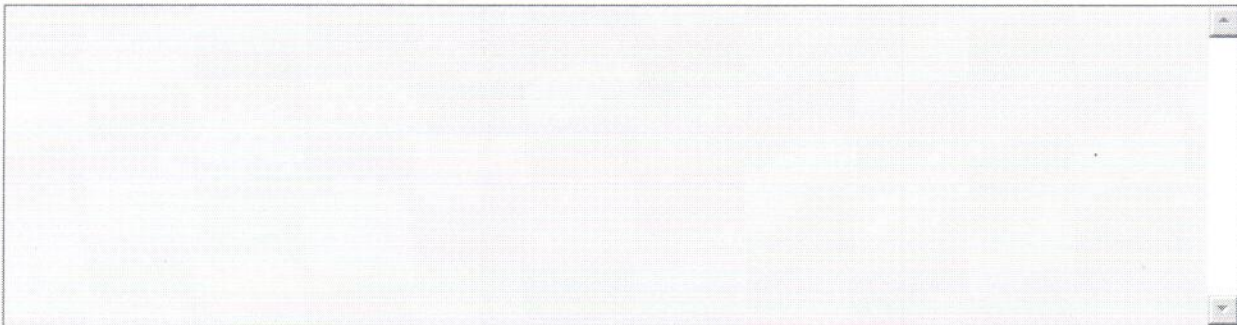
**10. Do you listen to others carefully and let them know that you understand them?**

- Yes  
 No  
 Sometimes

**11. Can you can say something in more than one way, in case the first way doesn't get your points across?**

- Yes  
 No  
 Sometimes

**12. If you answered "Yes" to most of these questions, you probably have good communications skills. Please provide a detailed example from your life that could be used in a job interview.**





# Transferable Skills Self-Assessment

## Time Management Skills

**13. Do you plan ahead so you don't run out of time that you need for a task or to show up on time for an appointment?**

- Yes  
 No  
 Sometimes

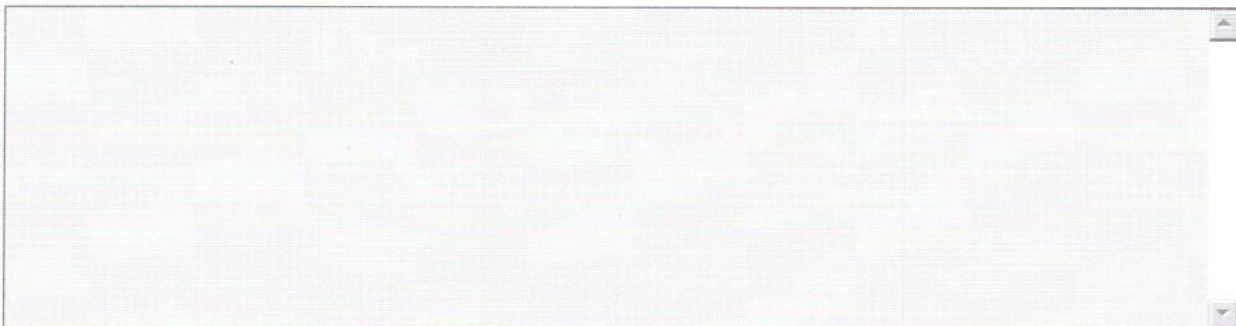
**14. Can you decide which tasks are most important to do first; and if time is short, can you work on more than one at the same time?**

- Yes  
 No  
 Sometimes

**15. Can you stay focused when doing a task rather than become distracted or waste time on something less important?**

- Yes  
 No  
 Sometimes

**16. If you answered "Yes" to most of these questions, you probably have good time management skills. Please provide a detailed example from your life that could be used in a job interview.**





# Transferable Skills Self-Assessment

## Problem-Solving Skills

**17. When you run into problems with a task, do you figure out how to how to get around them?**

- Yes
- No
- Sometimes

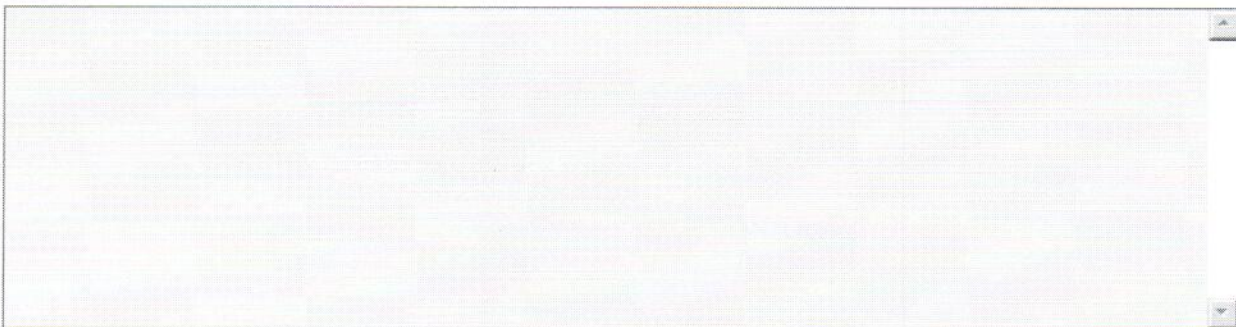
**18. Can you break tough problems into smaller, manageable pieces?**

- Yes
- No
- Sometimes

**19. Can you ask others for guidance or information that you need to solve a problem?**

- Yes
- No
- Sometimes

**20. If you answered "Yes" to most of these questions, you probably have a good problem-solving skills. Please provide a detailed example from your life that could be used in a job interview.**



# Transferable Skills Self-Assessment

## Collaboration Skills

**21. Do you treat other members of a team as contributors rather than competitors?**

- Yes  
 No  
 Sometimes


**22. Do you give credit to other team members when tasks go well and avoid talking down other members who might not be contributing as much as you?**

- Yes  
 No  
 Sometimes

**23. Do you allow team members to lead with their talents, and can you step in to lead when your abilities will make an important difference?**

- Yes  
 No  
 Sometimes

**24. If you answered "Yes" to most of these questions, you probably have good collaboration skills. Please provide a detailed example from your life that could be used in a job interview.**





# Transferable Skills Self-Assessment

## Self-Confidence

**25. When you take on a task, do you believe you can accomplish it, even if the task is very difficult and new?**

- Yes  
 No  
 Sometimes

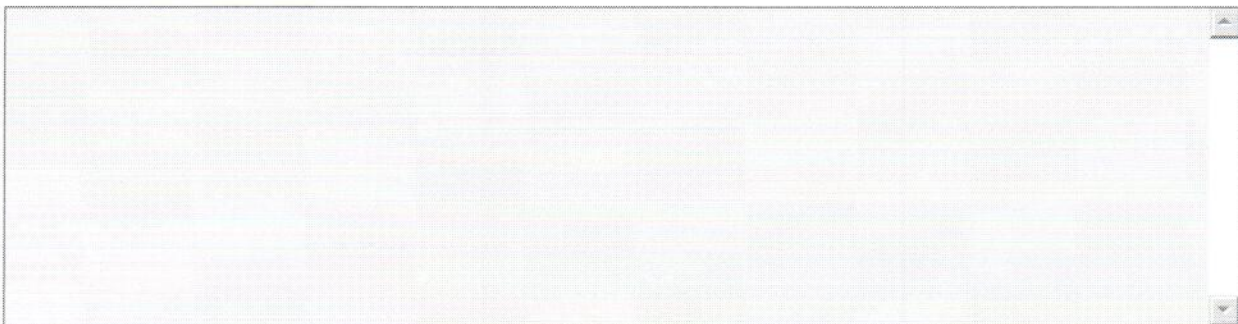
**26. Can you can risk “looking stupid” by asking questions or seeking assistance (because you know you aren’t stupid by a long shot)?**

- Yes  
 No  
 Sometimes

**27. Can you step forward with an idea or suggestion, even when you feel shy or uncertain?**

- Yes  
 No  
 Sometimes

**28. If you answered "Yes" to most of these questions, you probably have a strong sense of self-confidence. Please provide a detailed example from your life that could be used in a job interview.**





# Transferable Skills Self-Assessment

## Accept Criticism

**29. When someone points out a mistake you have made, are you able to listen without anger or resentment?**

- Yes  
 No  
 Sometimes

**30. Do you understand that criticism can often help you to improve how you perform a task?**

- Yes  
 No  
 Sometimes

**31. If someone angrily criticizes your performance of a task, are you able to hear the truth and mostly ignore the emotion in their voice?**

- Yes  
 No  
 Sometimes

**32. If you answered "Yes" to most of these questions, you are probably able to accept criticism. Please provide a detailed example from your life that could be used in a job interview and even benefit from it.**

# Transferable Skills Self-Assessment

## Flexibility/Adaptability

**33. If there is a sudden change in a situation that irritates you, do you usually find ways to deal with it.?**

- Yes  
 No  
 Sometimes

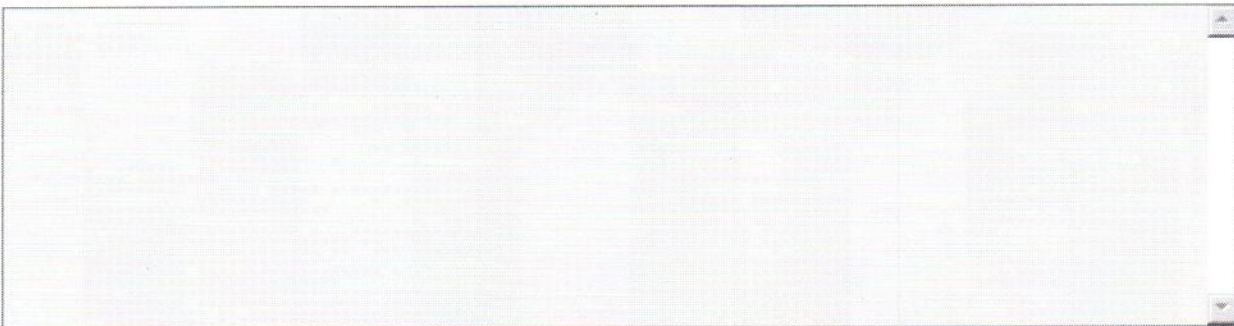
**34. Are you willing to try a different way of doing something from the way you decided on or are used to doing?**

- Yes  
 No  
 Sometimes

**35. When you are asked to make changes in a task or project, do you understand that the change is not meant to hurt you personally?**

- Yes  
 No  
 Sometimes

**36. If you answered "Yes" to most of these questions, please give a detailed example to show that you are able to be flexible and to adapt to new situations.**

A large, empty rectangular text box with a thin black border, intended for the user to provide a detailed example of flexibility and adaptability. The box is currently blank.



# Transferable Skills Self-Assessment

## Self-Directed

**37. When doing a task, are you able to take action without waiting for directions?**

- Yes  
 No  
 Sometimes


**38. When doing a task, do you repeatedly ask yourself, "What needs to be done next?"**

- Yes  
 No  
 Sometimes

**39. Do you periodically look ahead into your future and think of smart steps to take to move toward your goals?**

- Yes  
 No  
 Sometimes

**40. If you answered "Yes" to most of these questions, you are probably a self-directed person. Please provide a detailed example from your life that could be used in a job interview. please give a detailed example to show that you are able to be work under pressure.**

A large, empty rectangular text box with a thin black border and a vertical scrollbar on the right side, intended for the user to provide a detailed example of working under pressure.



## COMBINING SENTENCES TO MAKE THEM MORE EXPRESSIVE

1. It rained hard all night. There was a lot of flooding.

*And? Because? Therefore?*

2. I plan to enroll in a training program. I do not have enough money just now.

*But? However?*

3. The University of Lowell is fifteen miles away. I will need a car to get there in the fall.

4. We could visit the campus before the fall semester. We could look at the slide show on their website.

5. People have to wait in line at the college admissions window. The lines are long.

6. Cook the rice in boiling water. Cook it for ten minutes.

7. Crime scene investigators have to be prompt. They also have to be very thorough. And they have to be cautious as well.

8. Medical assistants must have a high school diploma. If possible, they should have some college credits as well.



# BIOLOGY OF PLANTS

Introduction

Starting to Grow

Plant Parts

Making Food

Pollination

Seed Dispersal

Plant Adaptations

Plants and  
Life on Earth



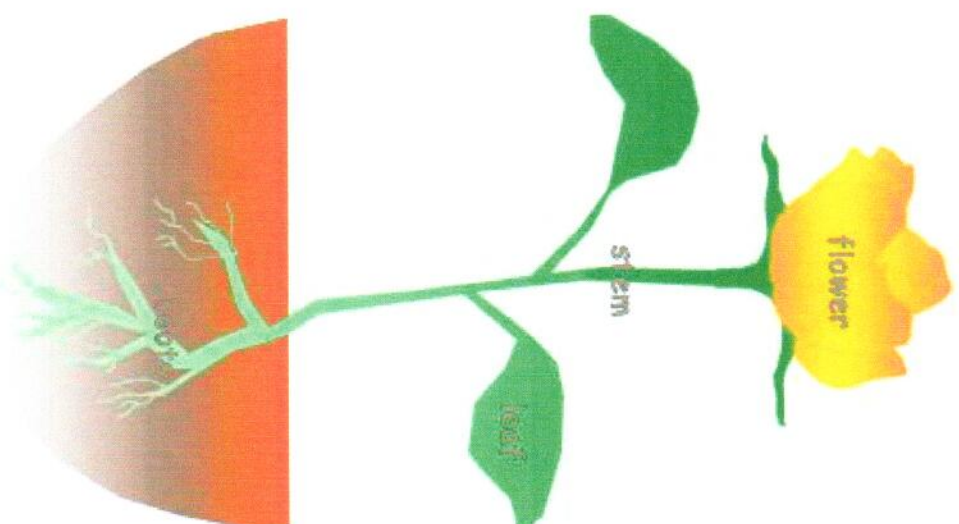
## Plant Parts

### What Do Different Plant Parts Do?

Plant parts do different things for the plant.

#### Roots

Roots act like straws absorbing water and minerals from the soil. Tiny root hairs stick out of the root, helping in the absorption. Roots help to anchor the plant in the soil so it does not fall over. Roots also store extra food for future use.



#### Stems

Stems do many things. They support the plant. They act like the plant's plumbing system, conducting water and nutrients from the roots and food in the form of glucose from the leaves to other plant parts. Stems can be herbaceous like the bendable stem of a daisy or woody like the trunk of an oak tree.

#### Helpful terms

##### Herbaceous:

Plants with stems that are usually soft and bendable. Herbaceous stems die back to the ground every year.

##### Woody:

Plants with stems, such as tree trunks, that are hard and do not bend easily. Woody stems usually don't die back to the ground each year.

##### Photosynthesis:

A process by which a plant produces its food using energy from sunlight, carbon dioxide from the air, and water and nutrients from the soil.

##### Pollination:

The movement of pollen from one plant to another. Pollination is necessary for seeds to form in flowering plants.

#### What's the

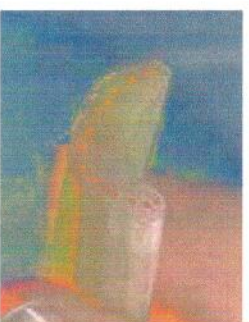




A celery stalk, the part of celery that we eat, is a special part of the leaf structure called a *petiole*. A petiole is a small stalk attaching the leaf blade of a plant to the stem.



In celery, the petiole serves many of the same functions as a stem. It's easy to see the "pipes" that conduct water and nutrients in a stalk of celery.



Here the "pipes" are dyed red so you can easily see them.

### difference between a fruit and a vegetable?

A fruit is what a flower becomes after it is pollinated. The seeds for the plant are inside the fruit.

Vegetables are other plant parts. Carrots are roots. Asparagus stalks are stems. Lettuce is leaves.

Foods we often call vegetables when cooking are really fruits because they contain seeds inside.

### Play a Plant Parts Game!



Most plants' food is made in their leaves. Leaves are designed to capture sunlight which the plant uses to make food through a process called photosynthesis.

### Flowers

Flowers are the reproductive part of most plants. Flowers contain pollen and tiny eggs called ovules. After pollination of the flower and fertilization of the ovule, the ovule develops into a fruit.

### Fruit

Fruit provides a covering for seeds. Fruit can be fleshy like an apple or hard like a nut.

### Seeds

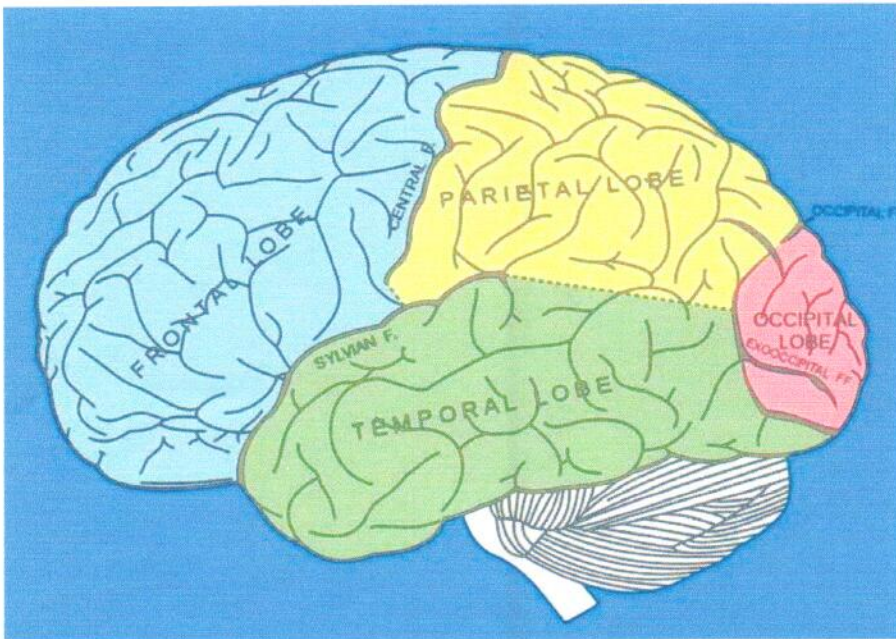
Seeds contain new plants. Seeds form in fruit.

eHow » Health » Public Health & Safety » Medical Research » The Different Parts of the Human Brain

# The Different Parts of the Human Brain

By Charles Pearson, eHow Contributor

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The Different Parts of the Human Brain

The brain completely controls the body; it is responsible for the thought and actions that produced this article. The brain is responsible for thought, emotion, perception, memory, learning, movement and the coordinated regulation of the entire body. Nerves send information from limbs and organs to the brain and the brain sends messages through these nerves back to various parts of the body. **Have a question? Get an answer from a doctor now!**

## Other People Are Reading



What the Different Parts of the Brain Do?



Cognitive Brain Functions

## Main Parts

The four main parts of the brain are the cerebrum, cerebellum, brain stem and limbic system. The cerebrum makes up most of the brain, basically the entire grey part on the top. Beneath that is the cerebellum, which is small and shaped like a ball. Adjacent to the cerebellum is the brain stem, which extends from the center of the brain to the spine. Within the cerebrum is the limbic system.

## Related Searches

- Memory and the Brain
- Brain Stem Injury
- Parts of the Brain
- Brain Injuries
- Brain Damage



READ ARTICLE

How to Deadlift With Free Weights

## You May Like



Parts of the Brain & Their Function



How Does the Brain Work?

How to Label the Human Brain



## Cerebrum

The cerebrum exists for thought and action. The frontal lobe is used for reasoning, planning, movement, emotions and problem-solving. The parietal lobe, found at the top of the brain, is also used for movement, perception and recognition. The occipital lobe at the back is used for visual processing alone. At the bottom of the cerebrum is the temporal lobe, which is used for hearing, memory and speaking.

## Limbic System

The limbic system, found within the cerebrum, is called the emotional part of the brain. The thalamus directs sensory perceptions; the hypothalamus controls emotions, thirst, hunger and equilibrium; the amygdala regulates memory, emotion and fear; and the hippocampus is used for memory and learning.

## Cerebellum

The cerebellum is considered one of the older parts of the brain, meaning that on an evolutionary scale it was developed sooner than the cerebrum. The cerebellum controls movement, gait, balance and muscle tone. The importance of the cerebellum is made clear when someone receives damage to this part of the brain---such an injury often leads to uncoordinated movement and slowness.

## Brain Stem

The brain stem is in charge of basic life functions. The human brain stem is similar to the brain stems of other species. The midbrain controls motor functions and relays sensory information from sensory organs. The pons control sensory analysis and motor control. The medulla oblongata regulates basic functions like heart beat and breathing.

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## Related Searches



What Part of the Human Brain Is Responsible for Memory?



Different Areas of the Human Brain



Regions in the Human Brain



Brain Lobes & Functions



Parts & Functions of a Human Brain





To practice your English pronunciation, you can use The Change Agent's website. Here are the steps to take:

1. Open a web browser and typed in this web address:  
<http://changeagent.nelrc.org/>
2. Type in "Massachusetts" for the user ID.
3. Type in "changeagent" as the password.
4. Click on the Current Issue.
5. Click on Jump to Table of Contents
6. Look for titles that have a headphone logo beside them. Then, check for a Level that's good for pronunciation practice—maybe Level 5 or 6. If the Level is too hard, pick a title with a lower Level; if the Level is too easy, pick a title with a higher Level.
7. Once the article opens, you can click on each sentence and hear it read aloud. You can practice reading it aloud to yourself as many times as you wish.
8. After your reading becomes very smooth, ask Carey to listen to you read the article aloud without the audio.

To practice your English pronunciation, you can use The Change Agent's website. Here are the steps to take:

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<http://changeagent.nelrc.org/>
2. Type in "Massachusetts" for the user ID.
3. Type in "changeagent" as the password.
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## Student Feedback Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please describe new skills or knowledge you have gained so far in our writing class.

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2. What would you most like to learn that you have not yet learned?

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3. Is there anything you would like to change about this class to make it work better for you?

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