


## Developing Single Set of Learning Objectives for IET


[www.floridaipdae.org](http://www.floridaipdae.org)

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

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Webinar Facilitator



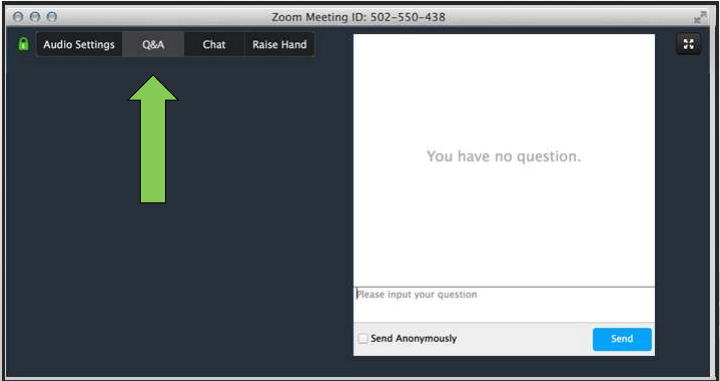
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 Webinar **Things to Remember**

- If you have a question, please type it into the **Q&A** option.




- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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 **Agenda**

- I. What is IET?
- II. Why is IET Important?
- III. Fully Integrated Instruction
- IV. Partially Integrated Instruction
- V. Getting Started with IET
- VI. Identifying Basic Skills Content
- VII. Finding Contextualized Content
- VIII. Examples of Contextualized Content
- IX. Workforce Preparation Activities
- X. Single Set of Learning Objectives
- XI. Quick Exercise: Culinary Arts
- XII. Evaluation

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What is IET?

**I** – Integrated  
**E** – Education  
and  
**T** – Training


IET is a key strategy in career pathways based in adult learning theory. Through IET programs, participants seek goal-oriented, relevant, practical knowledge. The opportunity costs of education for individuals with family and work responsibilities can be offset by offering education that truly leads to educational and economic mobility.

Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

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What is IET?




Integrated Education and Training is full or partial **integration of ABE curriculum with occupational skills** training curriculum, which provides a coherent and seamless instructional experience for students based on a **single set of learning objectives**.

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State, College of Education.  
Retrieved from: [https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide\\_Revised3.16.18.pdf](https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf)

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WIOA


**W** – Workforce  
**I** – Innovation  
and  
**O** – Opportunity  
**A** – Act




It was released in July 2015 to help low-income and lower-skilled youth and adults achieve economic success. This law provides both assurance and incentives for adult education, workforce development, and postsecondary education partners to design and implement **a key strategy in career pathways: Integrated Education and Training (IET)**.

Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

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Why is IET Important?



- Adult Education is not the end result
- Students need skills relevant to their desired goal which is to enter the workforce
- Students in career/technical programs lack basic skills to be successful
- IET accelerates students' career pathway

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## Integrated Education & Training

Integrated Education and Training

adult education and literacy


workforce preparation

workforce training

IET is adult education and literacy, workforce preparation, and workforce training “each of sufficient intensity and quality, and **based on the most rigorous research available**, especially with respect to **improving reading, writing, mathematics, and English proficiency** of eligible individuals” that “occur simultaneously,” “**use occupationally relevant instructional materials**,” and are “organized to function cooperatively” with “a single set of learning outcomes.”

Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

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## Fully Integrated Instruction

**Fully-integrated instruction** often pairs an occupational skills instructor with a basic skills instructor within the classroom in order to provide a cohesive presentation of both the basic skills and the occupational content.

Workforce Training

Adult Education and Literacy

- Content Alignment
- Joint Planning
- Co-Teaching


“Integrated Education and Training #1” Webinar, Anson Green, March 3, 2016; Retrieved from [http://www-tcall.tamu.edu/twcael/ppt/16-0303-10\\_WIOARoadshowIET.pptx](http://www-tcall.tamu.edu/twcael/ppt/16-0303-10_WIOARoadshowIET.pptx)

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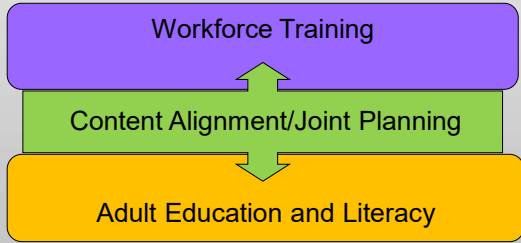
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## Partially-Integrated Instruction


**Partially-integrated instruction** allows for greater flexibility in scheduling and requires less coordination between occupational skills and ABE instructors. Although the content and skills instruction may not be as seamlessly integrated, students are still given the opportunity to learn **basic skills that are applicable, contextualized, and aligned to the content course curriculum.**



"Integrated Education and Training #1" Webinar, Anson Green, March 3, 2016; Retrieved from <http://www-tcall.tamu.edu/twcael/ppt/16-0303-WIOARoadshowIET.pptx>

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## Getting Started with IET

- What jobs are associated with the training?
- What occupational skills course(s) are being targeted for the IET?
- Who are the potential students for this IET?
- What certifications are associated with the training? Are they employer recognized?
- Are there basic skills thresholds or language requirements for the course?
- Are competencies required to successfully complete the course (e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)?
- Can the target population successfully complete the course with basic skills support?
- Is prior preparation or particular support services needed?

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State, College of Education. Retrieved from: [https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide\\_Revised3.16.18.pdf](https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf)

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## Getting Started with IET

Adult Ed. Teacher: \_\_\_\_\_ CTE Teacher: \_\_\_\_\_

**Tool 1: Examining the Targeted Course**

|   |  |  |  |
|---|--|--|--|
| OST Course/Career Pathway               |  |  |  |
| What jobs are associated with the OST?  |  |  |  |
| 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  |  |  |

**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: \_\_\_\_\_

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State, College of Education.  
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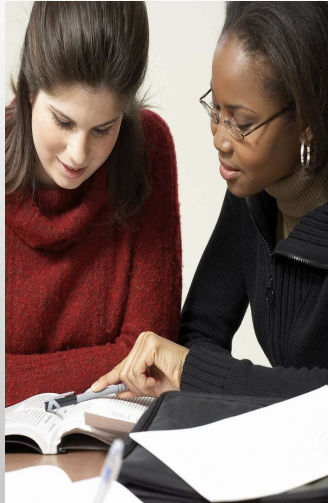
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## Identifying Basic Skills Content

**Step 1:** Scan the Occupational Skills Training (OST) curriculum and instructional materials.

**Step 2:** Identify content that needs to be addressed in the basic skills component or content that requires specific vocabulary, reading, writing, or math to understand the information.

**Step 3:** Identify the basic skill(s) that need(s) to be included in the adult basic education curriculum to support learning the identified OST content.




Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State, College of Education.  
Retrieved from: [https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide\\_Revised3.16.18.pdf](https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf)

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## Identifying Basic Skills Content

### Career Technical Program:

Practical Nursing

**Perform patient and personal care as it pertains to the practical nurse. -- The student will be able to:**


Demonstrate ability to accurately measure, document, and report vital signs.



<http://www.fldoe.org/core/fileparse.php/19869/urlt/H170607-2021.rtf>

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## Identifying Basic Skills Content

### What are Vital Signs?

Vital signs are measurements of the body's most basic functions.

- Body temperature
- Pulse rate
- Respiration rate (rate of breathing)
- Blood pressure (Blood pressure is not considered a vital sign, but is often measured along with the vital signs.)




<https://www.hopkinsmedicine.org/health/conditions-and-diseases/vital-signs-body-temperature-pulse-rate-respiration-rate-blood-pressure>

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## Identifying Basic Skills Content


**Example:**  
**Template 1**



| Occupational Skills Training |   | Adult Basic Education/ESL  |
|------------------------------|---|--|
| Unit/Lesson/Page             | Content Knowledge Needed                            | Basic/ESL Skills Needed<br><small>(All skill areas may not need to be addressed.)</small>  |
| Unit 4, Lesson 1, Page 8     | Understanding the different vital signs             | <b>Math:</b> Number System, units of measurement<br><b>ELA:</b> Finding key terms; writing notes; learning vocabulary<br><b>Workforce Prep:</b> Exemplify basic professional standards of healthcare workers as they apply to language |
| Unit 4, Lesson 2, Page 8     | Measuring and describing patient's temperature      | <b>Math:</b> Units of measurement, decimals<br><b>ELA:</b> Adjectives, writing descriptive sentences<br><b>Workforce Prep:</b> Writing clearly and concisely   |
| Unit 4, Lesson 3, Page 8     | Measuring and describing a patient's blood pressure | <b>Math:</b> Units of measurement, rates, fractions<br><b>ELA:</b> Adjectives, writing descriptive sentences<br><b>Workforce Prep:</b> Writing clearly and concisely   |

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## Finding Contextualized Content

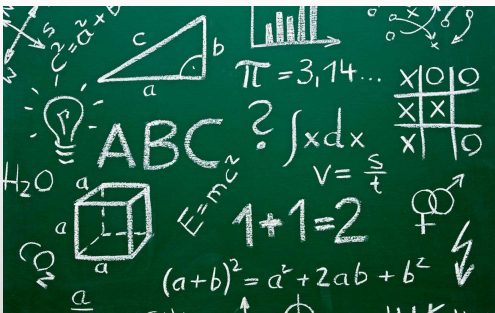
### Template 1A

| Occupational Skills Training |   | Adult Basic Education/ESL  |   |
|------------------------------|---|--|---|
| Unit/Lesson/Page             | Content Knowledge Needed                            | Basic/ESL Skills Needed<br><small>(All skill areas may not need to be addressed.)</small>  | Contextualized Activity   |
| Unit 4, Lesson 1, Page 8     | Understanding the different vital signs             | <b>Math:</b> Number System, units of measurement<br><b>ELA:</b> Finding key terms; writing notes; learning vocabulary<br><b>Workforce Prep:</b> Exemplify basic professional standards of healthcare workers as they apply to language | <ul style="list-style-type: none"> <li>Numbers and measurements in practical nursing</li> <li>Reading descriptive texts</li> <li>Common nursing vocabulary to use in interviews, cover letter and resume</li> </ul> |
| Unit 4, Lesson 2, Page 8     | Measuring and describing patient's temperature      | <b>Math:</b> Units of measurement, decimals<br><b>ELA:</b> Adjectives, writing descriptive sentences<br><b>Workforce Prep:</b> Writing clearly and concisely   | <ul style="list-style-type: none"> <li>Reading thermometer measurements</li> <li>Lesson on writing descriptive sentences</li> <li>Using acronyms and proper abbreviations</li> </ul>                                |
| Unit 4, Lesson 3, Page 8     | Measuring and describing a patient's blood pressure | <b>Math:</b> Units of measurement, rates, fractions<br><b>ELA:</b> Adjectives, writing descriptive sentences<br><b>Workforce Prep:</b> Writing clearly and concisely   | <ul style="list-style-type: none"> <li>Reading sphygmomanometer measurements</li> <li>Lesson on writing descriptive sentences</li> <li>Using acronyms and proper abbreviations</li> </ul>                           |

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## CONTEXTUALIZED CONTENT IN MATHEMATICS

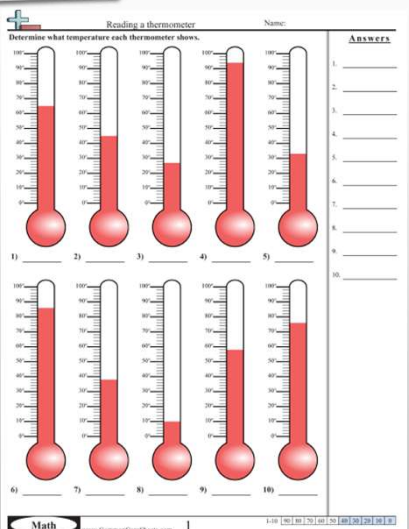
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### Contextualized Content




Math

<https://www.commoncoresheets.com/SpecificLink.php?Path=Math/Temperature/Reading%20Thermometer>

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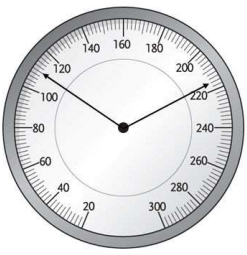
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## Contextualized Content

**13 Vital Signs**

*Handout 13-2: Blood Pressure Worksheet*

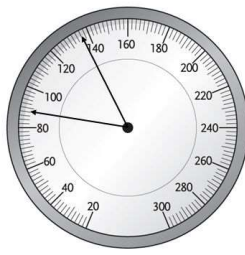
Record the blood pressure shown on the appropriate line and answer the question below



1. \_\_\_\_\_

Is this reading within normal range?


\_\_\_\_\_



2. \_\_\_\_\_

Is this reading within normal range?


\_\_\_\_\_



<https://promotiontablecovers.blogspot.com/2018/01/reading-aneroid-sphygmomanometer.html>

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## Contextualized Content


**Approx. Ideal BP According to Age Chart**


| Age   | Female | Male   |
|-------|--------|--------|
| 18    | 120/80 | 120/80 |
| 19-24 | 120/79 | 120/79 |
| 25-29 | 120/80 | 121/80 |

<https://www.disabled-world.com/calculators-charts/bloodpressurechart.php>

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## CONTEXTUALIZED CONTENT IN ENGLISH LANGUAGE ARTS

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### Contextualized Content

#### At the Hospital

**Vocabulary**


- ◆ Nurse
- ◆ ER (Emergency Room)
- ◆ ICU (Intensive Care Unit)
- ◆ Outpatient
- ◆ Inpatient
- ◆ Pharmacy
- ◆ Pharmacist
- ◆ Physician
- ◆ Surgeon
- ◆ Surgery
- ◆ Ward
- ◆ Department
- ◆ Check-up
- ◆ Recovery
- ◆ Neonatal
- ◆ Prescription
- ◆ IV
- ◆ Disease
- ◆ Treatment
- ◆ Therapy
- ◆ Cure
- ◆ Heal
- ◆ Diagnose
- ◆ Diagnosis
- ◆ A Sprained Ankle
- ◆ Fracture
- ◆ Sterilize
- ◆ Acupuncture
- ◆ Herbal Medicine
- ◆ Infection
- ◆ Injection
- ◆ Antibiotics
- ◆ Eye Drops
- ◆ Ointment
- ◆ Asthma
- ◆ Clinic
- ◆ Injury
- ◆ Quarantine

**Vocabulary**

1. Nurse [n.] a person whose job is to take care of sick or injured people, usually in a hospital
2. ER (Emergency Room) [n.] the part of a hospital where people who need urgent treatment are taken
3. ICU (Intensive Care Unit) [n.] the part of a hospital that provides intensive care
4. Outpatient [n.] a person who goes to a hospital for treatment but does not stay there
5. Inpatient [n.] a person who stays in a hospital while receiving treatment
6. Pharmacy [n.] =drugstore
7. Pharmacist [n.] a person whose job is to prepare medicines and sell or give them to the public in a store or in a hospital
8. Physician [n.] a doctor, especially one who is a specialist in general medicine and not surgery
9. Surgeon [n.] a doctor who is trained to perform surgery (= medical operations that involve cutting open a person's body)
10. Surgery [n.] = operation : medical treatment of injuries or diseases that involves cutting open a person's body and often removing or replacing some parts; the branch of medicine connected with this treatment
11. Ward [n.] a separate room or area in a hospital for people with the same type of medical condition
12. Department [n.] a section of a large organization such as a government, business, university, etc.
13. Check-up [n.] an examination of something, especially a medical one to make sure that you are healthy  
ex. to go for/to have a check-up
14. Recovery [n.] the process of becoming well again after an illness or injury  
ex. My father made a full recovery from the operation.  
◆ Recover [v.] to get well again after being sick, hurt, etc.  
ex. He's still recovering from his operation.

[https://language.nutc.edu.tw/ezfiles/33/1033/img/1370/AttheHospital\\_all.pdf](https://language.nutc.edu.tw/ezfiles/33/1033/img/1370/AttheHospital_all.pdf)  
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Contextualized Content


| Charleston Area Medical Center<br>ABBREVIATIONS <b>APPROVED</b> FOR MEDICAL RECORDS |  |
|---|--|
| Abbreviation  | Meaning                                    |
| <b>A</b>  |  |
| A   | Asian                                      |
| AA  | Alcoholics Anonymous                       |
| AAA   | abdominal aortic aneurysm                  |
| A2  | aortic component of second heart sound     |
| A-aDO2  | alveolar arterial O2 difference of each    |
| AAROM   | active assisted range of motion            |
| AB, ab  | abortion                                   |
| abd   | abdominal                                  |
| abd, gr.  | abdominal girth                            |
| ABG   | arterial blood gas                         |
| ABLA  | acute blood loss anemia                    |
| AC  | acromioclavicular                          |
| ac  | before meals (ante cibum)                  |
| ACE Inhibitor or ACEI   | Angiotensin – converting Enzyme Inhibitors |
| AC joint  | acromioclavicular joint                    |
| ACL   | anterior cruciate ligament                 |
| ACLS  | Advanced Cardiac Life Support              |
| ACS   | Acute Coronary Syndrome                    |
| ACTH  | adrenocorticotrophic hormone               |
| activ.  | activity                                   |
| ACV   | assist control ventilation                 |
| add.  | addiction                                  |
| ADH   | antidiuretic hormone                       |
| ADHF  | acute diastolic heart failure              |
| ADL   | activities of daily living                 |
| ad. lib.  | as desired (ad libitum)                    |
| adm.  | admit, admission                           |
| AE  | Acute exacerbation                         |
| AED   | Automated External Defibrillator           |
| AET   | alternating esotropia                      |
| A-Fib   | atrial fibrillation                        |
| APL   | atrial flutter                             |
| AFO   | ankle foot orthosis                        |
| AFV   | amniotic fluid volume                      |

| Charleston Area Medical Center<br>ABBREVIATIONS <b>APPROVED</b> FOR MEDICAL RECORDS |  |
|---|--|
| Abbreviation  | Meaning                                  |
| IMP, Imp  | Impression                               |
| IMV   | intermittent mandatory ventilation       |
| inf.  | inferior                                 |
| Info  | information                              |
| ing   | Inguinal                                 |
| INH   | isoniazid                                |
| inj   | injury                                   |
| INR   | International Normalized Ratio           |
| INSP  | Inspiratory                              |
| INT   | intermittent                             |
| inter   | intermittently                           |
| I&O   | intake and output                        |
| IOL   | intraocular lens                         |
| IP  | interphalangeal                          |
| IPD   | intermittent peritoneal dialysis         |
| IPAP  | inspired positive airway pressure        |
| IPG   | impedance plethysmography                |
| IPOC  | Interdisciplinary Plan of Care           |
| IPPB  | Intermittent Positive Pressure Breathing |
| IPV   | Intrapulmonary Percussive Ventilation    |
| IR  | internal rotation                        |
| IS  | incentive spirometry                     |
| TSE   | internal spiral electrode                |
| isol  | isolation                                |
| IT  | intrahepatic                             |
| ITP   | Idiopathic Thrombocytopenic Purpura      |
| IUD   | Intrauterine device                      |
| IUFD  | Intrauterine fetal demise, death         |
| IUGR  | Intrauterine growth retardation          |
| IUP   | Intrauterine pregnancy                   |
| IUPC  | Intrauterine pressure catheter           |
| IV  | intravenous                              |
| IVC   | Inferior vena cava                       |
| IVF   | intravenous feeding                      |
| IVH   | intraventricular hemorrhage              |
| IVHA  | intravenous hyperalimentation            |
| IvIg  | Intravenous Immunoglobulin               |
| IVP   | intravenous pyelogram                    |

<http://www.camc.org/documents/patientlink/Abbreviations-List.pdf>

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Contextualized Content

### What is body temperature?

The normal body temperature of a person varies depending on gender, recent activity, food and fluid consumption, time of day, and, in women, the stage of the menstrual cycle. Normal body temperature can range from 97.8 degrees F (or Fahrenheit, equivalent to 36.5 degrees C, or Celsius) to 99 degrees F (37.2 degrees C) for a healthy adult. A person's body temperature can be taken in any of the following ways:


- **Orally.** Temperature can be taken by mouth using either the classic glass thermometer, or the more modern digital thermometers that use an electronic probe to measure body temperature.
- **Rectally.** Temperatures taken rectally (using a glass or digital thermometer) tend to be 0.5 to 0.7 degrees F higher than when taken by mouth.
- **Axillary.** Temperatures can be taken under the arm using a glass or digital thermometer. Temperatures taken by this route tend to be 0.3 to 0.4 degrees F lower than those temperatures taken by mouth.
- **By ear.** A special thermometer can quickly measure the temperature of the ear drum, which reflects the body's core temperature (the temperature of the internal organs).
- **By skin.** A special thermometer can quickly measure the temperature of the skin on the forehead.

Body temperature may be abnormal due to fever (high temperature) or **hypothermia** (low temperature). A fever is indicated when body temperature rises about one degree or more over the normal temperature of 98.6 degrees Fahrenheit, according to the American Academy of Family Physicians. Hypothermia is defined as a drop in body temperature below 95 degrees Fahrenheit.

<https://www.hopkinsmedicine.org/health/conditions-and-diseases/vital-signs-body-temperature-pulse-rate-respiration-rate-blood-pressure>

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## Contextualized Content

### VITAL SIGN FLOW SHEET

| Last Name | First | Initial | Attending Physician | Birthdate   | Client No. |
|-----------|-------|---------|---------------------|---|------------|
|           |       |         |                     |  |            |


  

|   | Blood Pressure | Temperature | Pulse | Weight | Height | Signature / Comments  |
|---|----------------|-------------|-------|--------|--------|---|
| DATE  | B/P            | T           | P     | WT     | H      |   |
|  |                |             |       |        |        |  Signature |
|  |                |             |       |        |        |  Signature |
|  |                |             |       |        |        |  Signature |
|  |                |             |       |        |        |  Signature |
|  |                |             |       |        |        |  Signature |

<https://www.pdfFiller.com/jsfiller-desk11/?requestHash=48c8973b8a527b1724f00cd56e06bf30b50d625632b230fdce706d80e36c9390&et=12f&projectId=557087849#26d774070c94c5f644cd53c47c5fcf9>

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## Workforce Preparation Activities

### Florida Department of Education Curriculum Frameworks for Adult Education

- Critical Thinking
- Teamwork
- Employment
- Self-Management
- Utilizing Resources
- Using Information
- Understanding Systems

Effective July 2020

Florida Department of Education  
Adult General Education  
Curriculum Framework

| ADULT BASIC EDUCATION-READING |                                    |
|-------------------------------|------------------------------------|
| Program Title                 | Adult Basic Education (ABE)        |
| Program Number                | 000000                             |
| Course Title                  | Adult Basic Education Reading      |
| Course Number                 | 000000                             |
| Course Credits                | 0.0000                             |
| Course Number                 | 000000                             |
| Course Credits                | 0.0000                             |
| Grade Level                   | HS-12                              |
| Standard Length               | Three Year Program Length (months) |

**PURPOSE:**  
The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE teachers
- Ensure quality instruction through professional development
- Provide basic skills instruction (21-23) and critical thinking skills to prepare students for the GED Preparation Program (24-26), postsecondary education and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques and ongoing assessment strategies.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

**PROGRAM STRUCTURE**  
ABE is a non-credit course designed to develop literacy skills necessary for students to be successful workers, citizens and family members. A student enrolled in the ABE program may be working a reduction in time or even in the following courses: Mathematics, Language Arts or Reading.


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

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Workforce Preparation Activities

Work with the occupational skills training instructor and/or an employer to determine the workplace skills that are most important for success in the IET and the associated jobs. One useful resource is the Foundation Skills Framework (FSF) Checklist.

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


Foundation Skills Framework Resources (2016). The Pennsylvania State University Institute for the Study of Adult Literacy; retrieved from: <https://www.paadultedresources.org/foundation-skills-framework/>



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Single Set of Learning Objectives

### Determining the IET Single Set of Learning Objectives and Competencies

**Step 1:** Using the information from Template 1A – Finding Contextualized Content. Complete, Template 2 – Single Set of Learning Objectives and Competencies, which will serve as the syllabus for your IET.

**Step 2:** Add the basic skills resources and assessments.

**Step 3:** Formulate your single set of learning objectives and competencies.


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Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State, College of Education. Retrieved from: [https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide\\_Revised3.16.18.pdf](https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf)

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## Single Set of Learning Objectives

Adult Education Teacher: \_\_\_\_\_ Occupational Skills Teacher: \_\_\_\_\_

**Template 2: Determining the IET Single Set of Learning Objectives and Competencies**

| Week # | OST Content & Objectives | Basic Skills Content and Objectives | Workforce Prep Activity | Basic Skills Resources and Activities | Basic Skills Assessments |
|--------|--------------------------|-------------------------------------|-------------------------|---------------------------------------|--------------------------|
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |
|        | •                        | •                                   |                         | •                                     | •                        |


**Step 1**

**Step 2**

| IET Single Set of Learning Objectives: | Competencies |
|--|--------------|
|  |              |
|  |              |
|  |              |
|  |              |

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## Single Set of Learning Objectives

### Determining the IET Single Set of Learning Objectives and Competencies


**Step 1**

**Step 2**

| Week # | OST Content & Objectives  | Basic Skills Content and Objectives   | Workforce Prep Activity  | Basic Skills Resources and Activities | Basic Skills Assessments |
|--------|---|---|--|---------------------------------------|--------------------------|
| 4      | <ul style="list-style-type: none"> <li>Understanding the different vital signs</li> </ul>   | <ul style="list-style-type: none"> <li>Math: Number System, units of measurement</li> <li>ELA: Finding key terms; writing notes; learning vocabulary</li> </ul> | Exemplify basic professional standards of healthcare workers as they apply to language |                                       |                          |
| 5      | <ul style="list-style-type: none"> <li>Measuring and describing patient's temperature</li> <li>Measuring and describing a patient's blood pressure</li> </ul> | <ul style="list-style-type: none"> <li>Math: Units of measurement, decimals</li> <li>Adjectives, writing descriptive sentences</li> </ul>                       | Writing clearly and concisely  |                                       |                          |

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Retrieved from: [https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide\\_Revised3.16.18.pdf](https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf)

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Single Set of Learning Objectives


### Determining the IET Single Set of Learning Objectives and Competencies


**Step 3**

| IET Single Set of Learning Objectives: | Competencies |
|--|--------------|
|  |              |
|  |              |

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## QUICK EXERCISE: CULINARY ARTS

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Practice

2020 – 2021

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Culinary Arts

**Career Cluster:** Hospitality & Tourism

**CCC**

|                            |   |
|----------------------------|---|
| CIP Number                 | 0612050301  |
| Program Type               | College Credit Certificate (CCC)  |
| Program Length             | 35 credit hours   |
| CTSO                       | SkillsUSA   |
| SOC Codes (all applicable) | 35-1011 – Chefs and Head Cooks<br>35-1012 – First Line Supervisors of Food Preparation and Serving Workers<br>35-2014 – Cooks, Restaurant   |
| CTE Program Resources      | <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml</a> |

**Purpose**

This certificate program is part of the Culinary Management (60) AS degree program 1612050401.

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).


This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

- Browse through the Culinary Arts Curriculum Framework.
- Identify standards that require critical basic skills that can be strengthened through adult education (ESOL/ABE/GED)


<http://www.fldoe.org/core/fileparse.php/19869/urlt/0612050301-2021.rtf>

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Key Takeaways

## What basic skills are critical for future culinary arts students?



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Thank You



**www.floridaipdae.org**

**Thank you for your participation!**  
**See you at Session 2!**

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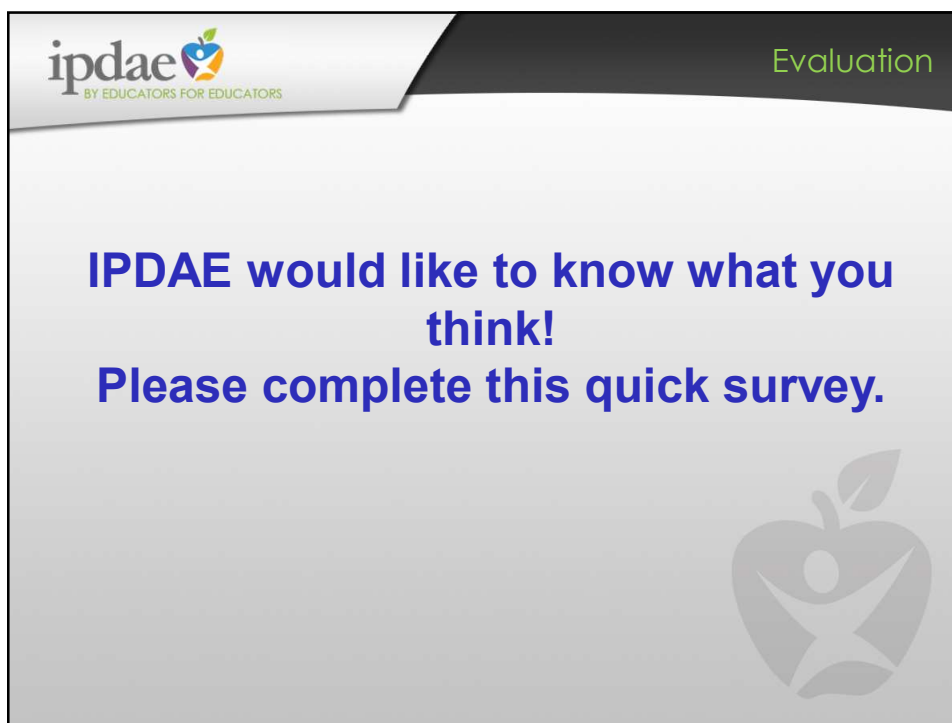
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