

	CCD Foundational Skills
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WIOA TRANSITIONS	2016
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Lesson Schedule & Plans	
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<i>College in Colorado</i>	
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<i>Community College of Denver Course Book</i>	
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<i>Advance Colorado</i>	
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<i>Colorado Sector Partnerships</i>	
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2016 SOCIAL STUDIES CALENDAR

JANUARY	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 01.04 - 01.08		
Week of 01.11 - 01.15		
Week of 01.18 - 01.22		
Week of 01.25 - 01.29		

FEBRUARY	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 02.01 - 02.05		
Week of 02.08 - 02.12	<u>COLLEGE IN COLORADO - INTEREST PROFILER</u>	
Week of 02.15 - 02.19		
Week of 02.22 - 02.26	<u>COLLEGE IN COLORADO - BASIC SKILLS SURVEY</u>	
Week of 02.29 - 03.04		

M A R C H	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 03.07 - 03.11</i>	<u>COLLEGE IN COLORADO - BASIC SKILLS SURVEY</u>	
<i>Week of 03.14 - 03.18</i>	<u>COLLEGE IN COLORADO - WORK VALUES SORTER</u>	
<i>Week of 03.21 - 03.25</i>	SPRING BREAK	
<i>Week of 03.28 - 04.01</i>	<u>COLLEGE IN COLORADO - CAREER CLUSTER</u>	
	JOB SEARCH WRITING, STECK-VAUGN PRE-GED WRITING, PAGES 96 - 110	

A P R I L	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 04.04 - 04.08</i>	<u>COLLEGE IN COLORADO - INTEREST PROFILER</u>	
<i>Week of 04.11 - 04.15</i>	<u>COLLEGE IN COLORADO - BASIC SKILLS SURVEY</u>	
<i>Week of 04.18 - 04.22</i>	<u>COLLEGE IN COLORADO - WORK VALUES SORTER</u>	
<i>Week of 04.25 - 04.29</i>	<u>COLLEGE IN COLORADO - CAREER CLUSTER</u>	
	JOB SEARCH WRITING, STECK-VAUGN PRE-GED WRITING, PAGES 96 - 110	

M A Y	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 05.02 - 05.06</i>	<u>COLLEGE IN COLORADO - INTEREST PROFILER</u>	
<i>Week of 05.09 - 05.13</i>	<u>COLLEGE IN COLORADO - BASIC SKILLS SURVEY</u>	
<i>Week of 05.16 - 05.20</i>	<u>COLLEGE IN COLORADO - WORK VALUES SORTER</u>	
<i>Week of 05.23 - 05.27</i>	<u>COLLEGE IN COLORADO - CAREER CLUSTER</u>	
<i>Week of 05.30 - 06.03</i>	MEMORIAL BREAK	
	JOB SEARCH WRITING, STECK-VAUGN PRE-GED WRITING, PAGES 96 - 110	
J U N E	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 06.06 - 06.10</i>		
<i>Week of 06.13 - 06.17</i>		
<i>Week of 06.20 - 06.24</i>		
<i>Week of 06.27 - 07.01</i>		

J U L Y	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 07.04 - 07.08		
Week of 07.11 - 07.15		
Week of 07.18 - 07.22		
Week of 07.25 - 07.29		

A U G U S T	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 08.01 - 08.05		
Week of 08.08 - 08.12		
Week of 08.15 - 08.19		
Week of 08.22 - 08.26		
Week of 08.29 - 09.02		

<i>S E P T E M B E R</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 09.05 - 09.09</i>		
<i>Week of 09.12 - 09.16</i>		
<i>Week of 09.19 - 09.23</i>		
<i>Week of 09.26 - 09.30</i>		

<i>O C T O B E R</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 10.03 - 10.07</i>		
<i>Week of 10.10 - 10.14</i>		
<i>Week of 10.17 - 10.21</i>		
<i>Week of 10.24 - 10.28</i>		
<i>Week of 10.31 - 11.04</i>		

<i>N O V E M B E R</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 11.07 - 11.11</i>		
<i>Week of 11.14 - 11.18</i>		
<i>Week of 11.21 - 11.25</i>		
<i>Week of 11.28 - 12.02</i>		

<i>D E C E M B E R</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 12.05 - 12.09</i>		
<i>Week of 12.12 - 12.16</i>		
<i>Week of 12.19 - 12.23</i>		
<i>Week of 12.26 - 12.30</i>		

ADDITIONAL LESSONS

[COLLEGE IN COLORADO - INTEREST PROFILER](#)
[COLLEGE IN COLORADO - BASIC SKILLS SURVEY](#)
[COLLEGE IN COLORADO - WORK VALUES SORTER](#)
[COLLEGE IN COLORADO - CAREER CLUSTER](#)
[ADVANCE COLORADO - 01](#)
[ADVANCE COLORADO - 02](#)
[ADVANCE COLORADO - 03](#)

WIOA Transition*MATERIALS*

○

WIOA INDICATORS

- 5.2 Contextualized Instruction in a career path
- 5.3 Activities and Instruction in place to support workforce preparation

CCR 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.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

○

KEY CONCEPT

○

VOCABULARY

Tier 2 | ○

Tier 3 | ○

Test Words | ○

INTERACTIVE STRATEGY

○

WRITING TOPIC

○

*WRITING PRACTICE***College in Colorado**BEFORE LESSONwww.CollegeInColorado.orgGUIDED PRACTICE

- Interest Profiler
- Basic Skills Survey
- Work Values Sorter
- Career Cluster

CORE SKILLEXTENSIONLESSON REVIEW

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WIOA TRANSITION

MATERIALS

○

WIOA INDICATORS

- 5.4 Needs of local employer's / industries are integrated into program design and delivery

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 10 Read and comprehend complex literary and informational texts independently and proficiently.

OBJECTIVES

- Explain text features and graphics and their purpose
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KEY CONCEPT

- Magazine and newspaper articles provide current information about events and other topics

VOCABULARY (REAL-LIFE)

Tier 2	<ul style="list-style-type: none"> ○ Caption ○ Graph ○ Heading ○ Visual
Tier 3	<ul style="list-style-type: none"> ○ Byline ○ Legend
Test Words	<ul style="list-style-type: none"> ○ Summarize

Advance Colorado - 1

BEFORE LESSON

www.AdvanceColorado.com/

GUIDED PRACTICE

Key Industries → Summary (one-job-description)

CORE SKILL

Analyze Text Structure

Explain to students that each text has a specific structure that depends on the purpose of the text. Use an online or paper magazine or newspaper article to point out text structure by pointing to titles, headings, subheadings, captions, and other structural features. Have students work in pairs to choose their own article and discuss its text structure.

Summarize Information

Tell students that to summarize is to say or write a brief statement of a text's main points. Supply students with a brief memo, such as a portion of the one found here:

<http://owl.english.purdue.edu/owl/resource/590/04/>. Work with students to underline key points in the first paragraph and summarize it on the board. **Sample summary:** *The fall clothing line needs realignment based on current young adult TV and fashion preferences. The company should engage in more online marketing.*

EXTENSION

Summarize Information

Explain to students that when they summarize a piece of writing, they look for the main points. Writing a summary is a way to understand the text. Refer to the job description for an administrative assistant on page 40. Guide students to see that the job description is a summary of a job's duties. Have students check each other's work. Remind them to write their summaries in their own words, except for any quotations they might include.

LESSON REVIEW

Write To Learn

Remind students that summarizing means retelling the main points in their own words. Have them jot down notes as they reread the article

INTERACTIVE STRATEGY

- Magnet Summaries

WRITING TOPIC

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WRITING PRACTICE

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and use those notes to write their summaries. Then have students read their summaries to a partner. Listeners should check to make sure the speaker uses the main ideas of the headings in the summary.

*WIOA TRANSITION**MATERIALS*

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WIOA INDICATORS

- 5.5 Integrated basic education with career training

CCR STANDARDS

- 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.

OBJECTIVES

- Read magazine and newspaper articles to gain information
- Evaluate the effectiveness of arguments
- Identify an author's assumptions and beliefs

KEY CONCEPT

- A website is a collection of web pages that give information about a topic

VOCABULARY (CREATE A SENTENCE)

<i>Tier 2</i>	<ul style="list-style-type: none"> ○ Reference Source ○ Reliability ○ Scanning
<i>Tier 3</i>	<ul style="list-style-type: none"> ○ Internet ○ Key Word ○ Margin
<i>Test Words</i>	<ul style="list-style-type: none"> ○ Synthesis

*INTERACTIVE STRATEGY***Advance Colorado - 2***BEFORE LESSON*

www.AdvanceColorado.com/

*GUIDED PRACTICE***Key Industries → Current News / Editorials***CORE SKILL***Evaluate Arguments**

Explain to students that an argument is a reason given by a writer or speaker of why someone should do something. For example, an ad for a tire store might present an argument that their tires are better than other tires. It is up to the reader to evaluate whether the source of the information is reliable. Discuss with students the kinds of ads they think have reliable information, and ask them to explain their reasons.

Analyze Word Choice

Point out to students that writers can support their writing with factual information. Remind students that facts can be proven but opinions cannot. Give students an example of a car ad that says, "The car gets 40 miles to the gallon and gives the smoothest ride you'll ever have." Ask students to identify the fact (the car gets 40 miles to the gallon) and the opinion (it gives the smoothest ride you'll ever have) in the sentence. Discuss what makes one a fact and the other an opinion. (The car's mileage is provable, but no one can prove that a ride is the smoothest ever.)

*EXTENSION***Distinguish Key Words**

Ask students to think of a topic they would like to investigate on the Internet. Then have them each write a list of possible search words that they think will lead them to information about the topic. Have students do the searches and refine their search words. Have them continue to do this until they find three or four reliable sites

Digital Publications

Tell students that digital publishing has drastically changed the way people receive their news. Instead of listening to the radio, watching the nightly news on TV, or waiting until the next day for a paper newspaper to arrive, people can now access news 24 hours a day online. Work with students to locate articles about an appropriate current event.

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WRITING TOPIC

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WRITING PRACTICE

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Encourage them to study the length, features, and information in the articles they are comparing. Have volunteers present their comparisons to the class.

LESSON REVIEW

WIOA TRANSITION	Advance Colorado - 3
MATERIALS ◦	BEFORE LESSON
WIOA INDICATORS ◦	GUIDED PRACTICE
CCR STANDARDS ◦	Key Industries → Connecting Colorado
OBJECTIVES ◦	CORE SKILL
KEY CONCEPT ◦	EXTENSION
VOCABULARY Tier 2 ◦	LESSON REVIEW
Tier 3 ◦	
Test Words ◦	
INTERACTIVE STRATEGY ◦	
WRITING TOPIC ◦	
WRITING PRACTICE ◦	

WIOA TRANSITION	
MATERIALS	BEFORE LESSON
◦	
WIOA INDICATORS	GUIDED PRACTICE
◦ 6.12 Coordinate with other education, training, and social service resources in the community	Key Industries → Connecting Colorado → Course Book
CCR STANDARDS	CORE SKILL
◦	
OBJECTIVES	EXTENSION
◦	
KEY CONCEPT	LESSON REVIEW
◦	
VOCABULARY	
Tier 2 ◦	
Tier 3 ◦	
Test Words ◦	
INTERACTIVE STRATEGY	
◦	
WRITING TOPIC	
◦	
WRITING PRACTICE	
◦	