**Workbook**

Institute for the Professional Development of Adult Educators

2021

**ACE 2021 Pre-Conference Session**

**Integrated Education and Training (IET) Boot Camp**

**SDF**



ACE 2021 Pre-Conference Session

**Integrated Education and Training (IET) Boot Camp**

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What is Integrated Education and Training (IET)?

For purpose of this guidance, integrated education and training is defined as adult education and literacy activities, workforce preparation activities and workforce training, each of sufficient intensity and quality, based on the most rigorous research available, especially with respect to improving reading, writing, mathematics and English proficiency of eligible individuals, occurs simultaneously and uses occupationally relevant instructional materials. The integrated education and training program is organized to function cooperatively with a single set of learning outcomes. (34 CFR §463.37). A sample template for identifying a single set of learning objectives is located in the resources section of the guide.

IET represents a wide spectrum of services to build foundational, employability and occupational skills. The integrated education and training program may be offered by:

* An institution of higher education; another type of organization, such as a nonprofit education and training provider; or
* Two or more organizations working in partnership, so long as the program equips individuals to attain basic skills and training in a specific occupation or industry.

An Integrated Education and Training (IET) program blends a range of education and training services to build learners’ foundational, employability and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualized basic skills instruction, offer simultaneous, not sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family sustaining wages.

The phrase “for purposes of educational and career advancement,” identified in 34 CFR §463.35, means the adult education component of the program is aligned with the state’s content standards for adult education as described in Florida’s WIOA Unified Plan and is an integral part of a career pathway. Section VIII, the Adult Education section of the state plan, is available for further information on career pathways. Career pathways are an integrated service delivery model across education and workforce development that allow local programs an opportunity to design solution leveraging the strengths of workforce development and education across the spectrum. IET is the instructional strategy for career pathways with IET elements of concurrent activity and contextualization as acceleration strategies.

Integrated Education and Training Program of Study Template

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| --- |
| **Integrated Education and Training (IET):** An eligible provider’s activities provide learning in context, through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.  The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(s). Submit a program of study form for each IET program offered and AEFLA funds can **ONLY** be used to support IET programs that are prior approved by FDOE.  **Step 1.** Identify in the IET Program Type Description the area(s) of focus, model/project description, and the expected number of students enrolled in each program type, the number of weeks and hours per week.  **Step 2.** Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (1) Adult Education frameworks/standards for academic and literacy activities, the (2) workforce preparation activities, and (3) workforce training skills incorporated to create a shared learning objectives list for the unit.  **Step 3.** Provide a description of the single set(s) of learning objectives that will guide instruction. Provide specific action steps and a timeline.  **Step 4.** Identify the types of credentials of value a student may earn by participating in an IET Program.  Adult education curriculum frameworks are available at <http://www.fldoe.org/academics/career-adult-edu/adult-edu>. |
| **Agency and County covered under this Program of Study:** |
| **Step 1. IET Program(s) Type Description** |
| **Brief description of the IET program(s) offered.** |
| **Area of focus (occupational cluster, career pathway, workforce focus)** |
| **Model description (see Implementation Guide for IET model descriptions)** |

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| --- | --- | --- | --- |
| **Program Type:** | **Expected Number of Students to be Served:** | **Number of Weeks:** | **Hours per Week:** |
| **Adult Basic Education** |  |  |  |
| **Adult Secondary Education** |  |  |  |
| **English Language Acquisition** |  |  |  |
| **Integrated English Literacy and Civics Education (Sec. 243)** |  |  |  |
|  | | | |
| **Integrated Education and Training (IET)**  “…a service approach that provides (1) **adult education and literacy activities *concurrently*** and ***contextually*** with (2) **workforce preparation activities** and (3) **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement”  (*34 CFR 463.35*) | | | |

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| **Adult Education and Literacy**  “…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities,  (f)integrated English literacy and civics education, (g)workforce preparation activities, or (h) integrated education and training”  (34CFR 463.30) | **Workforce Preparation**  “…include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:  (a)utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual’s preparation for the workforce.”  (34 CFR 463.34) | | **Workforce Training**  “may include  (i)occupational skill training…;  (ii)on-the-job training;  (iii)incumbent worker training…;  (iv)programs that combine workplace training with related instruction…;  (v)training programs operated by the private sector;  (vi)skill upgrading and retraining;  (vii)entrepreneurial training;  (viii)transitional jobs…;  (ix)job readiness training provided in combination with services…(i) through (viii);  (x)adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and  (xi)customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”  WIOA Section 134(c)(3)(D) | |
| **Step 2: Shared Learning Objectives Template** | | | | |
| **Academic and Literacy Activities**  **Include frameworks/standards** | | **Workplace Preparation Activities** | | **Workforce Training Skills** |
|  | |  | |  |
| **Step 3. Provide a description of the single set(s) of learning objectives that will guide instruction. Include a sample of the single set of learning objectives to support the description. Provide specific action steps and a timeline.** | | | | |
|  | | | | |
| **Step 4. Identify the credentials of value a student may earn by participating in an IET Program.** | | | | |
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Career Cluster List

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communication
4. Business, Management & Administration
5. Education & Training
6. Energy
7. Engineering & Technology Education
8. Finance
9. Government & Public Administration
10. Health Science
11. Hospitality & Tourism
12. Human Services
13. Information Technology
14. Law, Public Safety & Security
15. Manufacturing
16. Marketing, Sales & Service
17. Transportation, Distribution & Logistics
18. Additional CTE Programs/Courses

**Career Certificate Program List**

<https://www.fldoe.org/core/fileparse.php/19937/urlt/2021-2022-secondary-program-list.rtf>

**AS/AAS/CCC/ATD Program List**

<https://www.fldoe.org/core/fileparse.php/19937/urlt/2021-22-CC-program-list.rtf>

**2020-21 CTE Curriculum Frameworks**

<https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/>

**Local Workforce Development Plans**

<http://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans>

# Scavenger Hunt

|  |  |
| --- | --- |
| **Item** | **Page #’s Including Paragraph/Table #’s** |
| 1. Economic Overview of Region |  |
| 1. Listing of Largest Industries/Occupations |  |
| 1. Listing of Fastest Growing Industries/Occupations |  |
| 1. Overview of Labor Market |  |
| 1. List of Targeted Sectors |  |
| 1. List of Available Core WIOA Services |  |

Examining the Targeted Course

|  |  |  |
| --- | --- | --- |
| OST Course/Career Pathway |  | |
| What jobs are associated with the OST? |  | |
| Who are the potential students for this IET? |  | |
| Certifications associated with training |  | |
| Are certifications employer recognized? |  | |
| Pre-Requisites | Basic Skills Threshold |  |
| Language Requirement |  |
| Experience in Field or Occupational Skill Threshold |  |
| Educational Credential |  |
| Exit Criteria/ Competencies Required | Testing/Assessment (Final test, placement test score, etc.) |  |
| Performance Verification (Reading a blueprint, measuring a pipe, writing incident reports, etc.) |  |
| Credentialing Completed |  |
| What funding sources can be used for the IET? |  | |
| What planning time is allotted for collaborating instructors? |  | |
| How will participants be recruited or prepared for the IET program? |  | |
| Is prior preparation or specific support services needed? |  | |

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| --- | --- | --- | --- | --- |
| **Assessing Course Appropriateness:**  Will the target population be able to successfully complete this course in the allotted time with basic skills support? | | YES | NO | UNSURE |
| Rationale & Notes: |  | | | |



# IET Team Formation

|  |  |  |
| --- | --- | --- |
| **Groups** | **Position(s)/Title(s)** | **Name(s)** |
| IET Team Leader |  |  |
| CTE Group |  |  |
|  |  |
|  |  |
| Adult Education Group |  |  |
|  |  |
|  |  |
| Instructional Support Group |  |  |
|  |  |
|  |  |

# IET Description Frame

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| **Brief description of the IET program(s) offered.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Agency) plans to offer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of IET Program) for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (potential students) that will help them earn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_(certifications associated with training) and become employed as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (jobs associated with training). The service approach will serve up to \_\_\_\_\_\_\_\_\_\_ (number) cohort(s) of \_\_\_\_\_\_ (number) students who are/have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (basic skills threshold), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (language requirement), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (experience or occupational skill threshold), and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (educational credential). Successful completion of the program will require students to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (testing/assessment criteria), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Performance Verification), and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (credentialing completed). |

# IET Implementation Models

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| **Florida IET Model Descriptions** |
| **Fully Integrated Instruction/Co-Teaching Model**  Student is enrolled in an adult education course that delivers the adult education basic skills through contextualized instruction and learning activities aligned with a specific occupation(s) or postsecondary career technical education program. The fully integrated instruction pairs an occupational instructor with an adult education basic skills instructor within the classroom to provide a cohesive presentation of both the basic skills and occupational content. In addition to classroom instruction, students must be provided with a range of educational supports that enhance the likelihood of success such as counseling, advising, financial aid, case management and other types of classroom supports. Instruction must be based on a single set of learning objectives and occur simultaneously.  Key components:   * Adult basic education instructor to provide supplemental basic skills instruction within the workforce skills content * Technical course materials with integrated adult education basic skills * Provide workforce preparation activities * Instructors align content through joint planning and/or co-teaching * One teacher must be certified in the specific occupational program area |
| **Partially Integrated Instruction Model**  In this model, an adult education teacher and other qualified individual providing specific skills training occurs at different times. This model allows for greater flexibility in scheduling between occupational skills training and adult education instructors. Students are given the opportunity to learn basic skills that are applicable, contextualized and aligned to the specific occupational program area. Instruction must be based on a single set of learning objectives and occur simultaneously.  Key components:   * Adult basic education content aligned to the workforce training content * Instructors work together to identify basic skills needed for adult education students to master workforce skills covered * Provide workforce preparation activities |
| **One Instructor Model**  The three components – adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor. The instructor has expertise in basic skills instruction as well as the occupational area. Instruction must be based on a single set of learning objectives.  Key components:   * One instructor to provide basic skills instruction and workforce training * Technical course materials with integrated adult education basic skills * Provide workforce preparation activities * Teacher must be certified in the specific occupational program area |
| **Employer/Community Partners**  Participants are with a community partner in local or regional workforce development area. Instruction must be based on a single set of learning objectives.  Key components:   * Student is on a training site provided by an outside agency to receive workforce training * Student receives workforce training on a specific occupation, along with on-site basic skills instruction * Adult education basic skills component (aligned with state adult education content standards) is integrated within the training program * Provide workforce preparation activities * Workforce training and basic skills development are occurring simultaneously |

# Course Structuring Tool

|  |  |  |
| --- | --- | --- |
|  | **ABE/ESL** | **CTE** |
| **Length**  **(6-week; 8-week; semester; etc.)** |  |  |
| **Amount of Instructional Time** |  |  |
| **Location of Instruction** |  |  |
| **Instructor** |  |  |
| **Number of Sessions per Week** |  |  |
| **Number of Hours per Session** |  |  |

|  |
| --- |
| **Other notes (e.g., distance learning, support services)** |
|  |

# Plan for Coordination of Instruction

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| --- | --- | --- |
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# IET Model Description Frame

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of IET Program) will be implemented using the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (IET Model). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Describe student enrollment). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# (Describe how instructors will coordinate instruction and implement single set of learning outcomes). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Describe how instructors will work together in planning, instruction and assessment.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Describe how Workforce Preparation Activities will be conducted).

# Program Development Timeline

|  |  |  |  |
| --- | --- | --- | --- |
| **IET Name:** |  | | |
| **Start Date of IET:** |  | | |
| **Task** | **Due Date** | **Persons Responsible** | **Comments** |
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# The English Language Proficiency Standards (ELPS) for Adult ESOL

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| **ELP Anchor Standard 1** | An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. |
| **ELP Anchor Standard 2** | An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. |
| **ELP Anchor Standard 3** | An ELL can speak and write about level-appropriate complex literary and informational texts and topics. |
| **ELP Anchor Standard 4** | An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence. |
| **ELP Anchor Standard 5** | An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. |
| **ELP Anchor Standard 6** | An ELL can analyze and critique the arguments of others orally and in writing. |
| **ELP Anchor Standard 7** | An ELL can adapt language choices to purpose, task, and audience when speaking and writing. |
| **ELP Anchor Standard 8** | An ELL can determine the meaning of words and phrases in oral presentationsand literary and informational text. |
| **ELP Anchor Standard 9** | An ELL can create clear and coherent level-appropriate speech and text. |
| **ELP Anchor Standard 10** | An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. |

# The Speaking and Listening Standards for Adult ESOL

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| **ABE Speaking and Listening Anchor Standards** | |
| **1** | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |
| **2** | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **3** | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| **4** | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **5** | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| **6** | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

# The Reading Standards for Adult ESOL and ABE

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| **ABE Reading Foundations Anchor Standards** | |
| **2** | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) |
| **3** | Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition |
| **4** | Read with sufficient accuracy and fluency to support comprehension. (Fluency) |

|  |  |
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| **ABE Reading Anchor Standards** | |
| **1** | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **2** | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **3** | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **4** | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|
| **5** | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole. |
| **6** | Assess how point of view or purpose shapes the content and style of a text. |
| **7** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **8** | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **9** | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **10** | Read and comprehend complex literary and informational texts independently and proficiently. |

# The Language Standards for Adult ESOL and ABE

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| **ABE Language Anchor Standards** | |
| **1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **3** | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| **4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **5** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| **6** | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |

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| **ABE Writing Anchor Standards** | |
| **1** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **2** | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **3** | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **4** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **5** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach. |
| **6** | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **7** | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **8** | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **9** | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

# The Mathematics Standards for ABE

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| **NRS Level 1** |
| **Number and Operations: Base Ten** |
| Understand place value. |
| Use place value understanding and the properties of operations to add and subtract. |
| **Operations and Algebraic Thinking** |
| Represent and solve problems involving addition and subtraction. |
| Understand and apply properties of operations and the relationship between addition and subtraction. |
| Add and subtract with 20. |
| Work with addition and subtraction. |
| **Geometry** |
| Analyze, compare, create, compose shapes. |
| Reason with shapes and their attributes. |
| **Measurement and Data** |
| Measure lengths indirectly and by iterating length units. |
| Represent and interpret data. |

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| **NRS Level 2** |
| **Number and Operations: Base Ten** |
| Understand place value. |
| Use place value understanding and properties of operations to add and subtract. |
| Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| **Number and Operations: Fractions** |
| Develop understanding of fractions as numbers. |
| **Operations and Algebraic Thinking** |
| Represent and solve problems involving addition and subtraction. |
| Add and subtract with 20. |
| Represent and solve problems involving multiplication and division. |
| Understand properties of multiplication and the relationship between multiplication and division. |
| Multiply and divide within 100. |
| Solve problems involving the four operations and identify and explain patterns in arithmetic. |
| **Geometry** |
| Reason with shapes and their attributes. |
| Reason with shapes and their attributes. |
| **Measurement and Data** |
| Measure and estimate lengths in standard units |
| Relate addition and subtraction to length. |
| Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. |
| Represent and interpret data. |
| Geometric measurement: understand concepts of area and relate to area of multiplication and addition. |
| Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. |

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| **NRS Level 3** |
| **Number and Operations: Base Ten (+ The Number System)** |
| Generalize place value understanding for multi-digit whole numbers. |
| Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| Understand the place value system. |
| Perform operations with multi-digit whole numbers and with decimals to hundredths. |
| **The Number System** |
| Compute fluently with multi-digit numbers and find common factors and multiples. |
| **Number and Operations: Fractions** |
| Extend understanding of fraction equivalence and ordering. |
| Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. |
| Understand decimal notation for fractions, and compare decimal fractions. |
| Use equivalent fractions as strategy to add and subtract fractions. |
| Apply and extend previous understanding of multiplication and division to multiply and divide fractions. |
| **The Number System** |
| Apply and extend previous understandings of multiplication and division to divide fractions by fractions. |
| **Ratios and Proportional Relationships** |
| Understand ratio concepts and use ratio reasoning to solve problems. |
| **Operations and Algebraic Thinking** |
| Use the four operations with whole numbers to solve problems. |
| Gain familiarity with factors and multiples. |
| Generate and analyze patterns. |
| Write and interpret numerical expressions. |
| **Expressions and Equations** |
| Apply and extend previous understandings of arithmetic to algebraic expressions. |
| Reason about and solve one-variable equations and inequalities. |
| Represent and analyze quantitative relationships between dependent and independent variables. |
| **Geometry** |
| Draw and identify lines and angles and classify shapes by properties of their lines and angles. |
| Graph points on the coordinate plane to solve real-world and mathematical problems. |
| Classify two-dimensional figures into categories based on their properties. |
| Solve real-world and mathematical problems involving area, surface area, and volume. |
| **Measurement and Data** |
| Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. |
| Geometric measurement: understand concepts of angle and measure angles. |
| Convert like measurement units within a given measurement system. |
| Represent and interpret data. |
| Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. |
| **Statistics and Probability** |
| Develop understanding of statistical variability. |
| Summarize and describe distributions. |

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| **NRS Level 4** |
| **The Number System** |
| Apply and extend previous understandings of numbers to the system of rational numbers. |
| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. |
| Know that there are numbers that are not rational, and approximate them by rational numbers. |
| Understand ratio concepts and use ratio reasoning to solve problems. |
| Analyze proportional relationships and use them to solve real-world and mathematical problems. |
| **Expressions and Equations** |
| Use properties of operations to generate equivalent expressions. |
| Solve real-life and mathematical problems using numerical and algebraic expressions and equations. |
| Work with radicals and integer exponents. |
| Understand the connections between proportional relationships, lines, and linear equations. |
| Analyze and solve linear equations and pairs of simultaneous linear equations. |
| **Functions** |
| Define, evaluate, and compare functions. |
| Use functions to model relationships between quantities. |
| **Geometry** |
| Draw, construct, and describe geometrical figures and describe the relationships between them. |
| Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume. |
| Understand congruence and similarity using physical models, transparencies, or geometry software. |
| Understand and apply the Pythagorean Theorem. |
| **Statistics and Probability** |
| Summarize and describe distributions. |
| Use random sampling to draw inferences about a population. |
| Draw informal comparative inferences about two populations. |
| Investigate chance processes and develop, use, and evaluate probability models. |
| Investigate patterns of association in bivariate data. |

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| **NRS Level 5 – 6** |
| **Number and Quantity: The Real Number System** |
| Extend the properties of exponents to rational exponents. |
| **Number and Quantity: Quantities** |
| Reason quantitatively and use units to solve problems. |
| **Algebra: Seeing Structure in Expressions** |
| Interpret the structure of expressions. |
| Write expressions in equivalent forms to solve problems. |
| Rewrite rational expressions. |
| **Algebra: Creating Equations** |
| Create equations that describe numbers or relationships. |
| **Algebra: Reasoning with Equations and Inequalities** |
| Understand solving equations as a process of reasoning and explain the reasoning. |
| Solve equations and inequalities in one variable. |
| Solve systems of equations. |
| Represent and solve equations and inequalities graphically. |
| **Functions: Interpreting Functions** |
| Understand the concept of a function and use function notation. |
| Interpret functions that arise in applications in terms of the context. |
| Analyze functions using different representations. |
| **Functions: Building Functions** |
| Build a function that models a relationship between two quantities. |
| **Functions: Linear, Quadratic, and Exponential Models** |
| Construct and compare linear, quadratic, and exponential models and solve problems. |
| Interpret expressions for functions in terms of the situation they model. |
| **Geometry: Congruence** |
| Experiment with transformations in the plane |
| **Geometry: Similarity, Right Triangles, and Trigonometry** |
| Prove theorems involving similarity. |
| **Geometry: Geometric Measurement and Dimension** |
| Explain volume formulas and use them to solve problems. |
| **Geometry: Modeling with Geometry** |
| Apply geometric concepts in modeling situations. |
| **Statistics and Probability: Interpreting Categorical and Quantitative Data** |
| Summarize, represent, and interpret data on a single count or measurable variable. |
| Summarize, represent, and interpret data on two categorical and quantitative variables. |
| Interpret linear models. |

# Workplace Preparation Activities

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (WIOA, 2014). The following workforce preparation activities should be integrated into the classroom instruction.

|  |  |
| --- | --- |
| **Critical Thinking** | All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results. |
| **Teamwork** | All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts. |
| **Employment** | All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques. |
| **Self-Management** | All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others. |
| **Utilize Resources** | All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively. |
| **Use Information** | All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations. |
| **Understand Systems** | All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies. |

# Single Set of Learning Objectives

Single Set of Learning Outcomes are statements that summarize what students should be able to accomplish by the end of the lesson/unit, demonstrating the three components of IET: adult education (and literacy activities), workforce preparation activities and workforce training; and describes how these components are organized and/or how they function together.

**Examples:**

**Practical Nursing and Adult ESOL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities |
| Learning Objective(s):  **Students will be able to demonstrate the ability to read and effectively communicate accurate vital signs to patients, using proper medical terminology while paying attention to possible cultural differences, disabilities and/or barriers to communication.** | | | | |
| 1 | 04.01 Demonstrate ability to accurately measure, document, and report vital signs. | Reading: domain-specific or informational text, making logical inferences text; citing specific textual evidence, summarization, key ideas and details | * Communicate clearly, effectively and with reason. * Critical thinking * Using information | Look at different dials (visual), mini-lesson on parts of sphygmomanometer  Identifying prefixes and suffixes in nursing  [Essential Medical Terminologies](https://aimseducation.edu/blog/all-essential-medical-terms)  Act out mock scenarios of vital sign conversation with patient  Recording vital signs on a [Vital Signs Flow Sheet](https://www.bestmedicalforms.com/vital-signs-flow-sheet.html) |
| Language Arts: interpreting and articulating vital sign readings, acronyms and abbreviations, describing vital signs in writing |
| Math: Measurement, reading measurement scales, writing measurements, compare numbers, customary and metric differences |
| 2 | 09.01 Identify characteristics of successful and unsuccessful communication including communication styles and barriers | Reading: medical vocabulary | * Critical thinking * Self-Management * Understanding Systems * Using information – ADA standards | Mock exercise of both effective and ineffective communication (show videos and analyze)  Mini lesson on barriers to communication such as disability, limited English proficiency and environment. |
| Language Arts: medical acronyms and abbreviations, describing vital signs in writing |
| Math: reading numbers, and understanding place value |

**Logistics and Transportation Specialist (CCC - 0652020901) and GED Prep**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities |
| Learning Objective(s): | | | | |
| 1 | 11.01 Plan product/service management strategies.    13.05 Explain the role of technology in order processing, tracking, and customer research.    14.01 Explain basic management concepts.    14.04 Apply sound decision-making strategies | RLA:  R.9 & R.7 Analyze how two or more texts address similar themes or topics | * Communicate clearly, effectively and with reason. * Critical thinking * Using information | Look at different dials (visual), mini-lesson on parts of sphygmomanometer  Identifying prefixes and suffixes in nursing  [Essential Medical Terminologies](https://aimseducation.edu/blog/all-essential-medical-terms)  Act out mock scenarios of vital sign conversation with patient  Recording vital signs on a [Vital Signs Flow Sheet](https://www.bestmedicalforms.com/vital-signs-flow-sheet.html) |
| Math:  MP2. Abstracting Problems  Q.6 Interpret and create data displays |
| Social Studies:  SSP.6 Integrate Content Presented in Different Ways  SSP.10 Read and Interpret Graphs, Charts and Other Data Representation |
| Science:  SP.4 Evaluating Conclusions with Evidence |

# Single Set of Learning Objectives Sample Frames

Use the following sample frames to help construct your Single Set of Learning Objectives.

**Sample Frame 1:**

Students will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Basic, Academic or Literacy Competencies), and use/apply \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Workplace Prep Activity), when/in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Workforce Training Competencies).

**Sample Frame 2:**

SWBAT demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Basic, Academic or Literacy Competencies), and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Workplace Prep Activity), within the context of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Workforce Training Competencies).

# Single Set of Learning Objectives Exercise

**Instructions:** Summarize the Workforce Training Objectives, Basic Skills Objectives and Workforce Preparation Activity in one learning objective using one or two complete sentences.

**Building Construction Technologies (I460401) and English Language Acquisition – Adult ESOL/ELCATE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities |
| Learning Objective(s): | | | | |
|  | 16.0 Select the appropriate heavy equipment for a given task.  10.0 Analyze construction components, materials, hardware, and characteristics. | **Reading -** read and understand a safety manual, read and understand various text features (graphs, charts etc.)  **Listening-**active listening strategies (body language  and hand signals)  **Speaking-** verbally communicate and explain specific step by step directions  **Writing-**  **Language-** content specific vocabulary, transition words to signal directions, descriptive adjectives to describe objects, verbs of movement  CCR Reading 1, 4, 5, 6, 7  Speaking 1, 3, 4  Language: 1, 6 | * Workplace Safety * Effective complex communication * Safe Problem Solver * Perseverance * Growth Mindset | 3M- Moving Mystery Materials  Many items will be numbered in different places in the classroom.  All students will pick a number and then have to safely move the object employing heavy material strategies.  [Material Handling and Safe Lifting](https://youtu.be/9RQ_S4ik_jg)  [Heavy Lifting Handling Video](https://www.researchgate.net/publication/276844385_Helping_Adult_and_Young_Learners_to_Communicate_in_Speaking_Classes_with_Confidence)  Teacher Resource:  [Helping Adult Learners to Communicate in Speaking with Confidence](https://www.researchgate.net/publication/276844385_Helping_Adult_and_Young_Learners_to_Communicate_in_Speaking_Classes_with_Confidence) |

**Culinary Arts and English Language Acquisition – Adult ESOL/ELCATE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities |
| Learning Objective(s): | | | | |
|  | 07.01 Identify proper sources of supply (i.e., organic, sustainability, farm-to-table, etc.).    07.02 Evaluate products.    11.12 Prepare desserts. | **Math:** Compare rational numbers; estimation; simplify and perform operations on fractions; solve proportions; and unit rates  **ELA:** Analyze structure, point of view or purpose of text; make logical inferences from text, evaluate content presented in various formats | * Using Information - Acquire, organize, interpret, and evaluate information needed to plan a small catering event. * Utilizing Resources - identify, organize, plan, and allocate resources for a small dessert catering event. | Conduct mini lesson on how to read food labels.  Review comparing, simplifying, and performing operations on rational numbers.  Review how to find unit rates and solve proportions.  Read and follow instruction on banana bread recipe.  Use proportion to convert banana bread recipe to a larger serving quantity.  Evaluate and prepare ingredients for banana bread recipe.  Review basic safety tips in baking.  Homework: Head to the local supermarket and prepare a shopping list of ingredients for the banana bread catering event based on a budget of $50.00. |

**Entrepreneurship and Adult Basic Education (ABE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities |
| Learning Objective(s): | | | | |
|  | 01.02 Research innovations and the names and biographies of famous entrepreneurs, past and present.  01.03 Discuss the evolution of entrepreneurship.  01.05 Identify the contributions of entrepreneurs to the economic growth of the United States. | **Math:** organizing and analyzing data, linear and quadratic functions/models  **ELA:** Reading biographies, citing evidence, vocabulary, sequencing events, writing chronological text, outlining and summarization | * Critical Thinking - All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results. * Utilizing Resources - All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively. * Using Information - All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations. | Read and research on biographies of famous entrepreneurs, past and present.  Group Project: Create a timeline to represent significant events in the evolution of entrepreneurship until present.  Read biographies of famous entrepreneurs and summarize their significant contributions to the growth of united states.  Read and answer questions regarding the graph of U.S. Growth Domestic Product between 1900 to 2000. |

**Hairdressers, Hairstylists, and Cosmetologists and English Language Acquisition – Adult ESOL/ELCATE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Workforce Training Content and Objectives | Basic Skills Content and Objectives | Workforce Preparation Activity | Resources and Activities |
| Learning Objective(s): | | | | |
|  | 17.01 Prepare the client for service.  17.02 Analyze and evaluate the hair’s chemical composition and structure.  17.03 Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client’s needs. | **Math:** units of measurement, conversion of units, ratios, proportions, percents, problem-solving process  **ELA:** reading cause & effect texts, main idea, supporting details, descriptive writing, writing problem-solution | * Critical Thinking - All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results. * Self-Management - All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others. * Using Information - All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations. | Conversation Practice: Preparing clients for service.  Read about different types of hair and their chemical composition and structure.  Analyze different samples of hair photos or hair of classmates and identify the chemical composition and structure.  Read and understand different hair product labels.  Match hair photos or hair of classmates to appropriate hair products and practice explaining the product choice to customer. |

**Possible Responses:**

Please note that responses may vary. The most sample responses do not use the basic Single Set of Learning Objective Frames.

**Building Construction Technologies (I460401) and English Language Acquisition – Adult ESOL/ELCATE**

Learning Objectives: Students will be able to read about different types of heavy equipment, and effectively communicate its uses verbally or in written format to another co-worker.

Students will be able to read about different construction components, materials, hardware, and effectively communicate its uses verbally or in written format to another co-worker.

**Culinary Arts and English Language Acquisition – Adult ESOL/ELCATE**

Learning Objective: Identify proper sources of supply by reading food labels and evaluate food products based on cost and nutritional value in preparation for a catering event.

Prepare dessert for a larger serving size than indicated in the recipe in preparation for a catering event.

**Entrepreneurship and English Language Acquisition – Adult ESOL/ELCATE**

Learning Objectives: Students will plot the U.S. GDP over the past 50 years and use linear or quadratic models to project the growth within the next 10, 20 and 30 years.

Students will summarize/outline and present the evolution of entrepreneurship in the US, identifying influential entrepreneurs who contributed to economic growth.

**Hairdressers, Hairstylists, and Cosmetologists and English Language Acquisition – Adult ESOL/ELCATE**

Learning Objectives: Students will apply skills in measurement, ratios and proportion to evaluate client’s hair and summarize information to prepare client for service.

Students will apply problem solving skills to meet client’s needs, focusing on clearly communicating factors that influence the choice of shampoo products.

# Lesson Planning Template

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Topic: | | | |  | | | | | | | | |
| Objective(s): | | | |  | | | | | | | | |
| Length: | | | |  | | | | | | | | |
| Workforce Preparation and Skills | | | | | | | | | | | | |
| **Basic Workplace Skills** | | | | | | **Workforce Preparation Activity** | | | | **Basic Workplace Knowledge** | | |
|  | Uses Technology | | | | |  | | Critical Thinking | |  | Applies Health and Safety Concepts | |
|  | Observes Critically | | | | |  | | Teamwork | |  | Understands Process and Product or Service | |
|  | Listens with Understanding | | | | |  | | Employment | |  | Demonstrates Quality Consciousness | |
|  | Speaks Clearly and Concisely | | | | |  | | Self-Management | |  | Understands Finances | |
|  | Writes Clearly and Concisely | | | | |  | | Utilizing Resources | |  | Works within Organization Structure and Culture | |
|  | Reads with Understanding | | | | |  | | Using Information | |  |  | |
|  | Applies Mathematical Concepts and Operations | | | | |  | | Understanding Systems | |  |  | |
| Basic Skills Standards/  Resource | | | **Math** | | | | **Reading** | | **Writing** | | | **Language** |
|  | | | |  | |  | | |  |
|  | | | |  | |  | | |  |
| Materials Needed | | ABE | | |  | | | | | | | |
| CTE | | |  | | | | | | | |
| IET Single Set of Objective Being Met | | | | |  | | | | | | | |
| Anticipatory Set | | | | |  | | | | | | | |
| Instructional Procedure | | | | |  | | | | | | | |
| Guided Practice | | | | |  | | | | | | | |
| Closure | | | | |  | | | | | | | |

# Sample IET Lesson Plan

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Topic: | | | | Using Reading and Math Skills in Dessert Catering | | | | | | | | |
| Objective(s): | | | | * Evaluate food ingredients based on source, cost and nutritional value. * Read a banana bread recipe and follow instructions * Use proportions to convert a dessert recipe to a larger serving quantity | | | | | | | | |
| Length: | | | | 3 hours | | | | | | | | |
| Workforce Preparation and Skills | | | | | | | | | | | | |
| **Basic Workplace Skills** | | | | | | **Workforce Preparation Activity** | | | | **Basic Workplace Knowledge** | | |
| X | Uses Technology | | | | | X | | Critical Thinking | | X | Applies Health and Safety Concepts | |
| X | Observes Critically | | | | |  | | Teamwork | | X | Understands Process and Product or Service | |
|  | Listens with Understanding | | | | |  | | Employment | | X | Demonstrates Quality Consciousness | |
|  | Speaks Clearly and Concisely | | | | | X | | Self-Management | | X | Understands Finances | |
|  | Writes Clearly and Concisely | | | | | X | | Utilizing Resources | |  | Works within Organization Structure and Culture | |
| X | Reads with Understanding | | | | | X | | Using Information | |  |  | |
| X | Applies Mathematical Concepts and Operations | | | | |  | | Understanding Systems | |  |  | |
| Basic Skills Standards/  Resource | | | **Math** | | | | **Reading** | | **Writing** | | | **Language** |
| Compare, simplify and perform operations on rational numbers. | | | | Analyze structure, point of view or purpose of text in various formats. | |  | | |  |
| Find unit rates and solve proportions. | | | | Make logical inferences from text. | |  | | |  |
| Materials Needed | | ABE | | | Rational numbers worksheet, unit rates and proportions worksheet, sample food labels, basic dessert recipe, recipe conversion tool. | | | | | | | |
| CTE | | | Recipe ingredients, information on proper sources of supply, nutritional value materials, mixing bowl, baking pan, oven | | | | | | | |
| IET Single Set of Objective Being Met | | | | | Identify proper sources of supply by reading food labels and evaluate food products based on cost and nutritional value in preparation for a catering event.  Prepare dessert for a larger serving size than indicated in the recipe. | | | | | | | |
| Anticipatory Set | | | | | Read and compare various food labels based on source of supply, nutritional value and cost. | | | | | | | |
| Instructional Procedure | | | | | 1. Conduct mini lesson on how to read food labels. 2. Review comparing, simplifying, and performing operations on rational numbers. 3. Review how to find unit rates and solve proportions. 4. Read banana bread recipe. Use proportion to convert banana bread recipe to a larger serving quantity. 5. Evaluate and prepare ingredients for banana bread recipe. 6. Follow banana bread recipe instructions. 7. Review basic safety tips in baking. 8. Bake banana bread. | | | | | | | |
| Guided Practice | | | | | * Read food labels and evaluate source of supply, nutritional value and cost. * Rational numbers worksheet, unit rates and proportions worksheet * Use recipe conversion tool * Plan a banana bread catering event. | | | | | | | |
| Closure | | | | | 1. Eat banana bread while completing 3-2-1 Exit ticket. 2. Homework: Head to the local supermarket and prepare a shopping list of ingredients for the banana bread catering event based on a budget of $50.00. | | | | | | | |

# Appendix A: Links to Workshop Resources

**B.E.S.T. Standards**

Language Arts

<https://www.cpalms.org/uploads/docs/standards/BEST/LA/ELABESTStandardsFinal.pdf>

Mathematics

<https://www.cpalms.org/uploads/docs/standards/BEST/MA/MathBESTStandardsFinal.pdf>

**Integrated Education and Training (IET)**

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State

<https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf>

**Foundation Skills Framework, Pennsylvania Adult Education Resources**

<https://www.paadultedresources.org/foundation-skills-framework/>

Foundation Skills Framework Resources Guide

<https://www.paadultedresources.org/wp-content/uploads/2016/05/Foundation-Skills-Resources-Guide.pdf>

**Curricular Frameworks for CTE and Adult Education**

CTE Curricular Frameworks

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/>

Adult Education Curricular Frameworks

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-framewo.stml>

# C:\Users\tsutclif\Desktop\Documents\logo_ipdae_horizontal.pngIPDAE Evaluation Form

**Integrated Education and Training (IET) Boot Camp**

|  |  |  |
| --- | --- | --- |
| **Presenter(s):** | **Location:** | **Date:** |

1. **Did the presentation meet your expectations? If not, how could it be improved?**
2. **What was the most valuable part of the professional development to you? Why?**
3. **How will you apply what you have learned in this workshop to your job?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4.** |  | **Excellent** | **Average** | **Needs Improvement** |
|  | **The presenter’s knowledge about the topic** |  |  |  |
|  | **The quality and use of materials provided** |  |  |  |

1. **Do you have any suggestions for additional professional development activities?**

**Additional Comments:**