

Developing Single Set of Learning Objectives for IET

A Guide for Curriculum Development



Workbook

Institute for the Professional Development of Adult Educators
2020

A FOCUS ON VOCABULARY, COMPREHENSION AND PROBLEM-SOLVING

Developing Single Set of Learning Objectives for IET

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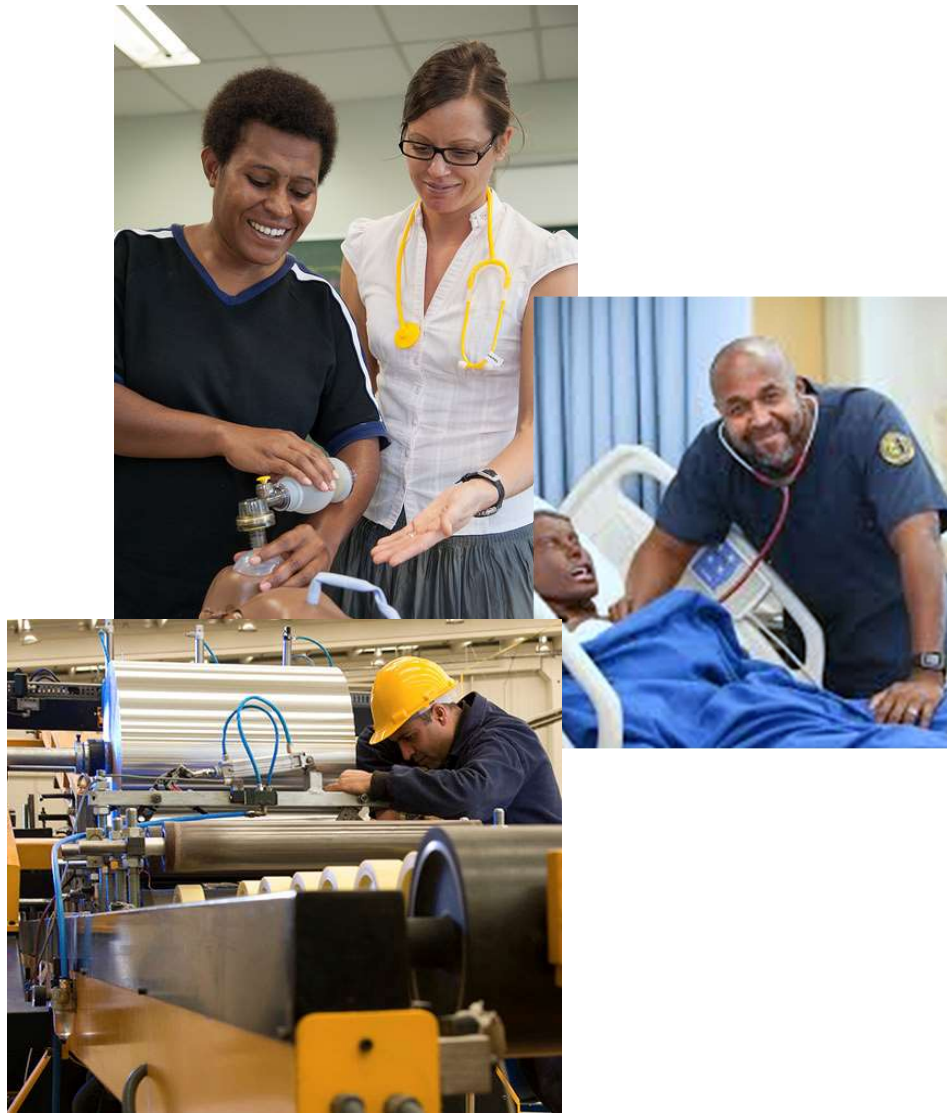
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Webinar Agenda

- 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

Developing Single Set of Learning Objectives for IET



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.

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

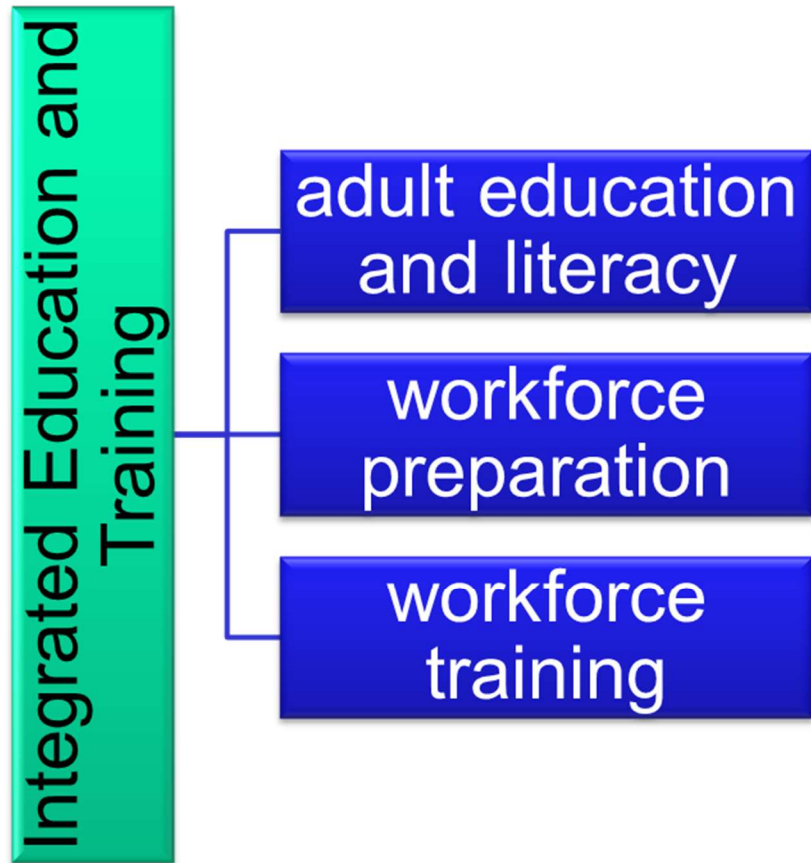
Why is IET Important?

- 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

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.”*

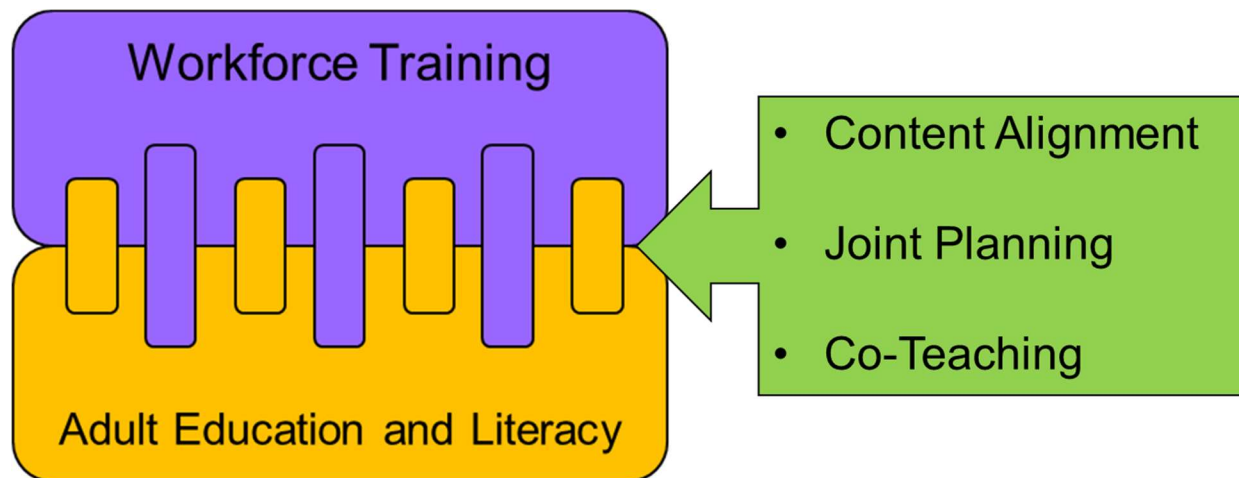
*Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

IET Components



Types of IET Integration

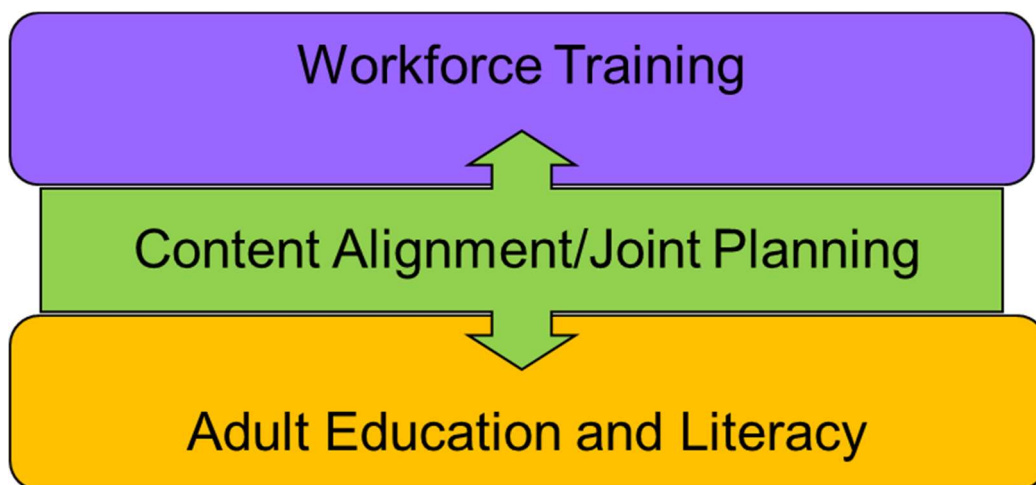
Fully-integrated instruction often pairs an occupational skills instructor with a basic skills instructor within the classroom in order to provide a cohesive presentation of both the basic skills and the occupational content.



While WIOA specifies that adult education and literacy activities exist in tandem with workforce preparation activities and workforce training, what this looks like in reality can vary from classroom to classroom, and program to program. Ideally, IET programs are able to either fully-integrate or partially-integrate the ABE curriculum with occupational skills training curriculum.

The first type of IET implementation is 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. One of the most well-known IET programs in the U.S. is Washington state's Integrated Basic Education and Skills Training (I-BEST) program. While some consider fully-integrated models to be the gold standard, they are costly and require extensive coordination and training.

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.



Getting Started with IET

As you think about planning the basic skills component of an IET, it is important to identify a single set of learning objectives for the IET and desired competencies. Below are some questions to use as a starting point; others may emerge during the planning process. These questions will help you think about the student population being served, the basic skills that will be needed, and whether the occupational skills training being considered is appropriate for the targeted students that might enroll.

Below are some questions that are important to consider when thinking about starting an IET program.

- 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?

The next page shows a document tool you can use when getting started with IET. Please note that all templates are found in the Appendix Section of this workbook.

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:				

Identifying Basic Skills Content

Once the instructors have established that the identified OST aligns with the targeted student population's skills, work with the OST instructor to identify content that needs to be addressed in the basic skills component. There are 3 steps in this process. To assist in this process, a template is available on the next page.

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.

Example:

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.
--

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

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.)

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

Template 1: Identifying Basic Skills Content

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic/ESL Skills Needed (All skill areas may not need to be addressed.)
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep;

Finding Contextualized Content

IET programs use a contextualized approach to teach the basic skills needed to learn the occupational skill.

Example:

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


Template 1A was created from Template 1 to include the Contextualized Activity Column. Step 1 (blue section of template) was the same information from the previous example.

Template 1A - Identifying Basic Skills and Contextualized Content

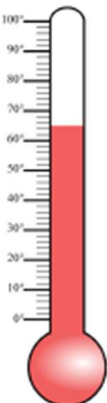
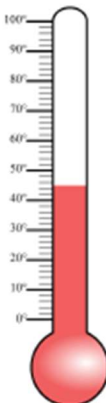
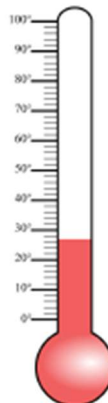
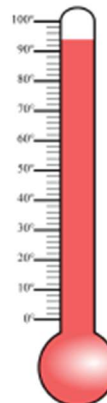
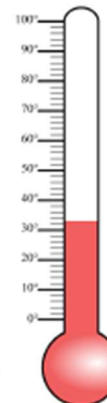
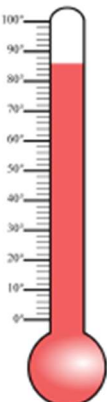
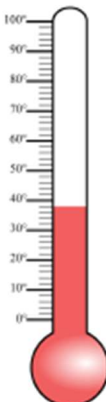
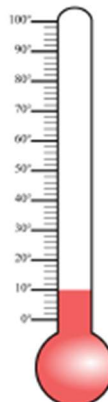
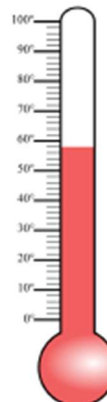
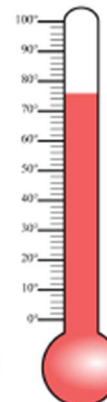
Occupational Skills Training		Adult Basic Education/ESL	
Unit/Lesson/ Page	Content Knowledge Needed	Basic/ESL Skills Needed (All skill areas may not need to be addressed.)	Contextualized Activity
		Math:	
		ELA:	
		Workforce Prep:	
		Math:	
		ELA:	
		Workforce Prep:	
		Math:	
		ELA:	
		Workforce Prep:	
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		Math:	
		ELA:	
		Workforce Prep:	

Contextualized Content in Mathematics

The worksheet below is an examples of contextualized content that can be used in the Adult Education classroom to promote basic skills critical to the practical nursing program (in this case many other programs). These worksheets teach students how to read measurements from thermometers. These worksheets were taken from <https://www.commoncoresheets.com/SpecificLink.php?Path=Math/Temperature/Reading%20Thermometer>.

 **Reading a thermometer** Name: _____

Determine what temperature each thermometer shows.

 1) _____	 2) _____	 3) _____	 4) _____	 5) _____
 6) _____	 7) _____	 8) _____	 9) _____	 10) _____

Answers

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Math www.CommonCoreSheets.com 1

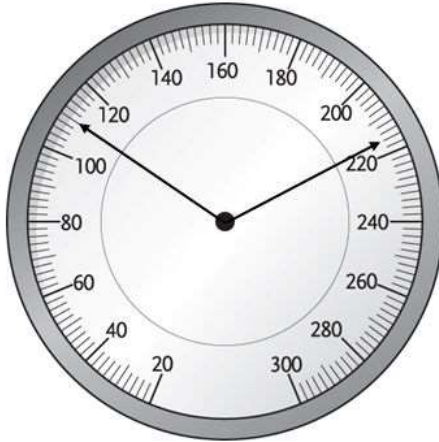
1-10 90 80 70 60 50 40 30 20 10 0

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

13 Vital Signs

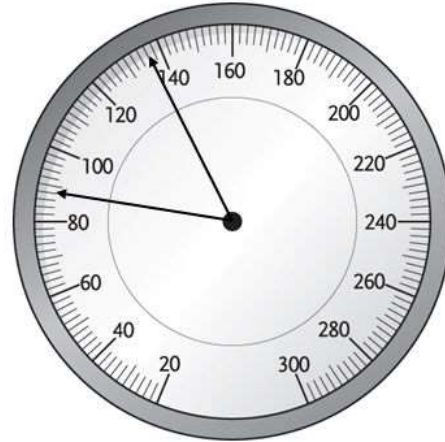
Handout 13-2: Blood Pressure Worksheet

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>

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>

Contextualized Content in English Language Arts

Below is an example of contextualized content in English Language Arts.

At the Hospital

Vocabulary

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

Charleston Area Medical Center
ABBREVIATIONS **APPROVED** FOR MEDICAL RECORDS

Abbreviation	Meaning
A	
A	Asian
AA	Alcoholics Anonymous
AAA	abdominal aortic aneurysm
A2	aortic component of second heart sound
A-aDO ₂	alveolar arterial O ₂ 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	acromo-clavicular
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
AFL	atrial flutter
AFO	ankle foot orthosis
AFV	amniotic fluid volume

Charleston Area Medical Center
ABBREVIATIONS APPROVED 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
ISE	internal spiral electrode
isol	isolation
IT	intrathecal
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>

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>

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=l2f&projectId=557087849#f26d774070c94c5f644cd53c47c5fcf9>

Workforce Preparation Activities

Florida Department of Education Curriculum Frameworks for Adult Education

In terms of workforce preparation activities, there are plenty of resources adult and CTE instructors can use. Workplace Preparation Activities are already incorporated in the adult education curricular frameworks.

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.

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.

Understanding 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.

Adult curricular frameworks can be downloaded from the Florida Department of Education website: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-frameworko.stml>

Foundation Skills Framework (FSF) Checklist

For more specific or granular workforce preparation activities, teachers can use the Foundation Skills Framework (FSF) Checklist, downloadable from <https://www.paadultedresources.org/foundation-skills-framework>. This checklist was developed by Pennsylvania State University Institute for the Study of Adult Literacy in 2016.



The next page shows a sample listing of writing competencies under the Foundation Skills Framework (FSF).

Writes Clearly and Concisely

Skills needed to communicate in writing work-related information and ideas for various audiences and purposes such as to write accurate and complete messages, and complete documents or forms.

W 2.1 Applies principles of Standard English language usage, grammar, mechanics, and spelling in written work

- ☐ Correctly uses capital letters and marks of punctuation
- ☐ Correctly spells familiar words
- ☐ Approximates spelling of unfamiliar words
- ☐ Applies Standard English usage for verbs and pronouns
- ☐ Recognizes audience

W 2.2 Demonstrates knowledge of basic writing concepts

- ☐ Identifies various purposes for writing
- ☐ Identifies various audiences for written work
- ☐ Identifies procedures for producing final documents (e.g., pre-writing, drafting, and revising)
- ☐ Uses appropriate writing style for audience and purpose
- ☐ Writes a variety of complete simple sentences
- ☐ Writes variety of complete compound sentences
- ☐ Writes simple, organized paragraphs
- ☐ Uses descriptive language to convey shades of meaning
- ☐ Writes complex paragraphs, including stated and implied main ideas and details
- ☐ Applies basic organization and structure for clarity and accuracy

W 2.3 Demonstrates knowledge of concepts about writing in a variety of situations

- ☐ Analyzes audience and purpose for writing and applies appropriate style
- ☐ Writes accurate notes and messages for different audiences
- ☐ Completes simple documents and forms completely and accurately
- ☐ Completes complex documents and forms completely and accurately
- ☐ Writes accurate and complete reports, including relevant and important details

W 2.4 Uses proofreading skills to correct written work

- ☐ Recognizes and corrects errors in specific language conventions (e.g., subject-verb agreement)
- ☐ Recognizes and corrects errors in grammar, syntax, punctuation, and spelling
- ☐ Proofreads and uses appropriate resources to correct errors
- ☐ Revises materials to be concise, clear, and consistent

For a complete set of competencies, download the Foundational Skills Framework Resource Guide by visiting: <https://www.paadultedresources.org/wp-content/uploads/2016/05/Foundation-Skills-Resources-Guide.pdf>

Determining the IET Single Set of Learning Objectives and Competencies

The last stage in IET curriculum development is determining the IET single set of learning objectives and competencies. Below are the steps in this process. Template 2: IET Single Set of Learning Objectives and Competencies has been developed to assist you completing this stage. Please note that this template is also included in the Appendix Section of this workbook.

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.

Below is an example from the Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State, College of Education, https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf

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

Step 3







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"> Understanding the different vital signs 	<ul style="list-style-type: none"> Math: Number System, units of measurement ELA: Finding key terms; writing notes; learning vocabulary 	Exemplify basic professional standards of healthcare workers as they apply to language	<ul style="list-style-type: none"> Numbers and measurements in practical nursing Reading descriptive texts Common nursing vocabulary to use in interviews, cover letter and resume 	<ul style="list-style-type: none"> Classifying numbers Comprehension questions on vital signs text Basic medical vocabulary quiz
5	<ul style="list-style-type: none"> Measuring and describing patient's temperature Measuring and describing a patient's blood pressure 	<ul style="list-style-type: none"> Math: Units of measurement, decimals Adjectives, writing descriptive sentences 	Writing clearly and concisely	<ul style="list-style-type: none"> Reading thermometer and sphygmomanometer measurements Lesson on writing descriptive sentences Using acronyms and proper abbreviations 	<ul style="list-style-type: none"> Thermometer reading worksheet Completing vital signs flow sheet Basic medical abbreviations quiz

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
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•

IET Single Set of Learning Objectives:	Competencies
	
	
	
	

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 35-1012 – First Line Supervisors of Food Preparation and Serving Workers 35-2014 – Cooks, Restaurant
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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.

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

- Browse through the Culinary Arts Curriculum Framework.
- Identify standards that require critical basic skills that can be strengthened through adult education (ESOL/ABE/GED)
- What basic skills are critical for future culinary arts students?