Table of Skills MANUFACTURING

All **CareerKit** activities teach content about careers while at the same time teaching reading, writing, math or other skills. Use the table below to identify lessons according to the literacy skill they address. Across the top of the page are the literacy and numeracy skills. Down the side of the page is each activity, grouped by unit. To find several activities using the same literacy or numeracy skill, find the skill at the top of the page, and read down the column.

| | | | | | | REA | DING AND A | ANALYZING T | EXTS | | | | | |
|---|---------------------------------------|---------------------------|-------------|--------------|------------|----------------------|---------------------------|--|------------------------|---------------------|-----------------------------------|------------|---|--|
| Table of Skills MANUFACTURING | Activating Background Knowledge | Determine Central Idea | Summarizing | Paraphrasing | Predicting | Making Inferences | Vocabulary Development | Discerning Meaning from Context Clues | Figurative Language | Annotating Texts | Analytic Discussion of Text | Notetaking | Verbal or Written Analysis of Videos | Identifying Main Ideas and Support- ing Details |
| UNIT 1: Analyzing the Manufacturing Labor Market | | | | | | | | | | | | | | |
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| U1, S3: Myths and Facts About Jobs in Manufacturing | x | | | | | | x | | | | | | | |
| U1, S4.1: Job Losses and Gains | | | | | х | | | | | | | | | |
| U1, S4.2: Total Employment and Compensa- tion in Manufacturing | | | | | x | | | | | | | | | |
| U1, S5: Developing a Manufacturing Vocabulary | | | | | | | х | x | | | | | | |
| U1, S6: The Manufacturing Cycle | | | | | | | Х | | | | | | | |
| U1, S6.1: Manufacturing Jobs and Skills | х | | | | | | х | | | | | | | |
| U1, S7.1: Technology in the Workplace | Х | | | Х | | | | | | х | | | | |
| U1, S7.2: Technology's Impact on Manufacturing | | | | | | | х | x | | х | | | | |
| U1, S7.3: Technology's Impact on Products | Х | | | | | | | | | Х | | | | |
| U1, S8: Employer Types in Manufacturing* | Х | | | | | | Х | | | | | | | |
| UNIT 2: Knowing Myself | | | | | | | | | | | | | | |
| U2, Section 1: My Work History | Х | | | | | | | | | | | | | |
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| U2, S3.1: CareerZone activities a-d | | | | х | | | | | | | | | | |
| U2, S3.2: Career Cruising activities a-h | Х | х | | Х | | | | | | | | | х | |
| U2, S4.1: Caculating a Budget | Х | | | | | | | | | | | | | |
| U2, S4.2: Check Cashing vs. Bank Accounts | Х | | | | х | | х | | | | | | | |
| U2, S4.3: Calculating Income Taxes | Х | | | | | | Х | | | | | | | |
| U2, S4.4: Earned Income Tax Credit | | | | Х | | | | | | Х | Х | | | Х |

| | READ | ING AND | ANALYZII | NG TEXTS (con | ťd) | W | RITING SKIL | LS | | MATH S | KILLS | | ADD | ITIONAL SI | KILLS |
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| Table of Skills MANUFACTURING | Cite Textual (or Other) Evidence to Support Analysis | Compare and Contrast | Develop Questions | Creating Visual Representation of a Text | Analyze a Complex Series of Events | Constructed Response | Essay Development | Peer Editing Essays | Analyze Employment Trends | Reading and Analyzing Graphs and Charts | Calculations | Exponents | Conducting Web-based Research | Self- Assessment | Making Presentations |
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| U1, S2: What is the Manufacturing Sector? | | | | Х | | | | | 1 | | | | | | |
| U1, S3: Myths and Facts About Jobs in Manufacturing | | | | | | | | | | | | | | | |
| U1, S4.1: Job Losses and Gains | | | | | | | | | Х | Х | | | | | |
| U1, S4.2: Total Employment and Compensation in Manufacturing | х | | | | | | | | x | х | х | | | | |
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| U1, S6: The Manufacturing Cycle | | | | | | | | | | | | | | | |
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| U1, S7.1: Technology in the Workplace | | | | | | | | | | | | | | | |
| U1, S7.2: Technology's Impact on Manufacturing | | | х | | | | | | | | | | | | |
| U1, S7.3: Technology's Impact on Products | | | | | | | | | | | | | | | |
| U1, S8: Employer Types in Manufacturing* | | | | | | | | | | | | | Х | | |
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| U2, S3.1: CareerZone activities a-d | | | | | | | | | | | | | х | | х |
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| U2, S4.1: Caculating a Budget | | | | | | | | | | | х | | | х | |
| U2, S4.2: Check Cashing vs. Bank Accounts | | Х | | | | | | | | | х | | | х | |
| U2, S4.3: Calculating Income Taxes | | | | | | | | | | | х | | | | |
| U2, S4.4: Earned Income Tax Credit | | | | | | Х | | | | | Х | | | | |

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|--|---------------------------------------|---------------------------|-------------|--------------|------------|----------------------|---------------------------|--|------------------------|---------------------|-----------------------------------|------------|---|--|
| Table of Skills MANUFACTURING | Activating Background Knowledge | Determine Central Idea | Summarizing | Paraphrasing | Predicting | Making Inferences | Vocabulary Development | Discerning Meaning from Context Clues | Figurative Language | Annotating Texts | Analytic Discussion of Text | Notetaking | Verbal or Written Analysis of Videos | Identifying Main Ideas and Support- ing Details |
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| U4, S1.4: Multiple Paths | Х | | | | | | | | | | | | | |
| U4, S2: A Taste of Training: Employee Safety Manual | | | | | | | | | | | | х | | |
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| U4, S3.2: Understanding CUNY Degree Requirements | x | | | | | | | | | | | | | |
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| U4, S4: Advancing in Manufacturing: Engineering Careers | | | | x | | x | | | | | | | | |

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| | READ | ING AND | ANALYZII | NG TEXTS (con | ťd) | W | RITING SKII | LS | | MATH S | KILLS | | ADD | DITIONAL S | KILLS |
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| Table of Skills MANUFACTURING | Cite Textual (or Other) Evidence to Support Analysis | Compare and Contrast | Develop Questions | Creating Visual Representation of a Text | Analyze a Complex Series of Events | Constructed Response | Essay Development | Peer Editing Essays | Analyze Employment Trends | Reading and Analyzing Graphs and Charts | Calculations | Exponents | Conducting Web-based Research | Self- Assessment | Making Presentations |
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| U3, S3.1: Computer Research: Career Narratives | | | х | | | | | | | | | | x | | |
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| U4, S1.4: Multiple Paths | | | | | | | | | | | | | | Х | |
| U4, S2: A Taste of Training: Employee Safety Manual | | | | | | | | | | | х | | | | |
| U4, S3.1: Researching CUNY Programs in Manufacturing | | | | | | x | | | | | | | x | | |
| U4, S3.2: Understanding CUNY Degree Requirements | | | | | | x | | | | | | | х | | |
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| U4, S3.4: How do I Enroll in CUNY | | | | | | | | | | | | | | | |
| U4, S4: Advancing in Manufacturing: Engineering Careers | | | | | | | | | | | | | х | | x |

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| U5, S4: Reading Sample Help Wanted Ads | | | | Х | | X | | | | | Х | | | |
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| | | READING AND ANALYZING TEXTS | | | | | | | | | | | | |
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| U7, S4: Attachment and Brain Development | | | | | | | | | | Х | | | | Х |
| U7, S5: Communicating with Toddlers | Х | | | | | | | | | | | | | |
| U7, S6: Family Literacy | | | Х | X | | | | | | Х | | | | Х |
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| U7, S12: Welcome Parents | | | | | х | | | | | | | х | х | |
| U7, S13: Stay in School | | | | | х | | | | | | | | х | |
| U7, S14: Advice for Teachers | х | | | | | | | | | | | | | |
| U7, S15: Screen Time for Kids | | | | Х | | | | | | х | х | | | |

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| | READ | ING AND | ANALYZI | NG TEXTS (con | ťd) | W | RITING SKI | LLS | | MATH S | KILLS | | ADE | DITIONAL S | KILLS |
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| U7, S2: Ages and Stages | | | | | | | | | | | | | | | |
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| U7, S4: Attachment and Brain Development | Х | | | | | | | | | | | | | | |
| U7, S5: Communicating with Toddlers | | | | | | Х | | | | | | | | | |
| U7, S6: Family Literacy | | | | | | Х | | | | | | | | | |
| U7, S7: Childhood Vaccinations | Х | | | | | Х | | | | Х | | | | | |
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| U7, S11: Reading a School Evalution | | | | | | Х | | | | | Х | | | | |
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| U7, S15: Screen Time for Kids | | Х | | | | | X | | | | | | | | |

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| UNIT 1: Analyzing the Manufacturing Labor Market | | | | | | | | | | | | | | |
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| U1, S4.2: Total Employment and Compensation in Manufacturing | | | | | | | | | | | | | | |
| U1, S5: Developing a Manufacturing Vocabulary | | | | | | | | | | | | | | |
| U1, S6: The Manufacturing Cycle | | | | | | | | | | | | | | |
| U1, S6.1: Manufacturing Jobs and Skills | | | | | | | | | | | | | | |
| U1, S7.1: Technology in the Workplace | | | | | | | | | | | | | | |
| U1, S7.2: Technology's Impact on Manufacturing | | | | | | | | | | | | | | |
| U1, S7.3: Technology's Impact on Products | | Х | х | | | | | | | | | | | |
| U1, S8: Employer Types in Manufacturing* | | | | | | | | | | | | | | |
| UNIT 6: People, Products and the Planet | | | | | | | | | | | | | | |
| U6, Section1: Factories in Frames | | | | Х | | | | | Х | Х | | | | |
| U6, S2: A History of American Manufacturing | Х | | | Х | Х | X | X | Х | X | | X | Х | Х | |
| U6, S3: The Life Cycle of a Pencil | | | | | | | | | | | | | | |
| U6, S4: Researching a Product: Eco-Friendly Inventions | | | | | | | | | | | | | x | |
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| U6, S5.1: Visual Literacy: Supply and Demand | | | | | | | | | x | | | | | |

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| U1, S2: What is the Manufacturing Sector? | | | | | | |
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| U1, S7.2: Technology's Impact on Manufacturing | | | | | | |
| U1, S7.3: Technology's Impact on Products | | | | | | |
| U1, S8: Employer Types in Manufacturing* | | | | | | |
| UNIT 6: People, Products and the Planet | | | | | | |
| U6, Section1: Factories in Frames | | | | | | |
| U6, S2: A History of American Manufacturing | х | Х | Х | х | Х | |
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