PluggedInVA

A Contextualized GED Curriculum for the 21ST Century

INSTRUCTOR'S MANUAL

A Contextualized GED Curriculum for the 21ˢᵗ Century

INSTRUCTOR'S MANUAL

PLUGGEDIN VA STAFF
- Richard Sebastian – Project Manager, The Literacy Institute at VCU
- Linda Allen – Program Manager, Southwest Regional Adult Education

SPECIAL CONSULTANTS
- Dr. Nancy Berger – President, Training for Performance, Inc.
- Dr. Christopher Chin – Assistant Director of Research, The Literacy Institute at VCU
- Dr. Laurie A. Henry – Lead Curriculum Developer, University of Kentucky
- Dr. Kevin Leander – Evaluator, Flat World Learning Resources, LLC

EDUCATION PARTNERS
- Center for Innovative Technology
- Southwest Virginia Regional Adult Education
- Southwest Virginia Community College
- The Literacy Institute at Virginia Commonwealth University
- University of Virginia-Wise
- Virginia Department of Education, Office of Adult Education and Literacy

BUSINESS PARTNERS
- Charter Media
- CGI Group Inc.
- Microsoft, Inc.
- Northrop Grumman

TABLE OF CONTENTS

Note to Instructors/Facilitators
Participant Introduction
Program Introduction
Curriculum Overview
- GED Curriculum
- Career Readiness Certificate
- Professional Soft Skills
- Digital Literacy Skills
- 21st Century Skills

Online Collaborative Community
Information Challenges
Capstone Projects
Digital Portfolios
Wrap-up

GED Curriculum and Career Readiness Certificate
Professional Soft Skills
- Phone Etiquette
- Power Listening
- Business Email Fundamentals
- 7 Habits of Highly Effective People

Digital Literacy Skills
21st Century Skills
Information Challenges
Mini Capstone Project
- Introduction
- Information and Technology
- Learning and Innovation
- Presentations

Digital Portfolios
Transitioning from Phase One to Phase Two

GED Curriculum and Career Readiness Certificate
Professional Soft Skills
Digital Literacy Skills
21st Century Skills and Comprehensive Capstone Project
Digital Portfolios

OVERVIEW

The *PluggedInVA* training program seeks to provide learners with a contextualized General Educational Development (GED) program that incorporates technical training as a means to develop essential workplace skills for entry-level jobs in targeted industries. Central to the *PluggedInVA* curriculum is the development of digital literacy skills, 21st century skills, and professional soft skills that will prepare learners for employment in a variety of contexts as they complete their GED credential and Career Readiness Certificate (CRC). This program has a flexible design in order to meet the unique needs of individual learners at varying skill levels.

The program is six months in duration and is broken into two distinct phases (approximately three months each) with four core content areas:
- I.   GED Curriculum and Career Readiness Certificate
- II.   Professional Soft Skills
- III.   Contextualized Curriculum (e.g. Digital Literacy Skills, Allied Health, Mining)
- IV.   21st Century Skills

As learners develop increased skill levels in certain areas, they will move from Phase One to Phase Two of the program, thus maximizing the ability to individualize instruction for each participant. The program developers agree that it is essential to engage students with activities in all four content areas with the capstone project(s) as central to the development and application of essential skill sets from the beginning of the program in order to maximize learners' interest and motivation.

PHASE ONE

I. GED Curriculum and Career Readiness Certificate (CRC)

Completion of the GED credential and CRC is emphasized from the beginning of Phase One. As individual learners successfully earn these certificates, he or she will focus more time on the initial Digital Literacy certificates (see MSDL and IC3 below). Once all learners enrolled in the program successfully complete both the GED and CRC components, the GED Curriculum and Career Readiness core content will be replaced with an increased emphasis on the development of Professional Soft Skills. In anticipation of additional groups of learners enrolling in this program in the future, this approach allows the instructor to modify timelines and movement from Phase One to Phase Two based on the unique needs of the currently enrolled group of learners.

II. Professional Soft Skills (PSS)

During Phase One, professional soft skills will have a secondary emphasis until all learners complete the GED and CRC core content. However, this does not mean that professional soft skills will not be addressed in Phase One. Instructors will introduce readings from and discussion of the text *The 7 Habits of Highly Effective People* by Stephen R. Covey. As appropriate, professional soft skills, which connect to this text, the GED, and CRC content, will be incorporated into classroom activities and discussions from the start of the program. Professional soft skills will also be integrated into all areas of the core content as "teachable moments" arise.

In other words, professional soft skills will be viewed as a thread that runs through all content areas of the curriculum. The program developers recommend using the text *The Etiquette Advantage in Business: Personal Skills for Professional Success* (Post & Post, 2009) or a similar text as an additional resource to guide instruction in professional soft skills.

III. Digital Literacy Skills (DL) and Contextualized Curriculum (CC)

All learners will complete the Microsoft Digital Literacy Certificate (MSDL) and/or Internet and Computing Core (IC3) during Phase One of the program as determined by his or her Individualized Learning Plan (ILP). Instructors will make connections between the skills developed through the MSDL/IC3 certifications and the contextualized curriculum with an emphasis on how various technical skills are applied in the specific content area of study (i.e. technology, allied health, mining, etc.).

A. Digital Literacy Skills (DL)

All learners, regardless of contextualized curriculum, will complete the initial Microsoft Digital Literacy (MSDL) certificate.

The Individualized Learning Plan (ILP) will determine which of the digital literacy certificates learners enrolled in the Digital Literacy Contextualized Curriculum will strive to obtain based on the Microsoft ICT Curriculum Roadmap: Pathways to Success (see Appendix A). Learners who identify the *Computer Technician* pathway with an end goal to become a *Support Technician, Systems Administrator*, or *Database Administrator* are encouraged to complete the Internet and Computing Core (IC3) certificate. A more comprehensive digital literacy certification pathway will follow the completion of the initial certificate(s) from the strands listed below:

1. Microsoft Application Specialist (MCAS)
2. Microsoft Certified Application Developer (MCAD): Web Developer
3. Computer Technician Pathway (MCDST, MCSA, MCDBA)[1]

These are self-paced courses delivered over the Internet. As individual learners successfully complete the initial digital certificate course(s), he or she will move on to the more advanced course in the above list according to his/her Individualized Learning Plan (ILP, See Instructional Resources, p. 58). Note that learners will possess varying levels of technical expertise. Some may complete the MSDL sooner than others. Once the MSDL is completed, individuals may move on to the courses for their selected pathway during Phase One and then continue with the selected course during Phase Two of the program. All learners will follow the same progression for the MCAS certificates at the discretion of the instructor. Based on feedback from business partners, it is recommended that the following progression be followed: Word, Outlook, Excel, PowerPoint, and Access. All learners should successfully complete the MSDL certificate during the *PluggedInVA* program. Learners should be informed at the outset that additional certifications are not guaranteed during this 6-month program depending on the technical skill

---

[1] These pathways require more extensive training and will require additional courses beyond the scope of the *PluggedInVA* program. Learners electing one of these options should be counseled regarding the need to enroll in additional college courses following the end of the *PluggedInVA* program.

level of each individual. This program is designed to provide a bridge to either an entry-level position (upon completion of a certification area) or continuing education related to technology sector jobs.

B. Contextualized Curriculum: Allied Health (Medical Assisting/Phlebotomy)

This contextualized curriculum will replace the Digital Literacy certifications identified in items 1-3 above. Learners will still complete the initial Microsoft Digital Literacy (MSDL) certificate during Phase One of the program, as these are essential computing skills for the 21st century workplace. Instructors will embed the other core strands into the *Breaking Through* curriculum for entry-level positions or continuing education related to the medical field.

C. Contextualized Curriculum: Energy/Mining (Electrical/Welding)

This contextualized curriculum will replace the Digital Literacy certifications identified in items 1-3 above. Learners will still complete the initial Microsoft Digital Literacy (MSDL) certificate during Phase One of the program, as these are essential computing skills for the 21st century workplace. Instructors will embed the other core strands into the *Breaking Through* curriculum for entry-level positions or continuing education related to the energy/mining industry.

IV. 21st Century (21C) Skills

During Phase One of the program, learners will engage in activities that emphasize the development of 21st century skills (21C) that are essential for today's workplace. Initially, learners are provided with an overview of a framework for these skills (see Image 1 of Instructional Resources, p. 55), which integrates the five essential knowledge areas from the GED curriculum (i.e. writing, reading, mathematics, science, and social studies). Then, learners will begin applying these skills as they engage in collaborative group activities, information challenges, mini capstone projects, participate in online communities (e.g. Blackboard, blogs, wikis, etc.), and complete individual digital portfolios.

Information Challenges
Information challenges are short, contextualized questions that are designed to initiate collaborative-style, discovery learning. Each information challenge is designed to provide an opportunity for learners to develop, apply, and/or demonstrate a specific inquiry process skill or skill set needed for successful completion of the capstone project(s).

Mini-Capstone Project
Capstone Projects will be used to help integrate and apply the knowledge and strategies learned in the *PluggedInVA* core content. During Phase One, learners will engage with information challenges as part of a mini-capstone project that will emphasize the development and application of skill sets across all core content areas (GED, CRC, PSS, DL/CC, & 21C). Learners will explore and investigate issues that challenge the local community or relate to future jobs in the targeted workplace environment. One topic will be selected by the entire group of learners; then, small groups will work collaboratively to complete a mini-capstone project related to this topic. This approach allows for high levels of scaffolding and modeling by the program

instructor/facilitator as learners develop the requisite skills and apply them toward successful completion of the project. In addition, learners will develop a better understanding of how different perspectives can influence solutions to the same problem as each collaborative group presents varying results in their strategic plan to address the same identified challenge.

Completing the information challenges and mini-capstone project will require learners to follow the procedures as part of an inquiry process as listed below:

1. Identify an issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s).
2. Locate information from multiple resources and in multiple formats related to the identified challenge.
3. Critically evaluate information to determine that which is the most relevant, reliable, and accurate in addressing the identified challenge.
4. Synthesize information from multiple perspectives across multiple formats into a clear and concise presentation that will be delivered in both textual and oral formats.
5. Communicate the results using a strategic plan to address the identified challenge.

PHASE TWO

I. GED Curriculum & Career Readiness Certificate (CRC)

All learners should complete both their General Education Development (GED) credential and Career Readiness Certificate (CRC) during Phase One of the program.

II. Professional Soft Skills

During Phase Two, professional soft skills will become a primary emphasis. Instructors will conclude the reading and discussion of the text *The 7 Habits of Highly Effective People* by Stephen R. Covey. Application of content from this text will become central to classroom activities and discussions. Professional soft skills will continue to be integrated into all areas of the core content as "teachable moments" arise. There will be an increased focus on skills associated with professional interactions, formal presentations, and interviewing as learners move toward the program's conclusion. The program developers recommend using the text *The Etiquette Advantage in Business: Personal Skills for Professional Success* (Post & Post, 2009) or a similar text as an additional resource to guide instruction in professional soft skills.

III. Digital Literacy Skills and Contextualized Curriculum

All learners should complete their Microsoft Digital Literacy (MSDL) and/or Internet and Computing Core (IC3)[2] certificates during Phase One of the program.

A. Digital Literacy Skills

---

[2] Some learners may need to continue training toward their IC3 certificate during Phase Two depending upon individual skill level.

As the program moves from Phase One into Phase Two, learners in the digital literacy contextualized curriculum will begin training in the Microsoft Certified Application Specialist (MCAS) certificate program. The more technically advanced or skilled learners may complete one or more areas of their MCAS certificate (i.e., Word, Outlook, Excel, PowerPoint, etc.) during Phase One of the program as others complete their MSDL and/or IC3 certificates.

During Phase Two, learners will select one of three strands to focus on for the remainder of the *PluggedInVA* program:

Strand 1: Microsoft Certified Application Specialist (MCAS)
Strand 2: Microsoft Certified Application Developer (MCAD/Web)
Strand 3: Computer Technician leading to MCDST, MCSA, or MCDBA

These are self-paced courses delivered over the Internet. As an individual learner successfully completes certificates in one (or more) of these course strands, he or she can begin training in an additional strand.[3] The intent of this approach is to maximize individual learner potential based upon the unique needs of learners at varying skill levels.

B. Contextualized Curriculum: Allied Health (Medical Assisting/Phlebotomy)

During Phase Two, learners will continue to develop and apply GED skills, Professional Soft Skills, and 21st Century Skills through an integrated approach contextualized within the *Breaking Through* curriculum for allied health.

C. Contextualized Curriculum: Energy/Mining (Electrical/Welding)

During Phase Two, learners will continue to develop and apply GED skills, Professional Soft Skills, and 21st Century Skills through an integrated approach contextualized within the *Breaking Through* curriculum for energy/mining.

IV. 21st Century Skills

Phase Two of the program will continue the development of 21st century skills. Additionally, learners will engage in activities that emphasize the application of 21st century skills that were developed during Phase One. Application will occur through collaborative group activities, information challenges, capstone projects, and participation in online communities (e.g., Blackboard, ning, blogs, wikis, etc.). Learners will also complete individual digital portfolios using *LinkedIn*.

Capstone Project

Capstone Projects will be used to help integrate and apply the knowledge and strategies learned in the *PluggedInVA* core content. During Phase Two, learners will complete a comprehensive capstone project that emphasizes the application of skill sets across all core content areas (GED, CRC, PSS, DL/CC, and 21C). As part of a collaborative team, learners will explore and investigate either previously identified or newly identified issues. Each team will focus on a

---

[3] To maximize the effectiveness of the *PluggedInVA* program, learners may continue acquiring additional certificates by enrolling in courses at the Southeast Kentucky Community and Technical College.

different topic of interest, following the same process as outlined for completion of the mini-capstone project. In addition, each group of learners will prepare and deliver a formal presentation[4] of their final capstone project.

Business Mentors and Career Coaches

Business/Industry Mentors
Subject matter experts from local business/industry partners will serve as mentors to the learners enrolled in the *PluggedInVA* program when available. They will help learners obtain a better understanding of job skill requirements for potential employment within specialized career fields. Mentors may provide job-shadowing opportunities, tours of business/industry facilities, provide feedback on a resume or job application, conduct mock interviews, or help coordinate a job fair. Business mentors should be invited to the capstone project presentations at the end of the program. Instructors and facilitators should work directly with business mentors to coordinate and facilitate their involvement with the program.

Career Coaches
Career coaches from the state community and technical college system will be utilized to help learners establish long-term career goals. Their services may include whole group as well as individual consulting related to available college programs, services, and career assessments. Career coaches may also help learners with applications for college, financial aid, and scholarships. Instructors and facilitators should work directly with career coaches to coordinate and facilitate their involvement with the program.

Sample Schedule[5]

Day One		
Schedule	Activity	Location
5:00-6:00 (GED)	GED/Math instruction/Math applications	Classroom
6:00-6:30 (PSS)	Professional Soft Skills Instruction	Classroom/Computer Lab
6:30-7:00 (21C)	Collaborative Learning Activities	Computer Lab
7:00-8:00 (DL/CC)	Contextualized Curriculum	Classroom/Computer Lab

Day Two		
Schedule	Activity	Location
5:00-5:30 (DL)	Digital Literacy (self-paced)	Computer Lab
5:30-6:00 (PSS)	Business Etiquette	Classroom/Computer Lab
6:00-7:00 (21C)	Information Challenge	Classroom
7:00-8:00 (DL/CC)	Contextualized Curriculum	Classroom/Computer Lab

Day Three		
Schedule	Activity	Location

---

[4] *PluggedInVA* personnel and learners, personnel from partner businesses, and other stakeholders are encouraged to attend presentations.

[5] This is only a sample schedule. Instructors/facilitators teaching in the *PluggedInVA* program will create a schedule that best suits their instructional needs.

5:00-6:00 (GED)	GED/Writing Instruction (e.g. goal statement)	Classroom
6:00-6:30 (PSS)	Creating a resume/Writing application	Classroom/Computer Lab
6:30-7:30 (DL/CC)	Contextualized Curriculum	Classroom
7:30-8:00 (21C)	Digital Portfolio	Computer Lab

Day Four		
Schedule	Activity	Location
5:00-6:30 (DL/CC)	Contextualized Curriculum	Classroom/Computer Lab
6:30-8:00 (FLEX)	Flex Time	Classroom/Computer Lab

The above sample schedule allows for some flexibility based upon learners' individual needs. Ideally, content for each class meeting time should allow for team teaching/co-teaching with one GED instructor and one technical/specialized instructor present during all instructional periods. This allows for more seamless integration across the four core content areas (i.e. GED/CRC, PSS, DL/CC, and 21C). If enrolled learners have tight work schedules or longer commuting times, it is recommended that self-paced modules or individualized instruction be scheduled during the first 15-30 minutes of class time so that core instruction is not missed if someone were to arrive to class a few minutes late. Also note the Flex Time provided on Day Four. This allows for individualized instruction for learners who may have missed a class during the week or find themselves struggling with a particular concept. Flex Time should be used for make-up instruction, additional instruction in areas of difficulty for small groups or individuals, collaborative learning activities, self-paced learning, or other such activities.

OVERVIEW OF CORE CONTENT

Core	Month 1 (Mar)	Month 2 (Apr)	Month 3 (May)	Month 4 (Jun)	Month 5 (Jul)	Month 6 (Aug)
	Phase One			Phase Two		
	Orientation Period (Phase One)	Tour Business or Industry Facility	Job Shadow	Orientation Period (Phase Two)	Mock Interviews	Job Fair
I. GED	**GED Curriculum and Career Readiness Certificate** As learners successfully complete the GED curriculum and earn their CRC, they will focus on digital literacy certifications until all learners pass the GED Tests and obtain the CRC at Bronze, Silver, or Gold level.					
II. PSS	**Professional Soft Skills and Business Etiquette** As GED instruction is completed and all learners successfully pass GED tests, soft skills will become emphasis of this block.					
III. DL	**Digital Literacy** Microsoft Digital Literacy (MSDL)	Microsoft Digital Literacy (MSDL) or Internet and Computing Core (IC3) Certificates	Microsoft Digital Literacy (MSDL) or Internet and Computing Core (IC3) Certificates	Strand 1: Microsoft Certified Application Specialist (MCAS)		
				Strand 2: Microsoft Certified Application (MCAD): Web Developer		
				Strand 3: Computer Technician Pathway (MCDST, MCSA, or MCDBA)		
CC	**Contextualized Content**	Microsoft Digital Literacy (MSDL)	*Breaking Through*: Allied Health (Medical Assisting/Phlebotomy)			
			Breaking Through: Energy/Mining (Electrical/Welding)			
			Construction/Weatherization			
IV. 21C	**21C Skills** Introduction to 21C Skills	Development of 21C Skills. Participation in collaborative activities	Development of 21C Skills. Participation in collaborative activities	Development and application of 21C Skills. Selection of "team members" for Capstone Projects.	Capstone Teams Application of GED, CRC, PSS, DL, CC, and 21C	Capstone Teams Application of GED, CRC, PCC, DL, CC, and 21C
INT APP	**Integrated Application with Collaborative Learning Activities**	Digital Portfolio, Information Challenges, Mini-Capstone	Digital Portfolio, Information Challenges, Mini-Capstone	Digital Portfolio, Information Challenges, Capstone Project	Digital Portfolio, Information Challenges, Capstone Project	Digital Portfolio, Information Challenges, Capstone Project Presentations

I. GED Curriculum and Career Readiness Certificate *Phase One*	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge
[GED] General Educational Development Content – Writing [W] – Reading [R] – Mathematics [M] – Science [SC] – Social Studies [SS] [CRC] WorkKeys Job Skills Assessment – Applied Mathematics [CRC-1] – Reading for Information [CRC-2] – Locating Information [CRC-3] Reference: National Career Readiness Certificate Program http://www.ct.org/certificate/ *The 7 Habits of Highly Effective People* (Paperback) by Stephen R. Covey	- Learners successfully complete the GED course and pass the GED Tests to obtain GED credential. - Learners apply GED content knowledge and skills as they engage in Capstone Project activities. - Learners successfully pass the WorkKeys Job Skills Assessment and earn their Career Readiness Certificate at the Bronze, Silver, or Gold Level. - Learners apply CRC content knowledge and skills as they engage in collaborative learning activities (e.g. information challenges, capstone project activities). - Learners collaborate in an online environment to read and discuss the text and make connections to themselves and to program content. - Learners participate in discussion groups and reading activities as facilitated by instructors.

II. Professional Soft Skills
Phases One and Two
Theme: *Life and Career*
Topic: *Flexibility and Adaptability [F/A]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge
• [F/A-1] Adapt to varied roles and responsibilities. • [F/A-2] Work effectively in a climate of ambiguity and changing priorities. – Analyze the needs and wants of co-existing community constituencies and describe a situation in which they must work together.	• Learners study the websites of local agencies (e.g., fire department or city planning department) and organizations (e.g., Chamber of Commerce) and role-play the concerns and roles of each as they relate to an issue that is a challenge to the local community (e.g., population growth or decline, unemployment rates, revenue needs, a community event or unavoidable crisis) or related to future jobs in the targeted workplace environment(s). • Learners develop a scenario in which agencies must suddenly change plans to deal with a situation.

II. Professional Soft Skills

Phases One and Two
Theme: *Life and Career*
Topic: *Initiative and Self-Direction [I/SD]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [I/SD-1] Monitor one's own understanding and learning needs.
 	
   – Demonstrate personal responsibility for lifelong learning.
 	
• [I/SD-2] Move beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
 	
   – Choose a research topic and seek additional resources to become "experts" on the topic.
 	
• [I/SD-3] Demonstrate initiative to advance skill levels towards a professional level.
 	
• [I/SD-4] Define, prioritize, and complete tasks without direct oversight.
 	
• [I/SD-5] Use time efficiently and manage workload.
 	
   – Set short- and long-term goals to complete research according to a set timeline.
 	
• [I/SD-6] Demonstrate commitment to learning as a lifelong process.
	• Learners conduct research to answer the question: How much schooling do you need to get the kind of job you would like to have? After researching salaries, employment outlook, and education/training requirements of a variety of possible careers, learners create a chart comparing their top three to five choices and write short personal essays explaining how these choices fit their goals
	
	• Learners develop an individual plan for successful completion of Phase Two of the digital literacy content area.
	
	• Learners develop individual goals for successful completion of the MSDL or IC3 digital literacy certificate.
	
	• Learners engage with and complete the MSDL or IC3 digital literacy certificate.
	
	• Learners choose a research topic, plan their online and offline research strategies to seek additional resources beyond those available in the classroom, and become "experts" on the topic in preparation for a presentation.
	
	• Learners continually evaluate and record their progress and set next steps in a project management log.

II. Professional Soft Skills

Phases One and Two
Theme: *Life and Career*
Topic: *Social Responsibility [SR]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [SR-1] Act responsibly with the interests of the larger community in mind.
 	
• [SR-2] Understand the global nature of technology and understand the sensitivity of information posted electronically.
 	
• [SR-3] Demonstrate ethical behavior in personal, workplace, and community contexts.
 	
  – Illustrate respect for all when sending communication via the Internet.
 	
• [SR-4] Work appropriately and productively with others.
 	
  – Develop an appreciation of fellow classmates and value their contributions while working together to complete inquiries about problems of common interest.
  – Recognize, empathize with, and communicate diverse perspectives on an issue and realize how one's perspective influences one's interpretation of an issue and/or one's work within a group.
	• Learners work in small groups to discuss problems that they have observed or identified in their local community (mini-capstone project).
	
	• Convening as a whole class, learners come to some common agreement about the problems that are most meaningful.
	
	• After the problem has been selected by consensus, learners take responsibility for specific elements of inquiry into the causes of and possible solutions to the problem.
	
	• In a group, learners create and implement an action plan from two opposing viewpoints on an issue, analyzing the merits of each perspective.
	
	• Learners organize around a topic of local interest to coordinate possible solutions to address the issue. This requires agreement on the primary positions taken by the group and coordination among learners for the purpose of articulating a solution.

II. Professional Soft Skills
Phases One and Two
Theme: *Life and Career*
Topic: *Productivity and Accountability [P/A]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [P/A-1] Set and meet high standards and goals for delivering quality work on time.
 	
   – Complete a project that incorporates problem identification, research, a written and oral presentation, and a related plan.
 	
• [P/A-2] Demonstrate diligence and a positive work ethic (e.g., by being punctual and reliable).
 	
   – Evaluate one's own work with project criteria, set goals for improvement, and strive to meet project deadlines.
	• Learners participate in capstone projects in which they are responsible for setting goals, developing and implementing their plans, monitoring their progress, and modifying plans as needed.
	
	• Each learner breaks the capstone project down into smaller parts to create a schedule of deadlines.
	
	• As a group, learners create a rubric for evaluating capstone projects. Learners use the rubric to self-assess their work and include comments reflecting on the quality of their work and their process.

II. Professional Soft Skills
Phases One and Two
Theme: *Life and Career*
Topic: *Leadership and Responsibility [L/R]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge
[L/R-1] Use interpersonal and problem-solving skills to influence and guide others toward a goal. – Develop problem-solving and leadership skills while seeking to leverage and guide the skills of others toward a common goal. [L/R-2] Leverage strengths of others to accomplish a common goal. [L/R-3] Leverage the collective intelligence of groups when appropriate. [L/R-4] Demonstrate responsibility, integrity, and ethical behavior. [L/R-5] Act responsibly with the interests of the larger community in mind.	- After investigating needs in the local community, learners participate in a capstone project to address that need. - Each individual learner provides input to the project based upon his or her individual strengths and interests, which the group leader uses to assign tasks for the project. - Project teams assign tasks related to the capstone project to group members based upon learners' strengths and weaknesses. A timeline for task completion is developed. Learners successfully complete assigned tasks according to the timeline. - Learners notify instructor of unavoidable absences before the class meeting or as soon as possible afterwards. - Learners notify project team members of unavoidable absences before the class meeting or as soon as possible afterwards. - Learners make arrangements to obtain information or complete activities missed due to absences.

III. Digital Literacy Skills and Contextualized Curriculum ***Phase One*** Microsoft Digital Literacy Certificate (All Learners)	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• Microsoft Digital Literacy Certificate (MSDL)
    – Computer Basics [MSDL-1]
    – The Internet and World Wide Web [MSDL-2]
    – Productivity Programs [MSDL-3]
    – Computer Security and Privacy [MSDL-4]
    – Digital Lifestyles [MSDL-5]
 	
Reference: Microsoft Digital Literacy Certification Program: http://www.microsoft.com/about/corporatecitizenship/ citizenship/giving/programs/up/digitalliteracy/default.mspx
	• Learners complete Computer Basics e-learning course and assessment to obtain a personalized learning plan.
	
	• Learners follow personalized learning plan to complete additional e-learning lessons to achieve topic mastery and complete the Computer Basics course.
	
	• Learners complete four additional e-learning modules in the MSDL certificate program.
	
	• Learners successfully complete the Digital Literacy Certificate Test to earn MSDL certification.
	
	• Learners apply DL content knowledge and skills as they engage in capstone project activities.

III. Digital Literacy Skills and Contextualized Curriculum	
Phase One	
Internet Computing Core Certification (Learners selecting Strand 3: Computer Technician Pathway)	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge
- Internet and Computing Core Certification (IC3) - Computing Fundamentals [IC3-1] - Computer hardware - Computer software - Using an operating system - Key Applications [IC3-2] - Common program functions - Word processing functions - Spreadsheet functions - Living Online [IC3-3] - Networks and the Internet - Electronic mail - Using the Internet - The impact of computing and the Internet on society Reference: IC3 Program from Certiport http://info.certiport.com/yourPersonalPath/IC3Certification/skills.asp	- Learners prepare for IC3 exams by studying from selected Courseware in the three content strands. - Computing Fundamentals - Key Applications - Living Online - Learners successfully pass certification exam and earn their IC3 certificate. - Learners apply IC3 content knowledge and skills as they engage in capstone project activities.

III. Digital Literacy Skills and Contextualized Curriculum

Phase Two
Strand 1: Begin (or Continue) Microsoft Certified Application Specialist (MCAS)

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• Microsoft Certified Application Specialist (MCAS)
   – Windows Vista operating system
   – Microsoft Office 2007 suite of programs
      ▪ Microsoft Office Word
      ▪ Microsoft Office Outlook
      ▪ Microsoft Office Excel
      ▪ Microsoft Office PowerPoint
      ▪ Microsoft Office Access
 	
Reference: Microsoft Certification Program:
http://www.microsoft.com/learning/mcp
	• Learners identify personal goals for strand completion during Phase Two.
	
	• Learners successfully complete 17 instructional units to develop depth of knowledge in using the advanced features of the Windows Vista operating system and the Microsoft Office 2007 suite of programs.
	
	• Learners successfully pass the certification exam to become a Microsoft Certified Application Specialist (MCAS).

III. Digital Literacy Skills and Contextualized Curriculum

Phase Two
Strand 2: Begin (or Continue) Microsoft Certified Application Developer (MCAD): Web Developer

Essential Knowledge and Skills	Activities/Demonstration of Knowledge
• Microsoft Certified Application Developer (MCAD): MCADs build applications using Microsoft Visual Studio .NET and Web services on the Microsoft .NET Frameworks. Individuals may be required to perform the following tasks: – Analyze customer business requirements – Design applications and related tools – Write specification documents for applications – Implement and code applications – Develop and implement test plans – Release the product into production – Design and release product updates as needed Reference: Microsoft Certification Program: http://www.microsoft.com/learning/en/us/certification/mcad.aspx	• Learners identify personal goals for strand completion during Phase Two. • Learners successfully complete two units of instruction to develop depth of knowledge in computer fundamentals: – Computer Desktop Fundamentals (Windows XP or Vista) – Database Fundamentals

![PluggedInVA]

III. Digital Literacy Skills and Contextualized Curriculum

Phase Two
Strand 3: Computer Technician Pathway

Essential Knowledge and Skills	Activities/Demonstration of Knowledge
• Computer Technician Pathway: This course will begin the pathway toward either the Microsoft Certified Desktop Support Technician (MCDST), Microsoft Certified Systems Administrator (MCSA), or Microsoft Certified Database Administrator (MCDBA) certifications. The course covers critical skills in the following areas: – MCDSTs use excellent customer service skills to educate users and solve hardware or software operation and application problems on the Microsoft Windows desktop operating system. – MCSAs use their skills to design, configure, and deploy networks, test hardware and software, manage and maintain networks, and administer network security. – MCDBAs develop essential skills to analyze customer database requirements to design, develop, and maintain databases, ensure integrity of data, provide client and user services, and create corporate data and system model *Reference: Microsoft ICT Curriculum Roadmap http://www.microsoft.com/education/MSITAcademy/curriculum/roadmap/default.mspx	• Learners identify personal goals for strand completion for Phase Two. • Learners successfully complete one or more units of instruction to develop depth of knowledge in computer fundamentals: – Computer Hardware Fundamentals (CompTIA A+) – Networking Fundamentals (CompTIA Net+) – Computer Desktop Fundamentals (Windows XP or Vista)

III. Digital Literacy Skills and Alternative Contextualized Curriculum

Phases One and Two
Contextualized Certification Curriculum

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• Allied Health
  – Medical Assistants are certified health care workers who perform administrative and clinical tasks that help keep medical offices operating efficiently
  – Phlebotomists are certified health care workers who draw blood for analysis or transfusion
 	
• Energy/Mining
  – Electricians are skilled workers with expertise in maintenance, installation, inspection, and repair of electrical circuits on mining equipment and facilities, including knowledge of risk awareness and hazard identification
  – Welders are skilled workers with expertise in welding flat, cylindrical, or irregular parts that may be clamped, tack-welded, or otherwise positioned according to drawings, sketches, specifications, codes, and standards
 	
• Construction/Weatherization
  – Weatherization specialists are skilled construction workers with expertise in the assessment and installation of energy efficient building features (e.g. insulation, air sealing, cooling and heating systems) and analysis of cost-effective structural design and construction techniques.
	• Learners identify personal goals for focus area and course completion for Phase Two
	
	• Learners successfully complete one or more units of instruction and/or content specific courses to develop depth of knowledge in relevant area (i.e. Allied Health, Energy/Mining, Weatherization)
	
	• Learners engage in on-the-job training opportunities that provide hands-on application of skills.

IV. 21st Century Skills **Phases One and Two** Theme: *Information and Technology* Topic: *Information Literacy [IL]*	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [IL-1] Recognize a need for information.
 	
   – Formulate questions based on information needs.
   – Identify a variety of potential sources of information.
 	
• [IL-2] Plan strategies to guide inquiry and organize information.
 	
• [IL-3] Use digital tools to access and gather information efficiently and effectively.
 	
• [IL-4] Evaluate information critically and competently.
 	
   – Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
   – Critique sources of information from various types of media.
 	
• [IL-5] Use information accurately and creatively for the issue or problem at hand.
	• Learners engage in capstone projects that require them to identify an important issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s).
	
	• Learners develop a table or chart to plan, document, and organize information.
	
	• Learners access and gather information from multiple sources (e.g. local print newspaper, news broadcast, Web site, person in the community).
	
	• Learners identify key words and phrases related to their topic to access information efficiently using digital tools.
	
	• Learners evaluate sources of information to determine credibility, bias, and accuracy.
	
	• Learners evaluate the similarities and differences of the gathered information.
	
	• Learners select information most relevant to the identified issue.

IV. 21st Century Skills
Phases One and Two
Theme: *Information and Technology*
Topic: *Information Literacy [IL]: (Continued)*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [IL-6] Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information.
 	
   – Make responsible decisions about use of material based on the rules governing intellectual property, trademark, copyright, fair use, and plagiarism.
   – Understand how to use and appropriately cite information created by others.
	• Learners appropriately cite and provide credit for information created by others.
	
	• Learners create a handbook in an online collaborative space explaining copyright, fair use, and Creative Commons guidelines that they must follow to include music, images, video, or excerpts from published texts in their capstone projects.

IV. 21st Century Skills *Phases One and Two* Theme: *Information and Technology* Topic: *ICT Literacy [ICT]*	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [ICT-1] Transfer current knowledge to learning of new technologies.
 	
  – Understand and use a variety of technology systems.
  – Select and use applications effectively and productively.
 	
• [ICT-2] Exhibit positive attitudes toward using technology that supports collaboration, learning, and productivity.
 	
• [ICT-3] Use digital technology and communication tools appropriately to access, evaluate, and create information.
 	
  – Analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media.
  – Evaluate information for accuracy, relevancy, and bias.
	• Learners collaborate in an online environment to research and share information related to an important issue in the local community. Learners post findings and comments to a blog or discussion forum to share discoveries related to the topic.
	
	• Learners search for information from a variety of print, online, and non-print sources for a report on a topic of personal interest related to an issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s).
	
	• Learners evaluate information using criteria for validity and reliability providing a rationale for any sources suspected to be unreliable.
	
	• Learners identify characteristics of suspect information that may indicate it is an Internet hoax, fraudulent activity, or unreliable source.

IV. 21st Century Skills *Phases One and Two* Theme: *Learning and Innovation* Topic: *Creativity and Innovation [CI]*	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge
• [CI-1] Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. – Apply existing knowledge to generate new ideas, products, and processes. • [CI-2] Demonstrate originality and inventiveness in work. – Create original works as means of personal or group expression. – Develop creative solutions to an identified issue or problem. • [CI-3] Develop, implement and communicate new ideas to others. – Evidence original thought and inventiveness in response to an identified issue or problem. • [CI-4] Be open and responsive to new and diverse perspectives.	• Learners conduct interviews to identify a challenge to the local community or related to future jobs in the targeted workplace environment(s). • Learners locate a variety of newspaper and magazine articles focused on an identified challenge. In small groups, they create a short media message or news commentary to introduce the challenge to their peers. • In groups, learners brainstorm creative ways to address the stated problem or issue. • Working in collaborative teams, learners complete capstone projects related to an identified challenge. • Learners present results of capstone projects and receive constructive criticism and feedback from peers. • Learners select several photographs or pictures found on the Internet that represent their individual personalities. Learners write autobiographical sketches using presentation software. Learners discuss how the pictures depict their identity. [Digital Portfolios]

IV. 21st Century Skills
Phases One and Two
Theme: *Learning and Innovation*
Topic: *Critical Thinking and Problem Solving [CT/PS]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [CT/PS-1] Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 	
   – Identify and define authentic problems and significant questions for investigation.
   – Collect and analyze data to identify solutions and/or make informed decisions.
   – Plan and manage activities to develop a solution or complete a project.
 	
• [CT/PS-2] Understand the interconnections among systems.
 	
• [CT/PS-3] Identify and ask significant questions that clarify various points of view and lead to better solutions.
   – Use multiple processes and diverse perspectives to explore alternative solutions.
 	
• [CT/PS-4] Frame, analyze, and synthesize information in order to solve problems and answer questions.
	• Learners use a variety of electronic media and reference materials to investigate, research, and interpret the impact of an identified challenge to the local community or related to future jobs in the targeted workplace environment(s).
	
	• Working in collaborative teams, learners complete capstone projects related to the identified challenge.
	
	• Learners analyze the relationship between certain variables (e.g., changes in population in communities, business enterprises, or governmental decisions) to which an identified challenge is connected.

IV. 21st Century Skills (21C)
Phases One and Two
Theme: *Learning and Innovation*
Topic: *Communication [COM]*

Essential Knowledge and Skills	Activities/Demonstration of Knowledge
[COM-1] Understand, manage, and create effective oral, written, and multimedia communication in a variety of forms and contexts. [COM-2] Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. [COM-3] Articulate thoughts and ideas clearly and effectively through speaking and writing. - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	- Learners research an issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s) and create a strategy plan for addressing that issue. - Working in an online community, learners share resources and participate in discussions related to the development of a strategy plan to include three specific actions to take to help solve a challenge to the local community or related to future jobs in the targeted workplace environment(s). - Working in groups, learners take on various roles to plan, investigate, and report the results of an identified challenge. - Learners pose a question about a local issue in an online collaborative community. Each learner gives a short written response to the issue. Community members are invited to add and respond to the dialogue.

IV. 21st Century Skills (21C) ***Phases One and Two*** Theme: *Learning and Innovation* Topic: *Collaboration [COLL]*	
Essential Knowledge and Skills	Activities/Demonstration of Knowledge

• [COLL-1] Demonstrate ability to work effectively with diverse teams.
 	
  – Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  – Develop cultural understanding and global awareness by engaging with learners of other cultures.
 	
• [COLL-2] Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
 	
• [COLL-3] Assume shared responsibility for collaborative work.
 	
  – Contribute to project teams to produce original works or solve problems.
  – Work as part of a team to assess individual and group participation.
	• Working in groups, learners research an issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s) and create a strategy plan for addressing that issue.
	
	• Working in groups, learners take on various roles to plan, investigate, and report the results of an identified challenge.
	
	• Learners complete individual and group evaluations of team members' responsibilities, contributions, and output.

NOTE TO INSTRUCTORS AND FACILITATORS

How to Use this Manual

This manual was designed as a guide for instructors and facilitators teaching in the *PluggedInVA* Program. The content is not exhaustive but was developed to provide an outline for each component of the program. Suggested instructional activities have been included to help facilitate instruction and make connections across the four core content areas shown in the overview document (see Overview of Core Content, p. ix). In addition, instructional resources, Internet resources, and appendices are included to scaffold and aid teaching and learning activities. Also included for each activity are content connections that reference essential knowledge and skills from the curriculum framework (see pp. 1-19).

The manual is broken into four distinct sections. The first section provides an introduction and overview of the *PluggedInVA* program and provides instructional activities to help orient learners to the core content to be covered. The second section provides an overview of instruction for Phase One of the program. The third section provides an overview of instruction for Phase Two of the program. The fourth section consists of a detailed explanation of the capstone projects that learners will complete during both Phase One and Phase Two of the program. Following these four sections are resources designed to help facilitate instruction.

Expectations for Feedback

It is important to note that the *PluggedInVA* program is in a pilot stage. The curriculum and contents of this manual will be revised as necessary to ensure that a comprehensive and successful program is developed. Instructors and facilitators are expected to engage in regularly occurring dialogue with the Lead Curriculum Developer to discuss both positive and negative aspects of implementation in the classroom. Instructors and facilitators should document what worked and what did not work along with any changes they made to instruction. Spaces for instructor notes follow suggested activities in the manual. Feedback on how these activities worked in the classroom would be helpful to guide revisions. In addition, instructors and facilitators are asked to provide sample lesson plans following the *PluggedInVA* Lesson Plan Format (Appendix B, pp. 72-73) for lessons and/or units of instruction they develop, particularly lessons related to the Professional Soft Skills and 21st Century Skills content. Finally, instructors and facilitators will provide regular feedback about program implementation. If additional resources are used to aid instruction, these should be documented as well. The Lead Curriculum Developer will make revisions to the *PluggedInVA* materials based on the instructor and facilitator feedback for future, sustained implementation of this program.

SECTION 1: INTRODUCTION AND ORIENTATION

Participant Introduction

After brief introductions of instructors, facilitators, and learners, engage in an icebreaker activity.

Suggested Activity

Background: Provide brief introductions by asking learners to state their names and where they are from.

Activity: Learners pair up to discover: 1) how they heard about the *PluggedInVA* program and 2) what they hope to get out of the program. Then, each learner introduces his or her partner by stating the answers to the two questions.

Outcome: Learners develop a better understanding of who their classmates are and begin to establish relationships.

Content Connections: 21C: COM-3, COLL-1; PSS: FA-1, SR-4

Instructor Notes

Learner Expectations

Provide an overview of learner expectations and responsibilities. Connect to expectations typically found in a work environment.

Suggested Activity

Background: Provide a brief scenario related to a workplace environment. *Example: If you had a job at Appalachian Regional Health Care, what expectations might your boss have of you?*

Activity: Learners brainstorm a list of expectations and responsibilities that a potential employer might have for them. Connect these to the expectations of the *PluggedInVA* program.

Outcome: Learners develop and apply skills as they act responsibly with the interest of the larger community in mind.

Content Connections: PSS: LR-4, LR-5

<table>
<tr><td>Instructor Notes</td></tr>
<tr><td>

</td></tr>
</table>

Learners are expected to:
- Arrive on time for every instructional session and stay to the end of each session.
- Participate in all instructional activities.
- Prepare assignments to meet stated deadlines.
- Work appropriately and productively with other learners.
- Demonstrate responsibility, integrity, and ethical behavior.
- Notify the instructor and project team members of unavoidable absences before the class meeting or as soon as possible afterwards.
- Make arrangements to obtain information or complete activities missed due to absences.

Instructors and facilitators are encouraged to add to this list of expectations to meet their own instructional needs. Instructors should make direct connections between learner expectations and similar professional soft skills as they are introduced.

Program Introduction

Provide an overview of the *PluggedInVA* program using Overview of Core Content chart (manual p. ix). Explain each component detailed in the overview (see manual pp. iv-vii). Next, introduce learners to business/industry partners associated with the *PluggedInVA* program.

Suggested Activities

Background: Activate prior knowledge of learners to determine who is familiar with area businesses (e.g. Appalachian Regional Health Care, Newwave Communications, etc.) and what they know about them.

Activity 1: Using chart paper or other visual aids, complete a K-W-L-Q activity (Organizer 1, p. 56) related to information about local companies. What do learners *Know* about these companies? What do they *Want* to know about these companies? Following completion of the second activity, learners complete the chart by adding what they *Learned* and what *Questions* they still have about the companies.

Activity 2: Each learner selects a company website to explore. Key information is identified (Organizer 2, p. 57). After their explorations, learners meet in small groups to share and compare information and to develop a concise company overview. Small groups share what they learned with the whole group.

Suggested Activities (Continued)
Activity 3: Arrange for mentors from local businesses to address any questions that learners identified in Activity 1 above, which remain unanswered. Outcome: Learners develop greater understanding of and a strong knowledge base regarding business partners. *Content Connections*: GED: R, W; DL: CRC-2, CRC-3, MSDL-2, IC3-3; 21C: IL-1, IL-2, IL-3, IL-4, ICT-3, CT/PS-1, CT/PS-4, COLL-1, COLL-3, SR-4
Instructor Notes

Curriculum Overview

GED Curriculum

The *PluggedInVA* training program includes General Educational Development (GED) Content, which addresses five content areas: reading, writing, math, science, and social studies. Experienced GED instructors with proven success rates will provide instruction in the GED content areas following their personal instructional plans.

Suggested Activities
Background: Survey learners to determine learners' current progress toward completing the GED Tests and which learners have earned the GED credential. Activity 1: Learners develop a goal statement for completion of their GED credential on their Individualized Learning Plan (Instructional Resources, p. 58). Activity 2: Learners identify content areas of strength and /or weakness by identifying which of the GED tests they have successfully completed with greatest success. Outcome: Create a group reference chart that identifies learners' areas of strength (Organizer 3, p. 59). Post the group reference chart in the classroom as a resource for learners as they complete the GED credential. *Content Connections*: PSS: I/SD-1, I/SD-3, I/SD-5, I/SD-6, SR-1, SR-4, L/R-1, L/R-2, L/R-5

> *Instructor Notes*

Career Readiness Certificate

Provide an overview of the Career Readiness Certificate (CRC) program using the CRC website (Internet Resources [1], p. 67). Make specific connections between CRC skill sets (Bronze, Silver, and Gold) and program content (Overview, pp. iv-vii).

> *Suggested Activity*
> Background: Provide overview of CRC certificate at Bronze, Silver, and Gold levels.
>
> Activity: Using the Skills Bank feature on the CRC website, show learners data that highlights certificate completion by individuals in the local geographic area. Learners use this information to inform their creation of a goal statement for obtaining their CRC credential on their Individualized Learning Plan (Instructional Resources, p. 58).
>
> Outcome: Learners develop deeper understanding of existing competition in the job market in order to make more informed decisions in the development of their own learning goals.
>
> *Content Connections:* PSS: I/SD-1, I/SD-3, I/SD-5, I/SD-6
>
> *Instructor Notes*

Professional Soft Skills

Provide an overview of professional soft skills and business etiquette for the workplace.

Suggested Activities

Instructor Preparation: View the Soft Skills Webinar (approximately 30 min.), which provides an overview of the Soft Skills Video Series located on the Business Education and Computer Information Science Statewide Advisory Committee website (Internet Resources [2], p. 67).

Background: Learners view Job Behavior I video (25 min: Internet Resources [3], p. 67). A companion Student Reference Guide is available from the website.

Activity 1: After viewing, learners engage in discussion related to the professional soft skills introduced by the video.

Activity 2: Learners engage in role-playing scenarios that show what they **should do** and what they **should not do** in various situations.

Outcome: Learners successfully complete the Job Behavior I quiz located at the end of the Student Reference Guide (Internet Resources [3], p. 67).

Content Connections: PSS: SR-1, SR-3, LR-4, LR-5; 21C: COM-3, COLL-1

Instructor Notes

The 7 Habits of Highly Effective People

Introduce learners to the text *The 7 Habits of Highly Effective People*. Ask learners to make predictions about the content of the text. As a group, preview the text by reading the back cover.

Suggested Activities

Background: Learners brainstorm and describe characteristics of successful people drawing from their background knowledge of people they know, people in their local community, and people portrayed through the media.

Activity 1: Learners make predictions of the text's content based on the title. Then, as a group, learners read the back cover of the book and discuss whether their predictions were accurate.

<table>
<tr><td align="center"><i>Suggested Activities (continued)</i></td></tr>
</table>

Activity 2: Post a listing of the seven habits (Internet Resources [4], p.67). Learners make predictions regarding what they might learn about each habit.

<u>Outcome</u>: Learners are oriented to the content of the selected text through the use of pre-reading activities.

Content Connections: GED: R, W; PSS: SR-1, SR-3, LR-4, LR-5; 21C: COM-3, COLL-1

<table>
<tr><td align="center"><i>Instructor Notes</i></td></tr>
<tr><td>

</td></tr>
</table>

Each instructor will develop and follow his or her own instructional plan to facilitate the reading and discussion of this text and make connections to the core content of the *PluggedInVA* curriculum.

Digital Literacy Skills

Provide a brief, introductory overview of the digital literacy certification programs emphasized during Phase One,[6] using each of the program websites as appropriate (Internet Resources [5-7], p.67).

- Microsoft Digital Literacy (MSDL)
- Internet and Computing Core (IC3)

Emphasize that the overview is meant to familiarize the learners with the specific digital literacy credentials for Phase One. Learners who are enrolled in the digital literacy contextualized curriculum will receive more in-depth information regarding the additional digital literacy certification programs emphasized in Phase Two at a later date, which include:

- Microsoft Certified Application Specialist (MCAS) for Office 2007
- Microsoft Certified Application Developer (MCAD): Web Developer
- Microsoft Certified Desktop Support Technician (MCDST)
- Microsoft Certified System Administrator (MCSA)
- Microsoft Certified Database Administrator (MCDBA)

---

[6] Additional digital literacy strands will be introduced at the beginning of Phase Two.

Suggested Activity

Background: Provide an introductory overview of initial digital literacy certificate(s).

Activity: Learners create goal statements for earning their digital literacy certifications on their Individualized Learning Plan (Instructional Resources, p. 58).

Outcome: Learners develop deeper understanding of the digital literacy certifications included in Phase One of the program in order to make informed decisions as they develop individual learning goals.

Content Connections: PSS: I/SD-1, I/SD-3, I/SD-5, I/SD-6

Instructor Notes

21st Century Skills

Provide an overview of the 21st century learning framework using the Partnership for 21st Century Skills website (Internet Resources [9], p.67). Include a definition and description of each theme and topic area emphasized in the *PluggedInVA* curriculum:
- Information and Technology (including Information Literacy and ICT Literacy)
- Learning and Innovation (including Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration)
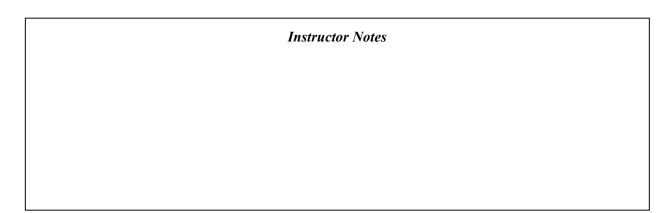

Suggested Activity

Background: Query students about whether they are familiar with the term "21st century skills". Ask learners in what contexts they have heard this term used. *Example: Obama's presidential acceptance speech*.

Activity: As a group, learners create a preliminary definition and list of skills they believe to be associated with the term. After providing an overview of 21st century skills, revisit the learners' definition and list. Make revisions to create an accurate definition and skill set.

Outcome: Learners develop basic understanding of 21st century skills that are included in the *PluggedInVA* program.

Content Connections: 21C: COLL-3; PSS: SR-4

<table>
<tr><td><p align="center">Instructor Notes</p>

</td></tr>
</table>

Use the *Framework for 21ˢᵗ Century Learning* to emphasize connections among four core content areas (Image 1, p. 55).

Online Collaborative Community

Orient learners to the Ning[7] online collaborative community (Internet Resources [10], p.67) and provide them with opportunities to explore the various features[8] housed there.

Suggested Activities

Instructor Preparation: Create a forum topic (e.g. Introductions) for learners to post to. Create a blog post (e.g. What are your initial thoughts and/or reactions to the *PluggedInVA* program?) for initial comments by learners. Using the mail function, send a welcome email message to learners for them to reply to.

Background: Learners develop understanding of Ning features as the instructor explains and models each feature and its functions.

Activity 1: Learners personalize their online space (*My Page*) using the settings tool. With the use of a digital camera, learners upload photos to add to their profiles.

Activity 2: Learners complete the following activities:
- Post a response to a forum topic created by the instructor.
- Make a comment to a blog post created by the instructor.
- Explore the mail feature by responding to a message from the instructor.
- Complete an RSVP to an event.

Outcome: Learners become oriented to the navigation and features of the Ning online community.
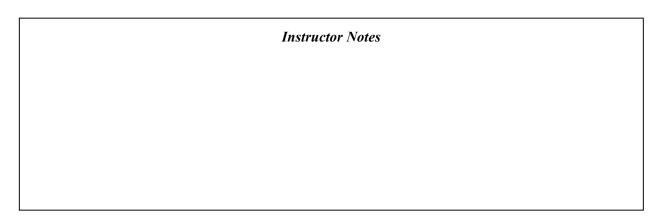
Content Connections: 21C: ICT-1, ICT-3, COM-2

---

[7] Alternatively, instructors may choose to use Blackboard or other such online collaborative space

[8] Clear distinctions should be made between the various communication tools (i.e., mail, blog, forum). Many of these may be new for these learners.

Instructor Notes

Information Challenges

Provide learners with a description of information challenges as a collaborative learning activity in which all work will be completed with a partner or in small groups. Explain how these challenges will be used to integrate and apply skills across all four core content areas (GED, PSS, DL/CC, & 21C). Information challenges need to focus on learners' development, application, and demonstration of skills related to the inquiry process used to complete the capstone projects.

> ### *Suggested Activity*
> Instructor Preparation: Determine what calculator features are necessary for successful completion of the math portion of the GED.
>
> Background: Learners develop understanding of calculator features as the instructor explains and models each feature and its functions as applied to the math curriculum (e.g. percent, fractions, etc.).
>
> Activity 1: Learners complete an information challenge in which they use the Internet to locate the least expensive calculator brand and model that contains all of the necessary features for successful completion of the GED. This should include shipping costs, sales tax, etc. Results are shared.
>
> Outcome: Learners begin to develop 21C skills as part of the inquiry process as well as make connections between core content areas.
>
> *Content Connections:* GED: M, R, W, CRC-1, CRC-2, CRC-3; PSS: I/SD-4, I/SD-5, SR-4, 21C: IL-1, IL-2, IL-3, IL-4, IL-5, ICT-2, ICT-3, CT/PS-1, CT/PS-4, COLL-1, COLL-3

Capstone Projects

Provide learners with an overview of the capstone projects that they will complete at the end of Phase One and Phase Two of the program. Within this overview, describe the inquiry learning process and procedures that learners will follow to complete their capstone projects (see Section Four of manual for details). Make particular distinctions between the mini capstone project in which all collaborative groups will engage in activities related to the same identified challenge and the comprehensive capstone project in which each collaborative group will focus on different identified challenges applying the same procedures. Additionally, emphasize that the

capstone projects provide an opportunity for students to integrate and apply the skills they are developing across all core content areas in the *PluggedInVA* curriculum.

Digital Portfolios

Provide an introduction and brief overview of the *LinkedIn* digital portfolio tool from the *LinkedIn* site (Internet Resources [11], p.67).

Suggested Activities

Background: Learners explore information about *LinkedIn* provided by the Wikipedia entry for this online community (Internet Resources [12], p.67).

Activity 1: Through a group discussion, learners identify key elements of *LinkedIn* that might help facilitate job acquisition and/or upward job mobility.

Activity 2: Learners create an individual *LinkedIn* profile and input initial demographic information.

Outcome: Learners successfully establish a professional profile on *LinkedIn*.

Content Connections: PSS: SR-2: 21C: ICT-1. ICT-3: COM-1

Instructor Notes

Learners will update and revise their *LinkedIn* digital portfolio profiles throughout the *PluggedInVA* program.

Wrap-up

Each learner shares his or her completed Individualized Learning Plan, identifying three core goals (GED, CRC, DL) for Phase One of the program, with the whole group.

Revisit the Overview of Core Content (p. ix) to further explain how each element in the *PluggedInVA* program fits together to assist learners in developing the essential skills for entry-level positions with the identified business/industry partners. Provide opportunities for questions and further clarifications if needed.

SECTION 2: PHASE ONE

GED Curriculum and Career Readiness Certificate

GED Curriculum
Instructors facilitate GED curriculum according to individual instructional plans until all learners have successfully obtained a GED credential.

Career Readiness Certificate
Learners begin the CRC program led by the course instructor/facilitator. Three components of the WorkKeys Assessment are completed, including:
1. Job profiling
2. Assessment of skill levels
3. Training to close any skills gaps

Learners continue through self-paced training and online learning modules with support from program instructors and facilitators until they obtain CRC certificates at the Bronze, Silver, or Gold level.

Professional Soft Skills

Learners continue to explore and develop various professional soft skills as introduced by the instructor and/or facilitator.

Using the content presented in the Job Behavior I video (Internet Resources [3], p. 67), learners engage in instructional activities that address the professional soft skills presented.

Suggested Activities

Background: Activate prior knowledge by reviewing the content presented in the Job Behavior I video* (Internet Resources [3], p.67).

Activity 1: As a group, learners generate a list of the professional soft skills introduced in the video. Then, learners generate a list of professional soft skills that were not included in this video. Instructors and/or facilitators should add any professional soft skills not identified by the learners until a comprehensive list has been established (see list of Professional Soft Skills in Appendix C, p. 74).

Activity 2: Learners rank the comprehensive list of professional soft skills from "most important" to "least important" by attaining group consensus. Instructors/facilitators use this list to further explore each professional soft skill in descending order from most important to least important.

Outcome: Collectively, learners develop an instructional plan for the common good of the whole group as they begin to establish a collaborative community, take control of their own learning goals, and demonstrate leadership.

Content Connections: PSS: SR-4, L/R3; 21C: COLL-1, COLL-3,

* A companion Student Reference Guide is available from the website.

<table>
<tr><td>Instructor Notes</td></tr>
<tr><td></td></tr>
</table>

Instructors/facilitators provide learners with relevant instruction and learning opportunities to develop professional soft skills and business etiquette according to individual instructional plans. Suggested skills and instructional activities follow; however, this is not a comprehensive plan for all of the professional soft skills that should be addressed through the duration of the *PluggedInVA* program. Individual instructors/facilitators will develop their own lesson plans following the *PluggedInVA* Program Lesson Plan Format (Appendix B, pp. 72-73) or similar format.

Phone Etiquette

Learners develop basic knowledge and skills related to appropriate phone etiquette in the workplace.

Suggested Activities

Instructor Preparation: Preview the Business Phone Etiquette video* (Internet Resources [3], p. 67).

Background: Learners view the Business Phone Etiquette video (approx. 14 min.).

Activity 1: Learners practice phone etiquette by a) recording an appropriate voicemail greeting for their home or cell phone, b) leaving a detailed message for someone they are trying to reach who is unavailable, and c) documenting a detailed message for an individual who is unavailable.
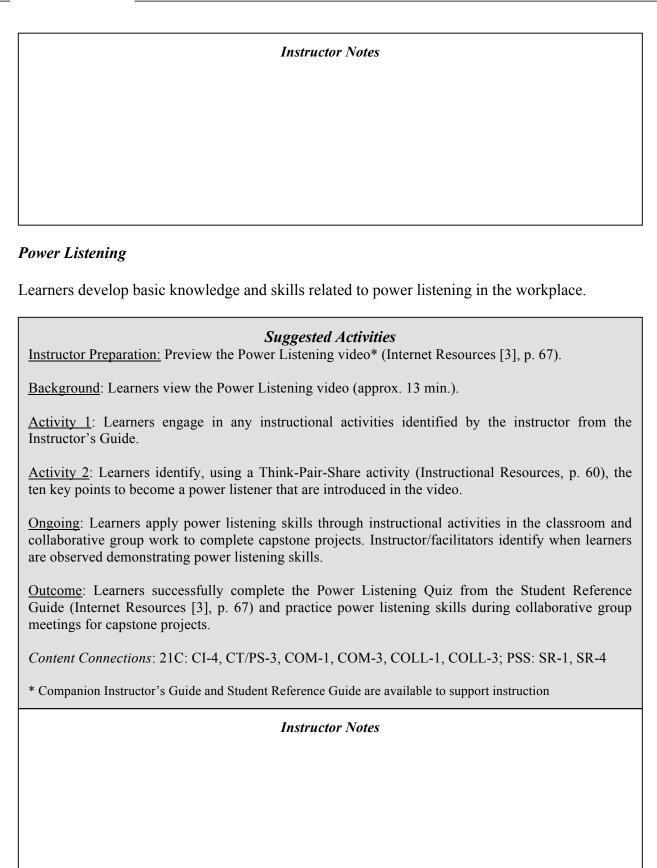
Activity 2: Learners practice good business phone etiquette skills with hands-on support from the Southeast Kentucky Community and Technical College staff.

Outcome: Learners successfully complete the Business Phone Etiquette Quiz, record an appropriate voicemail greeting, leave a detailed message for an unavailable party, document a detailed message for someone who is unavailable, and gain experience in good business phone etiquette through practice.

Content Connections: PSS: FA-1; IS/D-2, IS/D-3; SR-1, SR-3, SR-4; P/A-2; L/R-4, L/R-5

* Companion Instructor's Guide and Student Reference Guide are available to support instruction.

> ***Instructor Notes***
>
>
>
>
>
>
>

Power Listening

Learners develop basic knowledge and skills related to power listening in the workplace.

> ### *Suggested Activities*
>
> Instructor Preparation: Preview the Power Listening video* (Internet Resources [3], p. 67).
>
> Background: Learners view the Power Listening video (approx. 13 min.).
>
> Activity 1: Learners engage in any instructional activities identified by the instructor from the Instructor's Guide.
>
> Activity 2: Learners identify, using a Think-Pair-Share activity (Instructional Resources, p. 60), the ten key points to become a power listener that are introduced in the video.
>
> Ongoing: Learners apply power listening skills through instructional activities in the classroom and collaborative group work to complete capstone projects. Instructor/facilitators identify when learners are observed demonstrating power listening skills.
>
> Outcome: Learners successfully complete the Power Listening Quiz from the Student Reference Guide (Internet Resources [3], p. 67) and practice power listening skills during collaborative group meetings for capstone projects.
>
> *Content Connections*: 21C: CI-4, CT/PS-3, COM-1, COM-3, COLL-1, COLL-3; PSS: SR-1, SR-4
>
> * Companion Instructor's Guide and Student Reference Guide are available to support instruction

> ***Instructor Notes***
>
>
>
>
>
>
>
>

Business Email Fundamentals

Learners develop basic knowledge and skills related to the use of email in the workplace.

Suggested Activities

Instructor Preparation: Preview the Business Email Fundamentals video and resources* (Internet Resources [3], p. 67). Obtain copies of corporate email polices from business partners.

Background: Learners view the Business Email Fundamentals video (approx. 31 min.).

Activity 1: Model how to construct an appropriate business email with the whole group following the six steps outlined in the video. *Example: Construct email message to request corporate email policies*.

Activity 2: Using the mail function on Ning or Microsoft Outlook, learners send the instructor or facilitator a properly constructed business email explaining three key points they have learned from the video.

Activity 3: Review the corporate email policies from business/industry partners. In groups, learners create a Venn diagram (Instructional Resources, p. 61) to compare and contrast what was presented in the video to one of the corporate email policies.

On going: Learners engage in appropriate email communications with group members as well as instructors or facilitators for the duration of the *PluggedInVA* program.

Outcome: Learners successfully complete the Business Email Fundamentals Test from the Student Reference Guide (Internet Resources [3], p. 67) and apply good business email practices. Learners develop an understanding of corporate email policies for the business partners.

Content Connections: 21C: CI-4, CT/PS-3, COM-1, COM-3, COLL-1, COLL-3; PSS: SR-1, SR-4

Instructor Notes

As an extension, provide information about functions and characteristics of a listserv, making connections to the information on email distribution lists presented in the video.

7 Habits of Highly Effective People

Learners continue to read *The 7 Habits of Highly Effective People* and draw connections between the text and core content areas.

Digital Literacy Skills

Microsoft Digital Literacy Certificate (MSDL)

Learners begin the MSDL certificate program (Internet Resources [5], p. 67) online curriculum.

- Step 1: Learners begin with the Computer Basics course topic (duration 2-3 hours).

- Step 2: Learners complete the second course topic, from the series The Internet and the World Wide Web (duration 2-3 hours).

- Step 3: Learners complete the third course topic in the series, Productivity Programs (duration 2-3 hours).

- Step 4: Learners complete the fourth course topic in the series, Computer Security and Privacy (duration 2-3 hours).

- Step 5: Learners complete the fifth and final course topic in the series, Digital Lifestyles (duration 2-3 hours).

- Step 6: Learners successfully complete the Digital Literacy Certificate Test, which consists of 30 questions in the above five topic areas (duration 30-60 minutes).

Internet and Computing Core Certificate (IC3) Program

Once learners successfully obtain their MSDL certificate, they will engage in a self-paced, online training module to prepare for their IC3 credential (Internet Resources [6], p. 67).

- Step 1: Learners complete the online training module in three specific areas: Computing Fundamentals, Key Applications, and Living Online.

- Step 2: Learners view the online video demonstration of the IC3 exam.

- Step 3: Learners successfully complete exams to earn the IC3 credential.

Microsoft Certified Application Specialist (MCAS) for Microsoft Office 2007

Once learners successfully complete and obtain their MSDL credential, they begin one of three Microsoft Office eLearning courses (Internet Resources [7], p. 67). Learners continue to work through their selected course until all learners in the program successfully complete and obtain their MSDL credential. At this point, learners move from Phase One to Phase Two of the digital literacy core content in the *PluggedInVA* program.

> ### *Suggested Activities*
>
> <u>Background</u>: Review Individualized Learning Plans (Instructional Resources, p. 58) developed at the beginning of Phase One.
>
> <u>Activity 1</u>: Learners update the information on their learning plans to include any steps they completed toward their digital literacy goal.
>
> <u>Activity 2</u>: Learners share their successes with mentors and/or career coaches using the mail function on Ning or using Microsoft Outlook. Learners document completion of certificate(s) on *LinkedIn*.
>
> <u>Outcome</u>: Learners demonstrate personal responsibility and initiative for learning and advancing skill level toward a professional level.
>
> *Content Connections:* PSS: I/SD-1, I/SD-3, I/SD-5, I/SD-6

> ### *Instructor Notes*
>
>

21st Century Skills

Learners develop and integrate 21st century skills in all areas of the core content during both Phase One and Phase Two of the program. Learners further develop and apply these skills as they participate in the Ning online community, create their digital portfolios, and engage in collaborative groups to complete information challenges and mini capstone projects.

Information Challenges

Before starting the mini capstone project, instructors should ensure that all learners attain a basic skill set for computer use and using the Internet as an information resource during the inquiry process (Appendix E, pp. 76-78). Some basic instruction in these skill areas should be completed before starting the mini capstone project to ensure success. This can be accomplished using information challenges.

Mini Capstone Project

Introduction

Using the Capstone Project Outline (Appendix F, p. 79) and details in Section Four of this manual, provide learners with an overview of the content to be included in the project. The

content areas are identical for the mini capstone project in Phase One and the comprehensive capstone project in Phase Two.

Suggested Activities

<u>Instructor Preparation</u>: Identify several issues or challenges in the local community or related to future jobs in the targeted workplace environment(s). Group learners into balanced, collaborative teams that include learners with varying strengths and weaknesses.

<u>Background</u>: Present a brief explanation of each of the identified challenges. Learners brainstorm any additional issues or challenges not introduced.

<u>Activity 1</u>: Learners vote on which of the challenges the whole group will focus on for the purpose of completing the mini capstone project.

<u>Activity 2</u>: Once a challenge has been selected, learners are divided into their collaborative teams to begin crafting an initial project statement that includes a working title and a short paragraph that states the issue or challenge being addressed.

<u>Outcome</u>: Learners gain experience working in a collaborative environment and apply core content to the task at hand.

Content Connections: GED: R, W; 21C: CT/PS1, COM-3, COLL-1, COLL-2, COLL-3; PSS: SR-1, SR-4

Instructor Notes

Using the guidelines set forth in Section Four of this manual, learners continue to work in collaborative teams to develop their mini capstone projects and prepare their presentations.

The remainder of this section provides suggested activities that target specific 21st century skills; however, this is not a comprehensive plan for all of the 21st century skills that may be addressed through the duration of the *PluggedInVA* program. Individual instructors/facilitators will develop their own lesson plans following the *PluggedInVA* Program Lesson Plan Format (Appendix B, pp. 72-73) or similar format for additional instructional planning.

Information and Technology

Learners must acquire a range of functional and critical thinking skills related to information and technology to successfully negotiate the technology-infused environment of the 21st century workplace.

Information Literacy

Information literacy includes the requisite skills needed to: 1) access information efficiently and effectively, 2) evaluate information critically and competently, 3) use information accurately and creatively, and 4) understand the ethical/legal issues surrounding the access and use of information.

Provide learners with a basic understanding of the ethical/legal issues surrounding the access and use of information. (Note: Instruction in this area will continue throughout the program until learners possess a fundamental understanding of ethical/legal access and use of information).

Suggested Activities

<u>Instructor Preparation</u>: Preview the resources on copyright, fair use, and Creative Commons (Internet Resources [13-14], p. 67-68). Practice using the online Citation Machine tool for various text formats (Internet Resources [15], p. 68). Determine what citation style you want learners to use for capstone projects.

<u>Background</u>: Provide an overview and definitions of copyright, fair use, and Creative Commons based on information from the above Internet Resources.

<u>Activity 1</u>: Demonstrate how to use the Citation Machine tool. Learners practice using this tool to create citations for the *7 Habits of Highly Effective People* text and the *Copyright Basics* PDF file located on the U.S. Copyright Office website (Internet Resources [13], p. 67).

<u>Activity 2</u>: Learners use the forum feature on the Ning to create a handbook explaining copyright, Fair Use, and Creative Commons guidelines to include music, images, video, or an excerpt from a published text or Internet resource. Learners add to this handbook as specific issues related to the ethical/legal use of information are encountered.

<u>Outcome</u>: Learners gain knowledge and understanding of the ethical/legal issues surrounding the access and use of information.

Content Connections: GED: R, W; 21C: IL-6, ICT-2, CI-1, CI-2, COM-2, COM-3, COLL-3; PSS: SR-3, SR-4, L/R-4

_____

Instructor Notes

As learners begin their mini capstone project, they engage strategies for locating relevant information. Learners access and gather information form multiple sources (e.g. local print newspaper, news broadcasts, Web sites, and individuals in the community).

Suggested Activities

Background: Learners use their initial project statements to guide their need for information related to the identified issue or challenge.

Activity 1: Learners brainstorm a list of key words and phrases related to their topic that will be used to conduct an initial information search on the Internet. These key words and phrases are divided between group members, who then begin locating information.

Activity 2: Learners engage in an initial information search using the Information Organization Chart (Organizer 4, p. 62) to guide their inquiry. At the end of the search period, collaborative teams compile the information located by individual team members by comparing similarities and differences within the gathered information.

Outcome: Learners gain experience working in a collaborative environment and apply core content skills as they engage in capstone project work. Learners transfer knowledge in the core content areas as they learn new technologies.

Content Connections: GED: R, W; 21C: IL-1, IL-2, IL-3, IL-5, COLL-1, COLL-3

Instructor Notes

Information, Communication, and Technology (ICT) Literacy

ICT literacy focuses on the use of digital technology, communication tools, and/or networks as individuals' access, manage, integrate, evaluate, and create information. In addition, ICT literacy emphasizes the use of technology as a tool to conduct research, organize and evaluate information, and communicate with others.

<table>
<tr><td>

Suggested Activity

<u>Background</u>: Learners identify the three most relevant pieces of information that they inserted into the Information Organization Chart (Organizer 4, p. 62) in the previous activity.

<u>Activity</u>: Learners coordinate/share information as they post findings and comments to a blog or forum on Ning, sharing their three most relevant discoveries related to their topic.

<u>Outcome</u>: Learners gain experience working in a collaborative environment and apply core content skills as they engage in capstone project work. Learners transfer knowledge from the core content areas as they learn new technologies.

Content Connections: 21C: IL-2, IL-5, ICT-1, ICT-2, ICT-3, COLL-1, COLL-3; PSS: SR-1, SR-4

</td></tr>
<tr><td>

Instructor Notes

</td></tr>
</table>

Learning and Innovation

Learning and innovation skills are often identified as an area in which individuals are lacking when they enter the workplace. These skill sets, which are critical for a 21st century workplace environment, focus on creativity, critical thinking, communication, and collaboration.

Creativity and Innovation
Through creativity and innovation, learners demonstrate originality and inventiveness in their work. Learners become open and responsive to new and diverse perspectives and incorporate the creative ideas of others as useful contributions to their own work.

Suggested Activities

Background: In collaborative teams, learners review the information that has been obtained related to the issue or challenge at hand. Learners identify any gaps or need for additional information.

Activity 1: In collaborative teams, learners brainstorm creative ways to obtain additional information to address the stated issue or challenge.

Activity 2: Based on the previous activity, learners engage in creative and innovative ideas for obtaining additional information. *Example: Learners conduct interviews with members of the local community or business organizations to obtain additional information.* Any additional information is added to the forum or blog on Ning.

Outcome: Learners gain experience developing creative and innovative skills in a collaborative environment as they engage in capstone project work.

Content Connections: 21C: IL-1, IL-2, CI-1, CI-2, CI-3, CI-4, CT/PS-1, CT/PS-3, CT/PS-4, COM-3, COLL-1, COLL-2, COLL-3; PSS: SR-1, SR-4

Instructor Notes

Critical Thinking and Problem Solving

Critical thinking and problem solving skills are highly desirable in the 21st century workplace, yet most entry-level employees do not exhibit these skills. Critical thinking and problem solving include the abilities to: 1) exercise sound reasoning in understanding, 2) make complex choices and decisions, 3) understand interconnections among systems, 4) identify and ask significant questions that clarify diverse points of view and lead to solutions, and 5) frame, analyze, and synthesize information in order to solve problems and answer questions.

> ### *Suggested Activities*
>
> Background: Learners identify organizations and/or individuals that may be impacted by the identified issue or challenge.
>
> Activity 1: As a whole group, identify and analyze the relationship between these organizations and/or individuals. Investigate how these organizations and/or individuals might be affected by variables (e.g. changes in population in communities, business enterprises, or governmental decisions) associated with the issue or challenge.
>
> Activity 2: Learners study the websites of local agencies (e.g. fire department or city planning department) and organizations (e.g. Chamber of Commerce). Then, learners role-play the concerns and roles of each organization as they relate to the identified issue or challenge.
>
> Activity 3: Learners develop a scenario in which different local agencies or organizations must suddenly change plans to deal with the identified issue or challenge.
>
> Outcome: Learners gain knowledge and understanding about the interconnections among systems and the varied roles and responsibilities of local agencies and/or organizations.
>
> *Content Connections:* 21C: CT/PS-2, CT/PS-3, CT/PS-4; PSS: FA-1, FA-2

> ### *Instructor Notes*

Communication

Good communication skills are essential to any work environment. Learners need to develop an ability to articulate their thoughts and ideas clearly and effectively through speaking and writing.

> ### *Suggested Activity*
>
> Background: In collaborative teams, learners review the information related to the issue or challenge at hand that has been obtained.
>
> Activity: Learners pose questions about the identified issue or challenge on Ning. Learners are encouraged to share resources and information as they participate in ongoing dialogue related to the questions posed and/or the identified issue or challenge.
>
> Outcome: Learners gain experience using digital media and environments to communicate and work collaboratively toward a common goal. Learners apply communication skills as they articulate their thoughts and ideas in a clear and concise written message.
>
> *Content Connections:* GED: R, W; 21C: COM-1, COM-2, COM-3, COLL-1, COLL-3, SR-4

Collaboration

Collaboration emphasizes skills that demonstrate learners' abilities to work effectively with diverse teams as they exercise flexibility and willingness to make compromises and assume shared responsibility to achieve a common goal.

Suggested Activities

Background: Learners review the Capstone Project Outline (Appendix F, p. 79).

Activity 1: Working in collaborative teams, learners create a Team Project Management Log (Organizer 5, p. 63) to plan and organize steps toward completion of the capstone project.

Activity 2: Using the same procedures, individual learners complete an Individual Project Management Log (Organizer 6, p. 64) to plan and organize their roles and responsibilities related to the completion of the capstone project.

Outcome: Learners demonstrate the ability to work effectively with diverse teams as they interact, communicate, collaborate, and assume a shared responsibility for collaborative work.

Content Connections: 21C: IL-2, CT/PS-1, COM-1, COM-2, COM-3, COLL-1, COLL-2, COLL-3; PSS: FA-1, I/SD-4, I/SD-5, SR-1, SR-4, PA-1, PA-2

Instructor Notes

Presentations

Each collaborative team prepares a PowerPoint presentation that will guide an oral presentation of the team's mini capstone project. Projects are presented in panels that consist of all collaborative team members. One or two team members are identified to lead the oral presentation with all team members contributing as a panel to answer questions from the audience. Classmates are expected to attend all oral presentations. Instructors, facilitators, mentors, and/or career coaches may be invited to participate as respondents.

Digital Portfolios

Learners continue to update and revise their *LinkedIn* digital portfolio profile during the flexible, self-paced time slots in the schedule or at times designated by the instructor/facilitator.

Transitioning from Phase One to Phase Two

Plan a small-scale event to document and celebrate the learners' successes, highlighting their accomplishments as they move from Phase One to Phase Two.

Example: Stage a mini graduation in which learners are presented with earned certificates and are publicly recognized by classmates, instructors, facilitators, mentors, and/or career coaches. Take digital photos of students receiving certificates and post them on Ning.

<u>S</u>ECTION 3: <u>P</u>HASE <u>T</u>WO

GED Curriculum and Career Readiness Certificate

All learners successfully obtain GED and CRC credentials during Phase One of the *PluggedInVA* program. During Phase Two, learners begin to explore employment opportunities based on the skills they are developing.

Suggested Activity

<u>Background</u>: Learners identify specific jobs they would like to acquire.

<u>Activity</u>: Learners research salaries, employment outlook, and education and/or training requirements for a variety of possible careers that interest them. Learners complete a Job Comparison chart (Organizer 7, p. 65) that compares their top three-to-five choices and write short personal essays explaining how these choices fit their learning goals.

<u>Outcome</u>: Learners develop deeper understanding of the digital literacy certifications included in Phase Two of the program in order to make informed decisions in the development of their own learning goals.

Content Connections: PSS: I/SD-1, I/SD-3, I/SD-6

Instructor Notes

Make connections between this activity and goals learners stated on their Individualized Learning Plans (Instructional Resources, p. 58).

Professional Soft Skills

Learners continue to explore and develop various professional soft skills and business etiquette as introduced by the instructor and/or facilitator. Specific connections are drawn between the application of professional soft skills and other core content areas in the *PluggedInVA* curriculum.

7 Habits of Highly Effective People

Learners continue to read *The 7 Habits of Highly Effective People* and draw connections between the text and core content areas.

Digital Literacy Skills

Provide a brief, introductory overview of the three digital literacy strands emphasized during Phase Two, using each of the program websites as appropriate. (Internet Resources, p. 67)
- Microsoft Certified Application Specialist (MCAS) for Office 2007
- Microsoft Certified Desktop Support Technician (MCDST)
- Microsoft Certified Systems Administrator (MCSA)
- Microsoft Certified Database Administrator (MCDBA)

Emphasize that the overview is meant to familiarize the learners with the specific digital literacy credentials for Phase Two that they will focus on for the remainder of the *PluggedInVA* program as documented on the Individualized Learning Plan (ILP).

Suggested Activity

<u>Background</u>: Provide an introductory overview of three digital literacy programs.

<u>Activity</u>: Learners use this information to inform their creation of goal statements related to digital literacy certification on their Individualized Learning Plans (Instructional Resources, p. 58).

<u>Outcome</u>: Learners develop deeper understanding of the digital literacy certifications included in Phase Two of the program in order to make informed decisions in the development of their own learning goals.

Content Connections: PSS: I/SD-1, I/SD-3, I/SD-5, I/SD-6

Instructor Notes

Learners continue with self-paced eLearning courses related to their own program goals until certification is obtained (or substantial progress is made).

21st Century Skills and Comprehensive Capstone Project

Learners continue to develop, integrate, and apply 21st century skills in all areas of the core content during Phase Two of the program. Learners further develop and apply these skills as they participate in the Ning online community, complete their digital portfolios, and engage in collaborative learning groups to complete comprehensive capstone projects.

Using the Capstone Project Outline (Appendix F, p. 79) and details in Section Four of this manual, review the content to be included in the final project. (Note: These content areas are

identical to those in the mini capstone project completed in Phase One.) Identify areas of strength and weakness from mini capstone project reports and presentations at the end of Phase One.

Suggested Activities

<u>Instructor Preparation</u>: Revisit issues or challenges in the local community or related to future jobs in the targeted workplace environment(s) introduced in Phase One. Learners identify additional issues or challenges of personal interest.

<u>Background</u>: As a group, discuss the issues or challenges presented. Compile a list of issues that groups can investigate as they engage in and complete their comprehensive capstone projects.

<u>Activity 1</u>: Each learner selects at least three issues or challenges that he or she is interested in exploring and identifies them in priority from most interest to least interest. Instructors and/or facilitators identify initial collaborative teams based on learners' identified interests.

<u>Activity 2</u>: Each collaborative team interviews individual team members to assess their potential contributions to the team. Each learner presents his or her own strengths and weaknesses. Team members identify as team leader an individual who exhibits leadership skills during the interview process. The team leader will facilitate the capstone project.

<u>Outcome</u>: Learners gain experience working in a collaborative environment and apply core content to the task at hand.

Content Connections: 21C: COM-3, COLL-1, COLL-2, COLL-3; PSS: FA-1, SR-1, SR-4

Instructor Notes

Learners continue to explore and develop 21st century skills as introduced by the instructor and/or facilitator. Specific connections are drawn through the application of 21st century skills to other core content areas in the *PluggedInVA* curriculum. Using the guidelines set forth in Section Four of this manual, learners work in collaborative teams to develop their comprehensive capstone projects and oral presentations as they apply skills from all core content areas.

Digital Portfolios

Learners continue to update and revise their *LinkedIn* digital portfolio profile during the flexible, self-paced time slots in the schedule or at the discretion of the instructor/facilitator. Digital portfolios should be completed approximately two weeks before the end of the *PluggedInVA* program so they can be shared with business/industry partners prior to the mock interviews and/or job fair.

SECTION 4: CAPSTONE PROJECTS

The Inquiry Process

The capstone projects use an inquiry-based learning process that incorporates all core content areas of the *PluggedInVA* curriculum. Through inquiry, learners investigate an issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s). The inquiry process includes the following procedures:

1. Identify an issue that is a challenge to the local community or related to future jobs in the targeted workplace environment(s).
2. Locate information from multiple resources and in multiple formats related to the identified challenge.
3. Critically evaluate information to determine that which is the most relevant, reliable, and accurate in addressing the identified challenge.
4. Synthesize information from multiple perspectives across multiple formats into a clear and concise presentation that will be delivered in both textual and oral formats.
5. Communicate the results using a strategic plan to address the identified challenge.

The following subsections provide detailed information and suggested instructional activities related to the inquiry learning process; however, it is emphasized that this is an inquiry **process**, not a linear pattern of events. As learners engage in this inquiry process, they will employ all of these strategies at various times as they locate, read, and communicate information to solve a common challenge.

Identify an Issue

Learners identify a challenge to the local community or related to future jobs in the targeted workplace environment(s). The issue should be investigated from two or more perspectives.

Sample challenge[9]: Large numbers of unskilled and/or unemployed individuals reside in the southeastern region of Kentucky. *PluggedInVA* was developed to provide these individuals with the requisite skills for entry-level positions and/or as a bridge to continuing their education beyond the GED. Brainstorm a list of information/details that would need to be addressed to ensure success of this program (e.g. materials, personnel, expenses, physical space, etc.).

Locate Information

Learners locate information related to the identified challenge from various sources, including local newspapers, television stations, websites, and people within the community. If necessary, provide learners with an overview of the use of search engines to locate information on the

---

[9] Instructors and/or facilitators are encouraged to use the *PluggedInVA* program as an example of a solution to an identified challenge to the local community.

Internet. Introduce learners to Google.com or other search engines and model how to search for a specific topic by selecting key words and phrases.

Suggested Activities

<u>Background</u>: Learners review the identified issue or challenge. Learners review their Individual Management Log and determine what information they need.

<u>Activity 1</u>: Learners complete Four Nets for Better Searching online activity (Internet Resources [18], p. 68) to develop an understanding of how a search engine functions and to learn techniques for conducting an efficient search.

<u>Activity 2</u>: Using a SEARCH framework (Appendix, p. 76-77), learners locate information using the Internet as an information source.

<u>Activity 3</u>: Learners apply skills learned in the above activities to locate information related to the identified challenge.

<u>Outcome</u>: Learners develop knowledge and skills for using the Internet to locate information efficiently and effectively.

Content Connections: GED: R, W; 21C: IL-1, IL-2, IL-3, IL-4, IL-6, ICT-1, ICT-3, CT/PS-1, CT/PS-4: PSS-I/SD-4. I/SD-5. SR-3. SR-4

Instructor Notes

Learners use the Information Organization Chart (Organizer 4, p. 62) to document relevant information about their issue or challenge by identifying the resource and main idea as well as targeting questions or additional information they want to gather.

Critically Evaluate Information

Learners engage in activities that teach them how to critically evaluate the information located on a website.

Suggested Activities (Continued)

Instructor Preparation: Select and preview a variety of websites including those from reputable businesses as well as hoax websites (Internet Resources, [19], p. 68).

Background: Review the importance of critically evaluating Internet-based information. Connect to lessons about searching on the Internet.

Activity 1: Using the 5 W's of Website Evaluation (Internet Resources [20], p. 68), the instructor models how to locate information on a sample web page (Internet Resources [21], p. 68). Then, using one of the business/industry partner websites, model the 5 W's technique.

Activity 2: Learners practice evaluating selected websites using the 5 W's technique, including some from reputable businesses as well as hoax websites. Classroom discussion reinforces what elements of a website indicate it is a reputable source or a hoax.

Activity 3: Learners create and use a chart of the 5 W's to evaluate each website used to locate information related to the identified issue or challenge. Alternatively, learners can use the Critical Evaluation of a Website Checklist (Appendix F, pp. 78-80).

Outcome: Learners develop knowledge and skills to analyze and evaluate Internet-based information.

Content Connections: GED: R, W; 21C: IL-1, IL-2, IL-3, IL-4, IL-5, ICT-3

Instructor Notes

Synthesize Information

Learners synthesize the information that has been collected into a cohesive summary.

Suggested Activity

<u>Background</u>: Learners review their Information Organization Charts (Organizer 4, p. 62). They identify key information to share with their collaborative team.

<u>Activity</u>: Learners meet in collaborative teams to share gathered information related to the identified issue or challenge. Using the Information Synthesis Template (Organizer 8, p. 66), learners create a summary of the information that was located by individual team members. Learners share their summaries with the other group members.

<u>Outcome</u>: Learners develop an understanding of how to synthesize information across multiple sources.

Content Connections: 21C: IL-1, IL-2, IL-4, CT/PS-4, COLL-1

Instructor Notes

Communicate the Results

Learners communicate the results of their capstone project investigation through a written report created using Microsoft Word and an oral presentation guided by Microsoft PowerPoint slides.

Capstone Project Teams

For the mini capstone project in Phase One, the instructor or facilitator will create balanced, collaborative teams that include learners with a variety of strengths and weaknesses. The instructor will also identify a team leader.

For the comprehensive capstone project in Phase Two, learners will be grouped based on topic interest. Then, team members will interview each other to identify strengths, weaknesses, and potential contributions to the collaborative team. Based on these interviews, a team leader will be selected by the team.

Collaborative teams will monitor their own progress toward completion of the capstone project, which will include the development of a written report and oral presentation. Team leaders should schedule milestone meetings throughout the project to review current status and discuss problems. Each team member should be prepared to present orally the status of his or her own contributions and identify any problems. As a group, team members discuss and share ideas for potential solutions. During Phase One, the instructor will model the meeting format for each team as well as document progress toward the completion of the capstone project.

Capstone Project Report

Each group's final product will be a report divided into the sections described below. In addition, each group will prepare a PowerPoint presentation that will be used to guide an oral presentation of the project at the end of Phases One and Two. A brief form of the outline below is provided in the Appendix F (p. 79).

I.   Cover page

       Include a title for the project and the names of all team members involved in the project.

II.   Executive summary

       The executive summary should include brief information from each section of the project. It is an overview of the information presented in the report. Although it appears first in the report, it is written when all other sections of the paper are completed and should be no more than two pages.

III.   Introduction

       The introduction provides a thorough description of the identified challenge. It should begin with a clear, concise statement of the issue or challenge to be examined. It describes the significance of the issue or challenge (e.g. why it an important issue to address) as well as any likely outcome(s) of not addressing the issue.

IV.   Analysis

       The analysis section presents a full review of the issue or challenge and should include information about the development of the issue over time (historical perspective) and the political and/or organizational context and relationships to which the challenge is connected (e.g. what organizations or individuals are involved or might be impacted by the issue or challenge?). This section also presents information comparing and contrasting different perspectives related to the challenge.

V.   Possible solution(s)

       This section presents a possible solution or solutions for the identified issue or challenge. It should include identification of organizations or individuals that are central to the

successful implementation of the solution and a suggested timeline. This section serves as an "action plan" for addressing the issue or challenge.

VI.   Preliminary budget for implementation of solution

This section should consist of a preliminary budget, using an Excel spreadsheet, for implementation of the solution(s) described in the previous section. Budgets should include expenses related to personnel, supplies, travel, and other expenditures as applicable.

VII.   Conclusion

The conclusion discusses the potential impact of the identified solution(s). It should include projected results of the implementation of the posed solution to the issue or challenge (e.g. what are the expected outcomes?). This information should relate directly to the analysis section and the organizations or individuals identified therein and include the potential impact that the solution would have for each.

VIII.   References

A complete and accurate list of all references and resources used must be included following the appropriate style (i.e. MLA, APA, etc.) as identified by the instructor.

Capstone Project Presentation

Each collaborative team prepares a PowerPoint presentation highlighting key points included in the capstone project report that will guide an oral presentation of the team's comprehensive capstone project.

Suggested Activity

Background: Preview the *Making PowerPoint Slides* presentation (Internet Resources [22], p. 68).

Activity: Using the *Making PowerPoint Slides* or similar presentation, provide learners with a general overview of how to design an effective PowerPoint presentation. In collaborative groups, learners co-create an effective presentation to share the results of their capstone project.

Outcome: Learners develop an understanding of how to create an effective presentation as they apply these skills to create a presentation for their capstone project.

Content Connections: GED: R, W, M, SS; 21C: IL-1, IL-2, IL-4, COM-1, COM-3, COLL-3

<table>
<tr><td>Instructor Notes</td></tr>
<tr><td>
</td></tr>
</table>

Projects are presented in panels that consist of all collaborative team members. One or two team members are identified to lead the oral presentation, with all team members contributing as a panel to answer questions from the audience. Classmates are expected to attend all oral presentations. Instructors, facilitators, mentors, career coaches, and/or other individuals, including personnel from business/industry partners, may also be invited to participate as audience and respondents.

PluggedInVA program developers recommend comprehensive capstone project presentations be conducted in coordination with a job fair if possible.
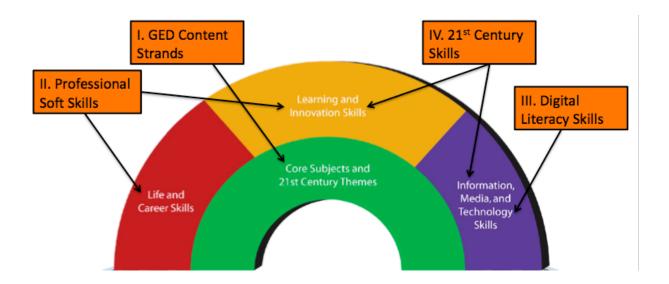
Evaluation

As a group guided by the instructor, learners create a rubric for evaluating capstone projects. Learners use the rubric to self-assess their work and include comments reflecting on the quality of their work and their process for completing the project. Learners will also evaluate collaborative team members' contributions and collaboration skills.

INSTRUCTIONAL RESOURCES

Image 1. Framework for 21st Century Learning[10] with *PluggedInVA* Core Content Overlay

Two-page PDF flyer of *Framework for 21st Century Learning* is available from this link:
http://www.21stcenturyskills.org/documents/frameworkflyer_072307.pdf

---

[10] Adapted from the Partnership for 21st Century Skills *Framework for 21st Century Learning*
http://www.21stcenturyskills.org/index.php

Organizer 1. K-W-L-Q Chart for Business/Industry Partners

Company	K We KNOW	W We WANT to know	L We LEARNED	Q QUESTIONS we still have
Northrop Grumman				
Springview Hospital				
Jericol Mining				
Appalachian Wireless				
[Insert Others]				

Organizer 2. Exploration of Business/Industry Partners

Company Name:	
Location(s): Circle Level: Local National Global	
Brief Description	
Company's Vision or Mission Statement	
History	
Affiliations/Alliances or Partners	
Types of Jobs Available	
Salary/Benefits	
Required Skills	

_____   _____

Individualized Learning Plan

Name:	Date:
GED Goal Statement: *(Example: I will successfully earn my GED credential by April 5.)*	
Steps completed toward goal *(Example: Passed GED test for math)*	
CRC Goal Statement: *(Example: I will earn my CRC at the Silver Level.)*	
Steps completed toward goal *(Example: Finished the Job Profiling section)*	
Digital Literacy Goal Statement: *(Example: I plan to complete the MSDL certification by April 20.)*	
Steps completed toward goal *(Example: Finished the Computer Basics modular on March 12)*	

Organizer 3. Reference chart identifying learners' areas of strength

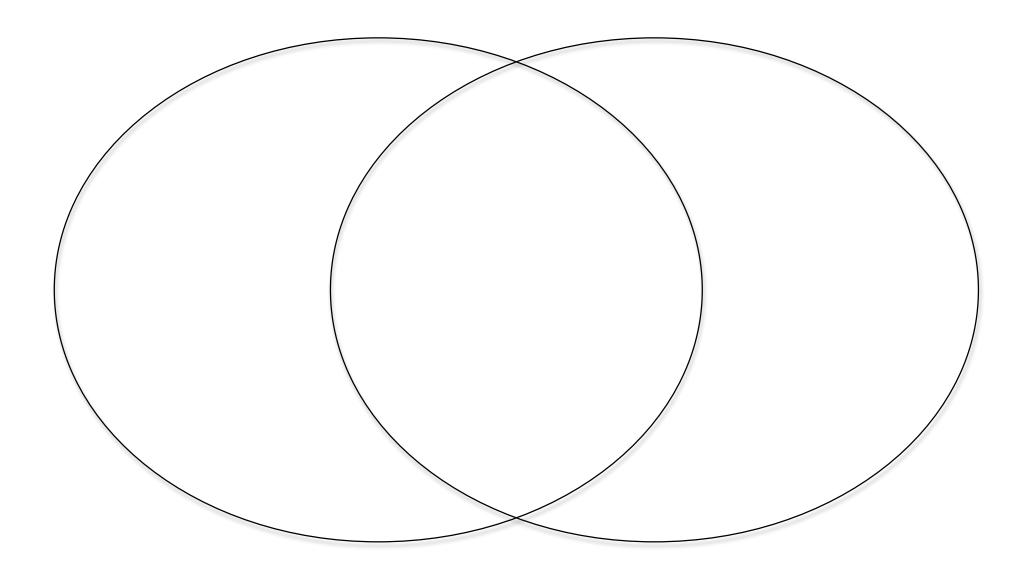| Reading	Writing	Math	Science	Social Studies
*List names of learners for whom reading is an area of strength	*List names of learners for whom writing is an area of strength	*List names of learners for whom math is an area of strength	*List names of learners for whom science is an area of strength	*List names of learners for whom social studies is an area of strength

Power Listening

Think – Pair – Share Activity

1. Think: Individual learners list as may of the 10 key points they can recall.
2. Pair: Learners partner with a classmate and compare lists.
3. Share: Learners share their thoughts about working together with the whole group.

Think	What were the 10 key points to become a power listener presented in the video? List as many as you can think of on your own.
Pair	Pair up with someone and compare your list of 10 key points. Below, add any key points that your partner had that you did not have on your list.
Share	Volunteer to share your thoughts about how working with someone else can help accomplish a common goal. Were you able to list all 10 key points alone? With the help of a partner? Jot some notes below to share.

Venn Diagram for Comparing Business Email Fundamentals Video and Corporate Email Policy

Organizer 4. Information Organization Chart

Source(s)	Main Idea	My Thoughts and Questions
Example: CBS Evening News (December 18, 2009; 6:00 pm) US Department of Labor website http://www.bls.gov/eag/eag.ky.htm	*Example*: Jobs decline nationwide for third straight quarter bringing unemployment rates to 10.1%. Unemployment in VA is at 7.6% in March 2010.	*Example*: Is there data for the unemployment rate in the southwestern region of Virginia? What is the unemployment rate in Russell County? How does it compare to the state and national rates?

Organizer 5. Team Project Management Log

Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:

Organizer 6. Individual Project Management Log

Task:	Due Date:
Action(s) to complete:	

Task:	Due Date:
Action(s) to complete:	

Task:	Due Date:
Action(s) to complete:	

Task:	Due Date:
Action(s) to complete:	

Organizer 7. Job Comparison Chart

Job Description	Required Education or Training	Salary Range	Employment Outlook: Are there any available positions?

Organizer 8. Information Synthesis Template[11]

My Information	Information from:	Information from:	Information from:

How does the information from my team members compare to mine? Circle the information that is new or different. Put a line through the information that is the same. Combine the circled information into a brief summary by writing in the box below.

---

[11] Adapted from *HOT Blogs: Using online writing spaces to develop higher order thinking skills* (Henry & Zawilinski, 2008).

INTERNET RESOURCES[12]

1. National Career Readiness Certificate (CRC) Program
   http://www.act.org/certificate/

2. BESAC Soft Skills Webinar
   http://www.calbusinessed.org/webinars/Softskills_Webinar_10-08.html

3. Soft Skills Video Series with Companion Instructor and Student Guides:
   http://www.calbusinessed.org/Soft_Skills.html

4. 7 Habits of Highly Effective People (see Summary of the 7 Habits toward bottom of page)
   http://www.quickmba.com/mgmt/7hab/

5. Microsoft Digital Literacy Certification Program:
   http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitall
   iteracy/default.mspx

6. Internet and Computing Core Certification (IC3) Program from Certiport
   http://info.certiport.com/yourPersonalPath/IC3Certification/skills.asp

   IC3 Demonstration
   http://info.certiport.com/yourPersonalPath/ic3Certification/ic3Overview/ic3Overview.exe

7. Microsoft Certified Application Specialist (MCAS)
   http://www.microsoft.com/learning/mcp/msbc/mcas/default.mspx

8. Partnership for 21st Century Learning Framework
   http://p21.org

9. *PluggedInVA* Ning Community
   http://plugged-in.ning.com

10. LinkedIn Digital Portfolio
    http://www.linkedin.com/static?key=what_is_linkedin&trk=hb_what

11. LinkedIn Wikipedia Entry
    http://en.wikipedia.org/wiki/LinkedIn

12. United States Copyright Office
    http://www.copyright.gov/

    Copyright Basics: http://www.copyright.gov/circs/circ1.pdf
    Fair Use: http://www.copyright.gov/fls/fl102.html

---

[12] Internet resources are listed in order of appearance in the manual, followed by business and education partner websites.

13. Creative Commons
    http://creativecommons.org/about/

14. Citation Machine
    http://citationmachine.net/

15. Microsoft Certified Desktop Support Technician (MCDST)
    http://www.microsoft.com/learning/mcp/mcdst/requirements.mspx

16. Customer Service Training Course
    http://www.the-resource-center.com/SEMINARS/HD2-9.HTM

17. Four Nets for Better Searching
    http://webquest.sdsu.edu/searching/fournets.htm

18. Hoax Websites for Teaching Critical Evaluation
    http://www.shsu.edu/~lis_mah/documents/TCEA/hoaxtable.html

19. The Five W's of Web Site Evaluation
    http://kathyschrock.net/abceval/5ws.pdf]

20. The Five W's Example Page
    http://kathyschrock.net/abceval/5w_example.pdf

21. Making PowerPoint Slides presentation
    http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt

Business Partner Websites for Certification Programs

Microsoft Digital Literacy Certification Program:
http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/default.mspx

Microsoft Certification Program
http://www.microsoft.com/learning/mcp

Microsoft ICT Curriculum Roadmap
http://www.microsoft.com/education/MSITAcademy/ curriculum/roadmap/default.mspx

Internet and Computing Core Certification (IC3) Program from Certiport
http://info.certiport.com/yourPersonalPath/IC3Certification/skills.asp

Education Partner Websites

Center for Innovative Technology
http://www.cit.org/

Southwest Regional Adult Education
http://www.russell.k12.va.us/adulted/

Southwest Virginia Community College
http://www.sw.edu/

The Literacy Institute at Virginia Commonwealth University
http://www.theliteracyinstitute.org/

University of Virginia's College at Wise
http://www.wise.virginia.edu/

Virginia Department of Education, Office of Adult Education and Literacy
http://www.doe.virginia.gov/instruction/adulted/index.shtml

GLOSSARY

Blog: An online journal or diary that documents personal experiences through written dialogue.

Capstone Project: A collaborative project that integrates all areas of the *PluggedInVA* core content and results in prepared documents and a formal presentation.

Digital Literacy: The knowledge and ability to use computers, technology, software applications, or networks efficiently and effectively.

Digital Portfolio: An electronic portfolio (or e-portfolio) that contains assembled evidence of an individual's experiences and skills; an electronic version of a resume.

Internet: A worldwide network of interconnected computers and networks accessible by the public.

Intranet: A private network of interconnected computers; a network of computers within an organization accessible only by individuals related to that organization.

Local Area Network (LAN): A network of interconnected computers that are typically housed within one building or within a small geographic area.

Search Engine: A computer program that locates and retrieves information, documents, or files from a database.

Social Networks: Online communities of individuals who share common interests or seek to engage in similar activities; an Internet-based site that allows individuals located in different geographic locations to communicate about common interests (e.g. Facebook, Ning, My Space, LinkedIn)

Wiki: A collaborative online space that allows for the easy creation and editing of interlinked web pages.

Appendix A

Microsoft Learning ICT Curriculum Roadmap

Microsoft | Learning

ICT Curriculum Roadmap: Pathways to Success

http://www.microsoft.com/learning/education/roadmap/

Enterprise Administrator

MCITP
- Windows Server 2008 Enterprise Administration (MCITP)
- Windows Server 2008 Application Configuration (MCTS)
- Security + (CompTIA)

Server Administrator

MCITP
- Windows Server 2008 Administration (MCITP)
- Server + (CompTIA)
- Windows Server 2008 Network Infrastructure Configuration (MCTS)
- Windows Server 2008 Active Directory Configuration (MCTS)
- Fundamentals of Windows Server 2008 Active Directory
- Fundamentals of Windows Server 2008 Network Infrastructure and Application Platform

Systems Engineer

MCSE
- Elective coursework and exam
- Designing a Microsoft Windows Server 2003 Active Directory and Network Infrastructure OR Designing Security for a Microsoft Windows Server 2003 Network
- Planning, Implementing, and Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure
- Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure

Support Technician

MCDST
- Supporting Desktop Applications
- Supporting Windows XP Operating System

MCITP
- Supporting and Troubleshooting Applications on a Microsoft Windows Vista Client for Enterprise Support Technician
- Configuring Windows Vista

Database Administrator

MCITP
MCDBA
- Elective coursework and exam
- Database Administration
- Database Design
- Database Fundamentals

Systems Administrator

MCSA
- Elective coursework and exam
- Implementing, Managing, and Maintaining a Microsoft Windows Server 2003 Network Infrastructure
- Managing and Maintaining a Microsoft Windows Server 2003 Network Environment

Specialized Business Worker

MCAP
- Budgets
- Presentations

Web/Windows Developer

MCPD
MCAD
- Elective coursework and exam
- Developing XML Web Services and Server Components
- Developing Windows Applications OR Developing Web Applications
- XML Fundamentals
- Visual Basic or C# Programming
- Programming Fundamentals
- Database Fundamentals
- Computer Desktop Fundamentals (Windows XP or Vista)

Computer Desktop Fundamentals (Windows XP or Vista)

Networking Fundamentals (CompTIA Net +)

Business Worker

MCAS
MOS
- Access
- Excel
- Outlook
- PowerPoint
- Word
- Windows Vista

Computer Technician

Computer Hardware Fundamentals (CompTIA A +)

Digitally Aware Individual

Digital Literacy Certificate
- Computer Basics
- The Internet and World Wide Web
- Productivity Programs
- Computer Security and Privacy
- Digital Lifestyles

Which path would you take for a career in Microsoft Technology?

New to Information and Computing Technology

Legend:
- Coursework
- Coursework & Examination
- Certification or Credential
- Job Role/Achievement

**Note: Individuals can enter the roadmap at any point depending upon existing skills

Appendix B

PluggedInVA Lesson Plan Format

Instructor:

Class/Subject:

Learner Objectives/Skill Areas:

Core Content addressed:

1. Warm-up and review:

2. Introduction:

3. Presentation:

4. Guided Practice:

5. Evaluation:

6. Next Steps:

7. Homework:

8. Reflection:

Provide general reflective comments based on the implementation of the lesson:

Sort the learners' performance into 4 categories and determine what percentage of learners met the criteria in each category:

Far below expectations _____% of learners

Approaching expectations _____% of learners

Meeting expectations _____% of learners

Exceeding expectations _____% of learners

For learners not meeting expectations, what strategies will you use to move them forward?

What revisions to the curriculum would you suggest to enhance the instruction for learners who did not meet expectations?

Appendix C

Professional Soft Skills[13]

<u>Job Behavior I Video</u>

1. Be Professional
   - Do a good job
   - Admit mistakes
2. Meet Employer Expectations
3. Be a Team Player
4. Build a Positive Reputation
   - Don't gossip
   - Have a positive attitude
   - Keep a sense of humor
5. Neatly Maintain Personal Work Space
6. Follow Dress Code
7. Utilize Listening Skills
8. Be Flexible
   - Expect change

<u>Additional Soft Skill areas not covered in video</u>

Meet and greet

Business lunches

Sexual harassment

Responsibility

Oral presentation skills

---

[13] This list is not exhaustive but includes suggested professional soft skills to be included in the *PluggedInVA* program. Instructors and/or facilitators are encouraged to adapt this list to best meet the needs of the group of learners currently enrolled in the program.

Appendix D

Basic Skills Checklist[14]

Computer Basics	Date Skill Displayed
❏ Turn a computer on/off	
❏ Use the mouse/track pad	
❏ Follow computer lab rules for computer use	
❏ Open programs and files using icons and/or the Start Menu	
❏ Log on and log off from individual file space	
❏ Create/open a new folder/file	
❏ Launch a word processor	
❏ Open a word processing file	
❏ Type a short entry in a word processing file	
❏ Copy text	
❏ Cut text	
❏ Paste text	
❏ Delete text	
❏ Name a word processing file and save it	
❏ Open a new window	
❏ Open a new tab	
Web Searching Basics	
❏ Locate and open a search engine	
❏ Type key words in the correct location of a search engine	
❏ Type addresses in the address window	
❏ Use the refresh button	
❏ Use the "BACK" and "FORWARD" buttons	
❏ Use a search engine for simple key word searches	
General Navigation Basics	
❏ Maximize/minimize windows	
❏ Open and quit applications	
❏ Toggle between windows	
Email Basics	
❏ Locate and open an email program	
❏ Compose, edit, and send email messages	
❏ Receive and reply to messages	
❏ Attach documents or files to email messages	

---

[14] Adapted from the *TICA Basic Skills Checklist* that appears in Leu, Coiro, Castek, Hartman, Henry, and Reinking (2008)

Appendix E

Inquiry Process Skill Set[15]

Understand and Develop Questions	**Date Skill Displayed**

❑ Use strategies to ensure initial understanding of the question or information
   challenge, such as:
   - Rereading the question to ensure understanding
   - Paraphrasing the question
   - Taking notes about the question
   - Thinking about the needs of the person who asked the question

❑ Use strategies to monitor an understanding of the question, such as:
   - Knowing when to review the question
   - Checking an answer in relation to the question to ensure it is complete

❑ Determine what a useful initial question is, based on a variety of factors that
   include the interest, audience, purpose, and the nature of the inquiry activity

❑ Determine a clear topic/focus for questions to guide search for information

❑ Modify questions, when appropriate, using strategies as follows:
   - Narrowing or expanding the focus of the question
   - Developing a new or revised question that is more appropriate after
     gathering information

Locate Information

❑ Locate at least one search engine

❑ Use key words in a search window within a browser or using a search engine

❑ Use the following general search engine strategies during key word entry:
   - Topic and focus
   - Single and multiple key word entries

❑ Use several of the following more specialized search engine strategies during
   a key word search:
   - Quotation marks
   - Synonyms
   - Boolean operators
   - Advanced search features

❑ Use specialized search engines for images, videos, and other media sources

❑ Select from a variety of search engine strategies to locate useful resources
   when an initial search is unsuccessful:
   - Knows the function of the "Did you mean…? feature in Google

---

[15] Adapted from the *TICA Online Reading Checklist* that appears in Leu, Coiro, Castek, Hartman, Henry, and Reinking (2008)

- Adjusts key words according to the results of a search
- Narrows or expands the search
- Reads search engine results to discover the correct vocabulary and then uses that vocabulary in a new search

❑ Read search engine results effectively to determine the most useful resource for a task using strategies such as:
- Knowing which portions of a search results page are sponsored, containing commercially placed links, and which are not
- Skimming the main results before reading more closely
- Understanding the meaning of bold face terms in the results
- Understanding the meaning of URLs (.com, .org, .edu, .net)
- Reading summaries carefully and inferring meaning in the search engine results page to determine the best possible site to visit
- Knowing when the first item is not the best item for a question
- Monitoring the extent to which a search results page matches the information needed

Reading to Locate Information on a Webpage

❑ Skim information to determine if it is useful and worth more careful reading

❑ Read more carefully at a site to determine if the required information is there

❑ Predict/infer the information housed behind a link to make efficient choices

❑ Use structural knowledge of web pages to help locate information, including the use of directories

❑ Know when you have left a site and how to return to it using the history

❑ Know how to use multiple browser windows or tabs to compare information

❑ Know how to use an internal search feature to locate information on site

❑ Monitor the reading of a web page and know when it contains useful information and recognize when it does not

Critical Evaluation of Information

❑ Identify, evaluate, and recognize that all websites have an agenda, purpose, perspective, or bias

❑ Identify and evaluate the author and/or sponsorship of a website

❑ Use author/sponsor information to identify and evaluate biases

❑ Investigate multiple sources to compare and contrast reliability and accuracy of information

❑ Identify several markers that may affect reliability of a site, such as:
- Is it a commercial website?
- Is the author an authority on the topic (e.g. professor, scientist, etc.)?
- Does the website have links that are broken?
- Does the information make sense?
- Does the website include links to other reliable/reputable websites?
- Does the website contain numerous typos?

- Does the URL provide any clues regarding the reliability?
- Do the images or videos appear to be altered?

❑ Understand that Wikipedia is a reasonable but imperfect information source

❑ Identify the main purpose of a website (educational, commercial, social, etc.)

❑ Identify the basic form of a website (blog, wiki, forum, informational, governmental, etc.) and use this information to consider reliability

❑ Evaluate information based on the degree to which it is likely to be accurate by verifying and consulting alternative and/or reputable sources

Synthesize Information

❑ Synthesize/combine information from multiple media sources including written, audio, visual, video, and presented in tables, graphs, or charts

❑ Separate relevant from irrelevant information

❑ Organize information from multiple sources effectively

❑ Manage multiple sources of information both online and offline, including
- Choose tools to meet the needs of managing information (file folders, electronic file folders, bookmarking websites, notebooks, etc.)
- Keep reference list of all sources referenced
- Take notes with paper/pen or word processor document

Communicate Information

❑ Understand that messages can elicit both positive and negative reactions

❑ Use a variety of writing/editing tools, such a s a word processor, spell checker, dictionary, thesaurus, etc.

❑ Copy/paste text and/or a URL to include in a message or document

❑ Know how to use email efficiently to communicate information, including the ability to attach and download files

❑ Know how to use multiple forms of online communication tools including blogs, instant messaging, forums, discussion boards, wikis, Google Docs, etc.

❑ Awareness of audience and the relationship between audience, purpose, medium, and message

❑ Know how to include multiple-media sources within messages

❑ Use formatting techniques, such as headings and subheadings or bolded and underlined text, to organize information for effective communication

❑ Prepare and present information orally to an audience

❑ Prepare and present information visually to an audience

Appendix F

Capstone Project Outline

I.   Cover page

II.   Executive summary

III.   Introduction

IV.   Analysis

V.   Possible solution(s)

VI.   Preliminary budget for implementation of solution

VII.   Conclusion

VIII.   References

Appendix G

SEARCH Framework for the Internet[16]

Set a purpose for searching.

Learners determine a purpose for information searching. This should include a statement of what information they need. Use the assignment organizer available from the Upper School Library website as a guide: http://library.sasaustin.org/assignmentOrganizer.php

Employ effective search strategies.

Before starting a search, learners should activate prior knowledge about the information they are seeking. This can be done through various brainstorming activities. Suggestions include the use of a K-W-L chart or concept map. Then, learners create a list of key words or phrases that they will use to begin their search for information.

Analyze search-engine results.

Learners must determine which sites listed in the search engine results will provide the most relevant information. Provide an overview of domain extensions and what they mean from the PHPKB 1.5 Knowledge Base Software site or other such reference. Discuss which domain extensions might provide more accurate and reliable information.
http://www.knowledgebase-script.com/demo/article-459.html

Read information with a critical eye.

Learners must critically evaluate information they find on the Internet for accuracy, relevancy, and bias. Provide an overview of what information learners should document when reading a website. They should be able to identify the author, institution, or supporting agency associated with the website, the purpose for the website, the intended audience, copyright data, and whether the information is relevant to their information need.

Use *Walt Howe's Internet Learning Center* webpage for evaluating webpage quality as a guide.
http://www.walthowe.com/navnet/quality.html

Cite your sources.

Review the ethical/legal issues surrounding the access and use of information. Ensure learners understand how to use and appropriately cite the information they locate. Use the online citation tool Citation Machine to help students create citations for information they gather.
http://citationmachine.net/

---

[16] Adapted from *SEARCHing for an answer: The critical role of new literacies while reading on the Internet* (Henry, 2006).

How successful was your search?

Learners should reflect on the search process to determine if they obtained all the required information. If not, what information is still needed? Learners should document this on their Individual Project Management Logs.

Additional Resources for Internet Searching

Finding Information on the Internet: A Tutorial
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html

University of Central Florida: Information Literacy Online Training Modules
http://infolit.ucf.edu/students-modules

Name:_____ Date:_____

CRITICAL EVALUATION OF A WEB SITE

©1996-2009. Kathleen Schrock (kathy@kathyschrock.net)
Kathy Schrock's Guide for Educators
http://school.discoveryeducation.com/schrockguide/evalhigh.html

1. What type of connection do you have to the Internet?
☐ Dial-up connection
☐ Direct connection: ☐ 56K ☐ DSL ☐T1 ☐T3 ☐Broadband/cable ☐ Other:_____

2. What Web browser are you using? _____
3. What is the URL of the Web page you are evaluating?

http://_____

4. What is the name of the site? _____

Part 1: Technical and visual aspects of the page As you look at the questions below, put an X in the *yes* or *no* column for each.	YES	NO
Does the page take a long time to load?	☐	☐
Do any pictures or photographs on the page add to the information?	☐	☐
Is the spelling correct on the page?	☐	☐
Are there headings and subheadings on the page?	☐	☐
• If so, are they helpful?	☐	☐
Is the page signed by the author?	☐	☐
Is the author's e-mail address included?	☐	☐
Is there a date on the page that tells you when it was last updated?	☐	☐
• If so, is it current?	☐	☐
Is the format standard and readable with your browser?	☐	☐
Is there an image map (large clickable graphic with hyperlinks) on the page?	☐	☐
Is there a table (columns of text) on the page? (Check the source code to be sure.)	☐	☐
• If so, is the table readable with your browser?	☐	☐
If you have graphics turned off, is there a text alternate to the images?	☐	☐
On supporting pages, is there a link back to the home page?	☐	☐
Are the links clearly visible and annotated or explanatory?	☐	☐
Are there photographs or sound files on the page?	☐	☐
• If so, can you be sure that a picture or sound has not been edited?	☐	☐
• If you're not sure, should you accept the information as valid for your purpose?	☐	☐

<u>Summary of Part One</u>
Using the data you have collected above, write a short statement explaining why you would or wouldn't recommend this site to a friend for use with a project.

_____

Part 2: Content As you look at the questions below, put an X in the *yes* or *no* column for each.	YES	NO
Is the title of the page indicative of the content?	☐	☐
Is the purpose of the page indicated on the home page?	☐	☐
When was the document created?	☐	☐
If there is no date, is the information current?	☐	☐
Does up-to-date information matter for your purpose?	☐	☐
Is the information useful for your purpose?	☐	☐
Would it have been easier to get the information somewhere else?	☐	☐

Would information somewhere else have been different?
   • Why or why not?
 	
   _____
	☐	☐

Did the information lead you to other sources, both print and Web, that were useful?	☐	☐
Is a bibliography of print sources included?	☐	☐
Does the information appear biased? (One-sided, critical of opposing views, etc.)	☐	☐
Does the information contradict something you found somewhere else?	☐	☐
Do most of the pictures supplement the content of the page?	☐	☐

Part 3: Authority As you look at the questions below, put an X in the *yes* or *no* column for each.	YES	NO
Who created the page? _____		
What organization is the person affiliated with? _____		
Conduct a *link:* command in a search engine to see who links to this page. Can you tell if other experts in the field think this is a reputable page?	☐	☐
Does the domain of the page (k12, edu, com, org, gov) influence your evaluation?	☐	☐

Are you positive that the information is valid and authoritative?
   • What can you do to validate the information?
 	
   _____
	☐	☐

Are you satisfied that the information is useful for your purpose?
   • If not, what can you do next?
 	
   _____
	☐	☐

If you do a search in the newsgroups on the creator of the page, do you find additional information that shows the Web page author is an expert in the field?	☐	☐

Narrative Evaluation

Looking at all of the data you have collected above while evaluating the site, explain why or why not this site is (or is not) valid for your purpose. Include the aspects of technical content, authenticity, authority, bias, and subject content.

_____

REFERENCES

Business Soft Skills Inc. (n.d.). Student reference guide. *Soft Skills Video Series: Job Behavior Soft Skills*. Statewide Discipline/Industry Collaborative: California Community Colleges. Retrieved January 7, 2009 from http://www.calbusinessed.org/Soft_Skills.html

Covey, S. R. (1989). *The 7 habits of highly effective people*. New York: Free Press.

Henry, L. A., & Zawilinski, L. (2008, November). *HOT Blogs: Using online writing spaces to develop higher order thinking skills.* Poster presented at the annual meeting of the National Council of Teachers of English. San Antonio, TX

Henry, L. A. (2006). SEARCHing for an answer: The critical role of new literacies while reading on the Internet. *The Reading Teacher, 59*, 614-627.

Leu, D. J., Coiro, J., Castek, J., Hartman, D. K., Henry, L. A., & Reinking, D. (2008). Research on instruction and assessment in the new literacies of online reading comprehension. In C. C. Block, S. Parris, and P. Afflerbach (Eds.). *Comprehension instruction: Research-based best practices.* New York: Guilford Press.

Partnership for 21st Century Skills. (2004). Learning for the 21st century. Retrieved November 15, 2008, from http://www.21stcenturyskills.org/reports/learning.asp

Post, P., & Post, P. (1999). *The etiquette advantage in business: Personal skills for professional success*. New York: Harper Collins.

University of Nebraska-Omaha. (2005). Master of Public Administration: Capstone Project. Retrieved January 12, 2009, from http://www.mpa.unomaha.edu/mpacapstone.php

SAMPLE LESSON PLANS/INSTRUCTIONAL OUTLINES[17]

Subject: 21st Century Skills
Major Content: 21st Century Skills, 21st Century Learning Framework, LinkedIn,
Lesson Length: 4:30

Context
- First time teaching class and content

Objectives
- Students will be able to
    - Define 21st Century Skills
    - List skill associated with 21st Century Skills
    - Start preparation for mini-capstone project
    - Create and access profile on LinkedIn Site

Connections
- 21st Century Skills, Information Literacy

Procedures

- Ask students what they already know about 21st Century Skills
    - With class create preliminary definition and list of skills (15 minutes)
- Provide overview of 21st learning framework
    - Define each topic area, emphasize Information Literacy, ICT Literacy, Learning & Innovation (complete section) (30 minutes)
    - Compare class list with info provided by 21stcenturyskills.org (10 minutes)
- Introduce Mini-Capstone Project
    - Explain inquire-based learning process (10 minutes)
    - User PowerPoint to introduce the different phases of the capstone project (15 minutes)
    - Brainstorm suggested ideas from class for mini-capstone project (25 minutes)
- Introduce LinkedIn site
    - Have student find & read LinkedIn Wikipedia entry (20 minutes)
    - Discuss what we learned from LinkedIn Wikipedia entry & how site can promote job acquisition & career development (10 minutes)
    - Have class join LinkedIn website and add info to profile (50 minutes)
- Hand class over to Ron
    - Ron plans to discuss cyber security & introduce students to the Certiport website (2 hours)

---

[17] Provided by Instructors at Southwest Virginia Community College from *PluggedInVA* Pilot Program

	Math 5:00-6:00	Writing 7:20-8:20	Soft Skills 6:10-7:10, 8:30-9:30
Feb 3	**Icebreaker:** Introductions: Stand and tell name, where you live, and how far you drove to get here. Activity 1(manual) Present attendance policy Fill out form for center Math: Contemporary Satellite Ch. 1 p. 30-34, Ex. 9, 10, 11	**Etiquette:** The Good Writer p. 237 (see notes) SV Language Skill Book-Capitalization p. 2-14	**Writing assignment:** Define "habit." Read Aristotle quote, p. 46 Read para. 1 & 2, p. 46 Write about a habit you practice regularly that benefits yourself or others Videotape group discussion

10	**Icebreaker:** What is the most high-tech device you can operate and what do you enjoy about using it?
	
	Check Ex. 10, 11 Ch. 1 p. 36, Ex. 12
	     p. 39, Ex. 13
	     p. 43, Ex. 14
	Quiz p. 47 Review
		Etiquette: The Importance of Grammar , p. 237 Organize and outline, p. 238 (see notes)
		
		Check review ex. p. 6, 11, 14 SV Language Skill Book-Punctuation p. 17-22
			Writing assignment: Choose one of the most common human challenges and write about how it affects you daily. Explain what principle you could adopt to change it. (See 7 Habits, p. 7-11)

17	**Icebreaker:** Points game Check Ch. 1 Review, p. 47 Introduce Dr. Richard Sebastian & Dr. Laurie Henry. (Richard will explain research consent forms.) Quiz on Ch. 1 Ch. 2 p. 67, Ex. 8	**Power Point:** (from S-V Writing) Sentences & fragments Compound sentences	**Writing assignment:** Write 3 compound sentences using the 3 methods we just discussed. Review the maturity continuum (p. 49) in *The 7 Habits of Highly Successful People.* Write about where you think you are in the maturity continuum and explain why. Describe what behavior and attitudes you exhibit that put you in this stage of the continuum. Then tell what steps you could take toward moving to the next level.
24	Review Ch. 1 Quiz and work the problems 5:30 Deidra Call (SVCC career coach) will guide students through online application for admission.	**Etiquette:** Proof read Review compound sentences. SV Language Skill Book-Punctuation p. 23-27	

PluggedIn-VA Program Lesson Plans for February

Class: Professional Soft Skills
Date: February 10, 2009

Learner Objectives: Prepare students for Kick-off Event
                     Grasp deeper understanding of paradigms
                     Understand Inside-out approach
                     Develop concept of how and why we make and break habits
                     Introduce the Maturity Continuum
                     Learning the importance of being a good communicator in the workplace

Core Content Addressed:
                     The 7 Habits of Highly Effective People
                     (Pages 23-46)
                     The Etiquette Advantage in Business
                     (Pages 209-222)

1. Warm Up: Current Events Discussion
                     Trivia and Brain Warmers

2. Introduction: Paradigm review discussion

3. Presentation: Lecture on Inside-out Approach with discussion
                     Presentation of Habits, their formation, and how to change them
                     Introduction to the Maturity Continuum

4. Guided Practice: Shaking hands and making eye contact
                     Practice making introductions
                     Groups of 4-discuss each area presented
                     (habits, maturity continuum, inside-out)
                     Group discussion on the techniques for becoming a good communicator

5. Homework: Each Tuesday present facilitator with a written
                     summary of the previous week's classes
                     (strengths, weaknesses, suggestions, criticisms)

Reflection: Students are grasping concepts for communication skills and introductions
                     Students are reflecting on habits: good and bad
                     Maturity Continuum concept needs to be expanded

Far Below Expectations: 0%
Approaching Expectations: 36%
Meeting Expectations: 28%
Exceeding Expectation: 34%

	Math 5:00-6:00	Writing 7:20-8:20	Soft Skills 6:10-7:10, 8:30-9:30

Mar 3	Ch. 2, p. 69, Ex. 9
	     p. 72 Review
	Ch. 3, p. 93, Ex. 12
	     p. 98, Review
	Ch. 4, p. 103-106, Ex. 2
	     p. 109, Ex. 4
	     p. 110, Ex. 5
	     p. 111, Ex. 6
	     p. 114, Ex. 8
	     p. 116, Ex. 9
	     p. 117, Ex. 10
	     p. 118, Ex. 11
		Discuss Achieve Newsletter project- PluggedIn issue.
		Introduce "dictionary.com"
		Define "blog" and "blurb."
		Groups (2) will discuss and assign blurb topics for newsletter.
		Sign release forms.
		Introduce Keytrain
		As a class, we will all go through the introduction.	

10	Take pictures for newsletter as students arrive.
	Check review ex. (p. 72 & 98)
	Ch. 4, p. 120, Ex. 12
	     p. 121, Ex. 13
	     p. 122, Ex. 14
	     p. 123, Ex. 15
	     p. 124, Ex. 16
	     p. 126, Ex. 17
	     p. 127, Ex. 18
	     p. 129, Ex. 19
	     p. 133, Review
	Calculator- fraction button
		Work on blurbs for newsletter.
		
		S-V Skill Book- Punctuation (on power point)
		Quotations p. 28-32
		
		Talk about proofreading comments on ning.
			Writing assignment:
			Think of a situation in your personal life recently when you have responded in a reactive way. Describe the situation and how you reacted. (Refer to reactive language, p. 78.)
			Describe a proactive response you might have used.
			Math review game (Pass the ball; whoever has ball answers review question; when participant answers 2 questions correctly, take seat)

17	Do picture retakes upon arrival. Play St. Patrick's Day Trivia Game. Winner will receive a prize. Check Ch. 4 Review, p. 133 Give Ch. 2 Quiz. p. 32	Students will give oral presentation of March 10 writing assignment. Students will work in groups to edit blurbs for newsletter. Tara Alvey visited and videotaped the class tonight.	(The oral presentation of the writing assignment from March 10 refers to reactive and proactive behavior.)
24	Hand out Ch. 2 quizzes and work missed problems. Make plans for campus connection at SVCC (3-31-09). Ch. 5 Ratio and Proportion p. 137-144 Do Ch. 5 Review, p. 145-147	S-V Skill Book- Punctuation (on power point) p. 33-39 Assign end of book review exercise, p. 40-42.	
31	Campus connection at SVCC	Campus tour Compass or Wonderlick Assessment Library use overview Make college photo ID Complete college registration Complete FAFSA	

OUTLINE FOR PROFESSIONAL SOFT SKILLS LESSONS—MARCH

March 3, 2009

(2nd hour)   Review discussion from 2-24-09
                Discuss time sequence using calculators," what percentage of time in your
                life is the PlugGED In class?"
                Offer students mini lessons, extra instruction, and any help possible.
                Discuss Circle of Concern & Circle of Influence   (pg. 81-93)
                Discuss problems of direct control, no control and indirect control.

(4th hour)   Handling Professional Differences of Opinion
                (Etiquette Advantage in Business pg. 52-65)
                Group activity- discuss "Harmful Gossip & Rumors"

March 10, 2009

(2nd hour)   Review Circle of Concern & Circle of Influence
                Introduce Habit #2 " Begin with the end in mind"
                Discuss principle of "All things are created twice"
                Become your own first creator

(4th hour)   You and Your Workspace (The Etiquette Advantage in Business)
                Play Review Game using ball and questions from Karen & Jeanette

March 17,2009

(2nd hour)   Review Habit #2
                Group Activities designating different leaders
                Powerpoint presentation of Habit #2
                Discuss creating class "mission statement"
                Linda, Jeanette & Karen share their mission statements
                for the PlugGED In class

(4th hour)   The Ethical You (Etiquette Advantage in Business-pg.9-25)
                Groups discuss various situations and the ethical solution
                Nail care kits distributed and proper nail care was discussed

March 24, 2009

(2nd hour)   Discuss class "Mission Statement"
                Divide in groups with Linda, Karen & Jeanette as facilitators
                Develop three "rough" drafts of mission statement
                Discuss theme song for class

(4th hour)   Play "Dreamin' " (oldie) to make point about romance in the workplace
                Discuss "Men & Women Together-And Other Personal Matters"
                (Business Etiquette- pg. 91-98)
                Each student reads a section of the text and explains it to the class

	Math 5:00-6:00	Writing 7:20-8:20	Soft Skills 6:10-7:10, 8:30-9:30
April 7	Check Ch. 5, Ex. 3 & 4 Check Ch. 5 Review Begin Ch. 6 on Percent, p. 149-157 Assignment: p. 153, Ex. 4 p. 154, Ex. 5 p. 155, Ex. 6 p. 157, Ex. 7	**Activity**:-------------------------- Take up S-V Skill Books-Capitalization & Punctuation. Begin S-V Skill Book- Nouns, Verbs, & Sentences (power point), p. 2-21on nouns Complete review exercise on p. 12.	Pass the ball to a classmate. Whoever has the ball tells his/her pet peeve of etiquette. Then the student passes the ball to someone else who will share his/her pet peeve. The game continues until everyone has had a turn.
14	Continue in Ch. 6 Check Ex. 4-7 Teach skills on p. 158-162 Do exercise 8 with the class. Assignments: p. 159, Ex. 9 p. 160, Ex. 10 p. 162, Ex. 11	**Activity**:------------------------- S-V Skill Book- Nouns, Verbs, & Sentences (power point), p. 13-30 Verbs p. 31-43 Sentences	**Being an active listener.** Discuss what being an active listener means. Students will choose a partner; one is the speaker and one is the listener. The speaker will talk for 1 min. about something exciting he did over the weekend. The active listener will then repeat what was said. Discuss how the listener was "active." 6:10-7:10 The students will complete the writing of their personal mission statements.
21	I will be attending the COABE Conference in Louisville, KY. Jeanette will give 2 math quizzes from exercise book: Ch. 3, Decimals, p. 38-41 Ch. 4, Fractions, p. 44-47	Jeanette reviewed the two workbooks completed: Capitalization & Punctuation Nouns, Verbs, & Sentences	
28	Go over Ch.3 & Ch. 4 quizzes and work all problems that were missed. The students like to see what they did wrong on the quizzes and learn how to correct their mistakes.	Check p. 43 of Nouns, Verbs, & Sentences. Take up books to check students work. Begin S-V Skill Book- Pronouns, Adjectives, Adverbs, and Paragraphs Sit in a circle to go over lessons. Go over p. 2-10.	Students will revise personal mission statements.

PROFESSIONAL SOFT SKILLS LESSON OUTLINES

Professional Soft Skills: The 7 Habits of Highly Effective People
Business Etiquette: The Etiquette Advantage in Business
Date: April 7, 21, 28

Learner Objectives: Professional Soft Skills

> To learn to work interdependently to develop a class mission statement
> To develop class and personal mission statements that are usable and realistic
> To identify and follow the sequential steps in developing mission statements
> To understand how to develop principle-centered lives
> To become aware of our roles and goals
> To identify the factors that make our time management effective
> To learn to focus on Quadrant II of the time management matrix
> To become a Quadrant II organizer
> To understand the proper implementation of stewardship delegation

Learner Objectives: The Etiquette Advantage in Business

> To learn to communicate effectively electronically
> To learn the essentials of proper grammar and punctuation in sending e-mails
> To become effective in dealing with criticism
> To learn how and when to complain
> To know how to deal with difficult bosses
> To be proficient in making effective business calls
> To avoid phone call faux pas
> To know how and when to make calls using speakerphones

Core Content Addressed: The 7 Habits of Highly Effective People
> Habit 2   Begin with the End in Mind
> Habit 3   Put First Things First

Core Content Addressed: The Etiquette Advantage in Business
> Chapter 6: You and Your Supervisors
> Chapter 19: Communicating Electronically
> Chapter 17: On the Telephone (pg. 223-225)

April 7

PSS: Students are divided into 3 groups to finalize Class Mission Statement.
      Students enter into discussion on Using Your Whole Brain, Visualization
       & Affirmation, and Identifying Roles and Goals.
      Students given instructions for writing Personal Mission Statements
      Discussion of what is the center of our lives.

BE: Communicating Electronically (Netiquette)
    Students were asked to read assigned passages, make list of important points,
    and send their findings to the instructor (Jeanette), in the form of an e-mail
    Their e-mails were then shown on the Smart Board and they shared their
    information with the entire class. We then discussed the grammar,
    punctuation and structure of the e-mail.

April 21

PSS: Discussion of Habit #3, Put First Things First
    Discussion of Time Management Matrix and how to operate in Quadrant II
    Discussion of "What it takes to say "No""

BE: Students each took a section of "You and Your Supervisors" and read it and
    explained it to the class

April 28

PSS: Class approved final draft of Class Mission Statement
    Class edited their Personal Mission Statements for final approval on May 5th
    Discussed Quadrant II individuals and their effectiveness
    Students looked at a Quadrant II Scheduling tool and were asked to complete
    one for next week
    Power point presentation of Stewardship Delegation
    Students asked to read "A Quadrant II Day at the Office", Appendix B pg. 345

BE: Students divided into groups of two
    Asked to listen to discussion of Telephone Etiquette (pg. 223-225) and decide
    on a situation to role play in front of the class

	Math 5:00-6:00	Writing 7:20-8:20	Soft Skills 6:10-7:10, 8:30-9:30
May 5	Complete Ch. 6 on percent. Begin by checking exercise 11. Work on: p. 163, Ex. 12 p. 165, Ex. 13 p. 167, Ex. 14 p. 169, Ex. 15 p. 172, Ex. 16 p. 174, Ex. 17 p. 176, Ex. 18 p. 179, Percent Review	Continue work in S-V Skill Book- Pronouns, Adjectives, Adverbs, & Paragraphs Adjectives, adverbs, prepositions, & conjunctions, p. 11-31	We celebrated completing ½ of the program. We had a teleconference with Richard Sebastian , Randy Stamper, Elizabeth Hawa, & Lan Neugent. We gave candy-filled mugs & laminated copies of the class mission statement. Jeanette talked to the class about healthy eating habits and made smoothies. Then we served healthy food along with the smoothies as part of the celebration.
12	Check the Percent Review on p. 179. The class will divide into 2 groups and each group will write a percent word problem for the other group to solve. They will write the problems and work the problems on posters and present to the class. Chapter 7: Measurement p. 183, Ex. 1 p. 184, Ex. 2 p. 188, Ex. 3 p. 189, Ex. 4 p. 194, Measurement Review	Writing Exercise- Crafting Sentences We first played a game and constructed a complex sentence, identifying all the parts of speech. We reviewed all the parts of speech and began the crafting sentences exercise. (I've attached instructions for the exercise.) Revise personal mission statements.	
19	Give Chapter 5 Quiz Begin Chapter 8 Data Analysis, Statistics, and Probability p. 212, Ex. 5 p. 215, Ex. 6 p. 217, Ex. 7 p. 220, Review Exercise	Finish the crafting sentences exercise.	
26	Go over the Chapter 5 Quiz. Check the Chapter 8 review exercise on p. 220. Begin Chapter 9 Geometry: p. 226, Ex. 1 p. 230, Ex. 2 p. 233, Ex. Begin reviewing for WorkKeys Assessment. Go over basic information about the tests.	Steck- Vaughn GED Writing: Lessons 1-6 on sentence structure. (Lessons on Power Point) Hand out exercise: edit 2 paragraphs for run-ons and comma splices.	

	Math 5:00-6:00	Writing 7:20-8:20	Soft Skills 6:10-7:10, 8:30-9:30

June 2	Check Ch. 8 Review, p. 220
	Check Ex. 1, p. 226
	    Ex. 2, p. 230
	    Ex. 3, p. 233
	Continue work in Ch. 9 on perimeter, area, volume, & triangles, p. 234-262.
	Homework:
	Ex. 8, p. 247
	Ex. 11, p. 257
	Ex. 12, p. 261
		Check the 2 paragraph exercise for run-ons and comma splices.
		
		Work on 5-Paragraph Essay:
		Give out handout on 5-paragraph essay and discuss.
		Look in the Top 50 Skills for Writing: p. 110, 112, & 114
		Google: writing a 5 paragraph essay and look at some of the sites.
			Assignment:
			What kind of advice would you give about appearance to someone who is preparing for a job inter- view or important presentation?
			
			Write a 5-paragraph essay giving your advice.
			
			Ask students to be gathering employment history for future resume writing.

9	Check Ex. 8, 11, & 12. p. 263, Similarity & Congruence Ex. 13, p. 265 Ex. 14, p. 269 p. 271, Pythagorean Theorem Ex. 15, p. 273 Homework: Geometry Review, p. 276	Turn in 5-paragraph essay. Writing Etiquette: Business Letters, p. 241 Give handout on business letters. Go over information on WorkKeys Reading for Information.	Website: www.writeexpress.com/sample-business-letters.html Example: Compliment or praise the media, an author, or an editor Write a letter of appreciation to Dr. Stephen Covey telling him how his book *The 7 Habits of Highly Effective People* has impacted you.
16	Check exercises on p. 265, 269, & 273. Check Geometry Review p. 276 **Check WorkKeys math problems**	Writing Etiquette: Invitations p. 247, 252 Discuss MLA formatting Write a letter to the LCF Pastor, trustees, and building committee, inviting them to the presentation of the capstone project on July 23 at 5:00 PM. Go over information on WorkKeys Locating Information.	Business clothing presentation Discuss when thank-you notes are necessary and give a handout outlining the information. Hand out classified assignment: Each student is to write and mail a thank-you note to Linda Allen. Stationary is included in the assignment packet.
23	**WorkKeys Assessment** (Kevin Leander visits class.)	**WorkKeys Assessment**	In remaining time, make assign- ments for work on capstone project (report writing). Callie Fuller will take a copy of all invitation letters (to the pastor, building committee, and trustees of the church) and compose a final draft. This is to be turned in to Karen on June 30.
30	Finalize invitational letter. Review business letters. Review essays. Review writing thank-you notes	Resume Writing	6 PM Formal Dinner I will teach from 5:00-5:45. Jeanette will teach from 8:00-8:30. 8:30-9:30 Capstone project

	Math 5:00-6:00	Writing 7:20-8:20	Soft Skills 6:10-7:10, 8:30-9:30
July 7	Writing quiz (on MLA formatting) Correct and turn in these projects: 5-para essay Letter to Dr. Stephen Covey Letter of invitation to capstone project presentation Introduce and practice using citationmachine.net for citing capstone project resources	Resume Writing: Go over Ch. 25 (starts on p. 323) in *The Etiquette Advantage in Business* to prepare for resume writing. Give out and discuss handout on functional skills and personal qualities (for resume)	9:00-9:30 Work on capstone project
13	The class worked from 5:00-9:30 on the capstone project		
14	Worked on Locating Information in preparation for the retake of the WorkKeys Assessment	We continued working on resume writing. We discussed the plans and procedure for the mock job interview promised by Northrop Grumman.	The class continued work on writing the capstone project report.
20	The class met to work on the capstone project and practice the presentation		
21	Work on capstone project report	Work on capstone project Power Point presentation	Practice capstone project presentation **Important Events:** **July 22**- Mock Interviews **July 23**- Capstone Project Presentation & Job Fair
22	Mock Interviews		
23	Capstone Project Presentation and Job Fair		
28	**WorkKeys Assessment Retest**	Work on writing resumes	
30	I-Skills Assessment administered by Ron Sparks		
31	**GRADUATION 7:00 PM!!!**		

GED LESSON ACTIVITY

Crafting Sentences
(Becoming a wordsmith)

This assignment is measurable.
It is manageable.
If you give a small assignment, a student can feel good about completing it;
therefore, it creates a positive experience.

1. Teach the principle parts of speech.

2. Write three 5-word sentences without using a pronoun.
    Have students write sentences and then read them aloud to the class.
    The woman went to Walmart.
    The boy walked the dog.
    The student learned a skill.

3. Write three 5-word sentences (without using a pronoun) that form a paragraph.
    Have students read their paragraphs to the class.
    The woman went to Walmart.
    This lady bought some groceries.
    The lady cooked a meal.

4. Choose one of the sentences and add 2 adjectives to each noun and an adverb to the verb.
    Have students read their sentences to the class.
    The curious, hardworking student quickly learned a valuable new skill.

5. Next, add two prepositional phrases to the sentence.
    Have students read their sentences to the class.
    The curious, hardworking student in my class quickly learned a valuable new skill in mathematics.

6. Add an introductory phrase to the sentence.
    Have students read their sentences to the class.
    After two days, the curious, hardworking student in my class quickly learned a valuable new skill in mathematics.

7. Rewrite the complex sentence into a 2-word sentence using only a pronoun and verb.
    Students will observe that such a simple sentence does not tell them anything.
    She learned.

GED Lesson Plan-Grammar

Subject: <u>English-Language Arts</u> Major Content: <u>Grammar</u> Lesson Length <u>1:15</u>

Context
- Earlier in the week, students worked on editing sample On-Demand writing pieces that contained spelling, punctuation and grammatical errors.
- Students are struggling with subject-verb agreement, especially when using past, present and future forms of to be and to have.

Objectives
- Students will be able to edit a piece of writing containing grammatical errors and irrelevant information.
- Students will be able to decode the meaning of unknown words using context clues
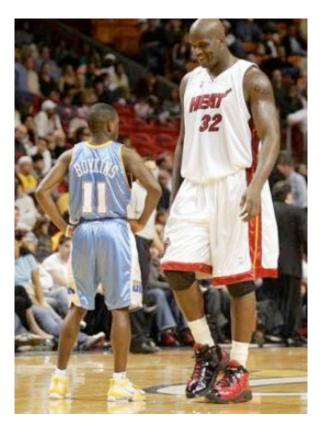
Connections
- GED Curriculum strand: Emphasis on writing/grammar

Procedures
- Introduce National basketball Day
- Students will begin by writing a journal entry reflecting on either one of the pictures (see attached) or a topic of their choice (10 minutes).
- Volunteers? Read my journal entry (5 minutes).
- Recap earlier lessons in the week focusing on grammar and subject/verb agreement (1-2 minutes).
- Hand out worksheet and explain (2 minutes).
- Students will work in pairs correcting the paragraph, which contains irrelevant information and problems with subject/verb agreement (20 minutes).
- As a class, we will discuss the corrections made to the paragraph (8 minutes).
- Introduce the concept of context clues: altruism on the learning check—most people missed this question. Who can tell me what a context clue is? (3 minutes).
- In the paragraph there are several words you probably do not know, with your partner, use the context clues to decipher the meaning of these words (10 minutes).
- As a class, discuss the meaning of the words and how they arrived at the definition (10 minutes).
- To wrap up, have them look back over their journal entries from the beginning of class and see if there are any issues with subject/verb agreement or irrelevant information (3 minutes).

Journal Entry for November 6, 2008

November 6th is known as *Basketball Day* because its inventor, James Naismith was born on this day in 1861.

The following paragraph contains several errors—*none* of them are related to capitalization or punctuation. With a partner, try and correct any problems with **subject-verb agreement** and eliminate any **irrelevant details**.

Today was Thursday, November the sixth—National Basketball Day. On this day in 1861, James Naismith, the inventor of basketball, were born. While worked at the YMCA in New England, he needs a way to entertain his class, which was immured inside during the harsh winter. After confabbing the available sports equipment, he decided a soccer ball was softer and therefore safer than baseballs, rugby balls and footballs. He also deduced that when ran, dribbling or hitting a ball, there was a greater chance of physical contact and therefore, affliction—passing were the only option. Another way Naismith attempted to abate the chance of injury was to make a goal unattainable by placing it above the player's heads. To score, player's would lob the ball through the goal—a technique very similar to one of his childhood games, *duck on the rock*. The first game of basketball was played in 1891 with two teams of nine players lobbing a soccer ball through peach baskets and, unlike today, dribbling was verboten.

Naismith went on to founded the University of Kansas basketball program and writed the first official rule book for the sport. He invent the first football helmet. Basketball were added as an official Olympic sport in 1936. Although he passed away in 1939, he has receives many enshrinements posthumously: the Canadian Basketball Hall of Fame, the Canadian Olympic Hall of Fame, the Canadian Sports Hall of Fame, the Ontario Sports Legends Hall of Fame, the Ottawa Sports Hall of Fame, the McGill University Sports Hall of Fame, the Kansas State Sports Hall of Fame and the FIBA Hall of Fame. He was from Canada.

This key can be used to guide you.

Verb	Tense	I	You (sin.)	He/She/It	We	You (pl.)	They
To be	Past	Was	Were	Was	Were	Were	Were
To be	Present	Am	Are	Is	Are	Are	Are
To be	Future	Will	Will	Will	Will	Will	Will

Digital Literacy Lesson Plan-The Internet

Subject: Internet & the World Wide Web
Major Content: Internet, WWW, Email, Other Communication Methods
Lesson Length: 4:30

Context
- Last Thursday students were allowed free time with e-learning website & discussion time of subject matter
- Students need structured review/introduction to the Internet & WWW section of DL course content

Objectives
- Students will be able to
  - Describe the uses of the Internet.
  - Identify the requirements for an Internet connection.
  - Identify the features of two types of Internet connections.
  - Relate the term bandwidth to types of Internet connections.
  - Describe the components of the Web.
  - Explain how Web addresses work.
  - Explore Web sites by using a browser.
  - Search for reliable information on the Web.
  - Explain how to perform transactions over the Web.
  - Explain how e-mail works.
  - Write and send e-mail messages.
  - Manage e-mail messages.
  - Identify correct e-mail etiquette.
  - Identify the features of online communities.
  - Explain how instant messaging works.
  - Explain how to create and publish Web pages.

Connections
- Digital Literacy: Microsoft Digital Literacy

Procedures
- Ask class how many successfully completed Internet & WWW E-Learning course on their own (1-2 minutes)
- Tell class that we will be having a structured review/introduction to the Internet & WWW E-Learning course (1 minute)
- Hand out glossary printout (2 minutes)
- Begin presentation using projector and E-learning website
  1. Discuss Internet Section (30 minutes)
  2. Do Buying Items on the Internet Exercise (20 minutes)
  3. Discuss World Wide Web Section (30 minutes)
  4. Do Internet Search Exercise (20 minutes)
  5. Discuss Using E-Mail Section (30 minutes)
  6. Have students setup online email account with Microsoft Live (20 minutes)
  7. Have write, send, manage, email exercise (30 minutes)
  8. Discuss Other Methods of Communicating on the Internet Section(30 minutes)
  9. Do Windows Live Messenger Activity (20 minutes)
- Students take "Internet and the World Wide Web Course" assessment (30 minutes)