



Statewide Manufacturing Curriculum

The Illinois Community College Board's (ICCB) Adult Education Division is pleased to release a statewide Adult Education Bridge Curriculum for Manufacturing to programs seeking to enhance current programs or to develop Bridge Programs. Bridge Programs are designed to offer students the opportunity to participate in basic skill instruction that is contextualized with occupational knowledge and skills, career awareness and development activities, as well as offer services that transition students to postsecondary education.

The purpose of this Manufacturing Curriculum is not to provide training in a manufacturing specific occupation but rather to introduce key concepts and terminology as they are integrated into basic skills instruction. The curriculum is divided into five subject modules. Each module is designed to be used together and/or as a standalone, depending on the needs of the program. For example, the Career Awareness module is appropriate for all students as they help to prepare and learn about the occupations in healthcare as well as the essential technology skills. The curriculum provides expanded opportunities for our students to learn and grow, and provides students with an enhanced opportunity for education.

This curriculum will serve as a useful resource in developing programs and services that meet the needs of students, education, and the workforce. Bridge Programs are one example of how to assist adult learners in transitioning to postsecondary, career and technical education programs, and/or pathway employment.

Statewide Manufacturing Curriculum – Instructions for Use

The focus of the Statewide Manufacturing Curriculum is to educate and train workers for sustainable employment or post-secondary training in the healthcare field. The goal is to combine adult education academics with the skills needed in the workplace through contextualized instruction. The instruction includes a combination of identified workplace competencies, career exploration, and basic skills presented in an occupational context. The following five modules are included in this curriculum:

- Contextualized Language Arts & Writing
- Contextualized Social Studies
- Contextualized Science
- Contextualized Math
- Career Awareness

Each of the five modules is organized in a similar fashion to streamline usage, containing the Module document and an accompanying Activities/Resources document with all the materials needed to conduct the module lesson activities. The Module file contains the curriculum framework, which is organized into a series of Outcomes that include the following sections:

- ABE/ASE Content Standards
- ELP Standards
- Illinois Civic Competencies
- Activities/Resources Assessment
- ELL Supports / Instructor Notes

The outcomes have been correlated with the Illinois ABE/ASE Content Standards, the Illinois English Language Proficiency Standards, and the Illinois Civics Competencies.

The curriculum is designed for ABE/ASE students at NRS Level 4 (6.0-8.9 grade level) and English Language Learners at NRS Level 5. The curriculum includes overarching considerations for English Language Learner supports, Evidence-Based Reading Instruction, and Special Learning Needs.

These modules are designed to stand alone or be used in an integrated fashion. The Career Awareness module is appropriate for all, as every student can benefit from career exploration and knowledge. Each of the additional contextualized content modules can provide expanded opportunities for students to learn and grow.

Teachers should feel empowered to begin with this rich curriculum and add their own knowledge, experiences, and engaging opportunities for learning.

ELL Supports

The following is a set of general instructional strategies recommended for use with this curriculum when working with English Language Learners.

Student Binder/Portfolio: A binder or folder can be used to store student reference sheets and completed work. This allows the student to document and keep track of their progress and skills developed over time. Portfolios encourage students to become self-directed learners. As students transition into vocational or academic classes, the portfolio can be used for review and reference.

Flashcards: Provide index cards to make flashcards for review and practice of vocabulary, formulas, abbreviations, processes, and concepts. To prevent confusion, all students should be introduced to new content vocabulary before launching into a lesson. This helps students avoid unproductive class time and is essential for those students who are English Language Learners. Consider using flashcards that match terms with definitions, as well as highlighting a few words that may be new or have multiple meanings.

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1117&context=teachlearnstudent>

Dictionaries: Have bilingual dictionaries available for student use and encourage students to make vocabulary flashcards in native language and English.

Collaborative Grouping: Some students may work through activities faster than others, and creating heterogeneous groups of students will allow for cooperative learning. Students make greater social and academic gains when working in groups. Collaboration is a key skill in the workplace, along with communication and creativity.

Think-pair-share: TPS is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Students feel more comfortable when sharing ideas with 1 classmate to discuss the merits of the answer before sharing it out to the classroom.

<http://www.kent.edu/ctl/think-pair-share>

Think Aloud: The facilitator talks about the processes that are going through their head, as they solve the problem on the board. This instructional tool can positively influence student achievement as students monitor their own thinking and learning.

<https://texasgateway.org/resource/thinking-expert-teacher-modeling-and-thinking-aloud>

Turn & Talk: Turn & Talk is an instructional routine in which students use content knowledge during a brief conversation with a peer. This process allows students to process new learning and encourages accountable talk in the classroom. This could be a closing activity to discuss what was learned in the classroom today and/or a clarification tool for students to ask the teacher questions.

https://meadowscenter.org/wp-content/uploads/2022/04/TurnAndTalk_TeacherGuide1.pdf