

These suggested lesson plans list resources by applied academic skills, presented within various workplace contexts (contextualized/ integrated instruction).

College and Career Readiness:

* Reading Anchors and Standards, Mathematics Domains and Standards are listed for each skill.
* CCRS levels are indicated for the skill examples and practices. Use these to work with the multi-level classroom.
	+ CCRS level B is leveled to TABE level E
	+ CCRS level C is leveled to TABE level M
	+ CCRS level D is leveled to TABE level D
	+ CCRS level E is leveled to TABE level A

Lesson sections:

* *Introduce Skill/ Build Background*- provides skill summary and introduction.
* *Skill Examples*- provides examples of problems that apply the targeted skills and explains how to solve them.
* *Skill Practice*- provides practice problems that apply the targeted skill including in additional workplace scenarios, along with additional resources.
* *ELL Strategy*- provides suggestions for supporting the lesson for students learning English.
* *Extend Contextual Learning*- includes industry-specific or career-specific strategies in contextualized practice.
* *Performance Assessment*- work-related word problems are listed for each skill/ topic.

**Reading Skills**

Read and understand information in workplace documents/ Identify main idea and details 2

Read and understand information in workplace documents/ Identify details that are not clearly stated 3

Follow instructions from workplace documents/ Understand and apply basic and multi-step instructions 4

Follow instructions from workplace documents/ Apply instructions to unique situations 5

Define and use words in the workplace/ Determine the meaning of new words 6

Define and use words in the workplace/ Understand unique words and acronyms 7

Define and use words in the workplace/ Understand and apply technical terms and jargon 8

Understand and follow policies and procedures in workplace documents/ Apply workplace policies and procedures 9

Understand and follow policies and procedures in workplace documents/ Understand the rationale behind

 workplace policies 10

Locate and compare information in graphics / Find information in workplace graphics 11

Locate and compare information in graphics / Enter information into workplace graphics 12

Analyze trends in workplace graphics/ Identify trends in workplace graphics 13

Analyze trends in workplace graphics/ Compare trends in workplace graphics 14

Use information from workplace graphics/ Summarize information in workplace graphics 15

Use information from workplace graphics/ Make decisions based on workplace graphics 16

**Mathematics Skills**

Perform basic arithmetic calculations to solve workplace problems/ Solve problems with whole numbers and

negative numbers 17

Perform basic arithmetic calculations to solve workplace problems/ Use fractions, decimals, and percentages to

solve workplace problems 18

Apply computations to solve workplace problems/ Use general problem solving 19

Apply computations to solve workplace problems/ Solve problems in geometry 20

Solve measurement problems / Calculate with conversions and formulas 21

Solve measurement problems/ Manipulate formulas to solve problems 22

Make spending decisions to solve workplace problems / Calculate costs and discounts 23

Make spending decisions to solve workplace problems/ Make consumer comparisons 24

Resources 25

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| **Topic** | Read and understand information in workplace documents |
| **Skill** | Identify main idea and details |
| **CCR Standards** | Reading Anchor 2: RI.4.2, RI.6.2, RI.9-10.2, RL.6.2, RL.9-10.2, RST.6-8.2, RST.11-12.2 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 10-11Workplace Skills: Reading for Information Teacher’s Edition, pp. 9, 11, handout- p. 22 |
| **Introduce Skill/****Build Background** | Workplace Skills: Reading for Information Teacher’s Edition, p.9:In a work-related memo or e-mail, locate the main idea (often found in the heading or topic sentence) and the details, and record them on the handout (p.22).  |
| Additional introductions: Workplace Skills: Reading for Information Teacher’s Edition, p.11Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 10-11 |
| **Skill Examples** | Workplace Skills: Basic Skills for the Workplace, pp.4-5 *(CCRS B)* :Tips to find main idea include how the details relate to each other, what unites the details, and rereading a document to confirm choice of main idea. |
| Additional Skill Examples: Workplace Skills: Reading for Information pp.2-3 *(CCRS C),*  pp. 52-53 *(CCRS D)* |
| **Skill Practice** | Career Companion Series: pp. 42-43 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 6-11, 14-19 *(CCRS B)*Workplace Skills: Reading for Information Lesson 1 -pp. 5-9 (*CCRS C),* Lesson 6 -pp. 54-59 (*CCRS D)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 1-pp.2-3; Lesson 2- pp. 4-7 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Reading Literary Text- Lesson 1-pp. 2-5 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Earth & Space Science- Lesson 1-pp. 2-5 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Life Science- Lesson 2- pp. 6-7 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Physical Science- Lesson 1- pp. 2-3 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Civics & Government- Lesson 1- pp. 2-5 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Economics- Lesson 6- pp. 18-19 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: U. S. History- Lesson 1- pp. 2-5 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Geography & the World- Lesson 1-pp. 2-3 *(CCRS C,D,E)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 10: Use a web diagram with the main idea in the middle and details around for memo on page 7 of text |
| Additional ELL Strategy: Workplace Skills: Reading for Information Teacher’s Edition, p. 9 |
| **Extend Contextual Learning** | Workplace Skills: Reading for Information Teacher’s Edition, p. 11: Employees in the transportation field market and sell transportation services to new and existing customers, such as items 3 & 4 on page 55 of text. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 10-11 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 44-49 (1-6)Workplace Skills: Reading for Information pp. 42-51 (9, 10, 15, 16); 84-93 (1-4) |

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| **Topic** | Read and understand information in workplace documents |
| **Skill** | Identify details that are not clearly stated |
| **CCR Standards** | Reading Anchor 2: RI.4.2, RI.6.2, RI.9-10.2, RL.6.2, RL.9-10.2, RST.6-8.2, RST.11-12.2 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 11Workplace Skills: Reading for Information Teacher’s Edition, pp. 11, 16 |
| **Introduce Skill** | Workplace Skills: Reading for Information Teacher’s Edition, p. 11: Writers of e-mails and memos expect that employees have the knowledge and experience to “read between the lines” to understand certain details that are implied. |
| Additional introductions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 11; Workplace Skills: Reading for Information Teacher’s Edition, p. 16 |
| **Skill Examples** | Workplace Skills: Basic Skills for the Workplace pp. 12-13 Supporting evidence includes statistics, facts, examples, or reasons.  *(CCRS B)* |
| Additional Skill Examples: Workplace Skills: Reading for Information-pp.52-53 *(CCRS D);* 152-153 *(CCRS E)* |
| **Skill Practice** | Career Companion Series-pp. 44-45 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 14-19 *(CCRS B)*Workplace Skills: Reading for Information Lesson 6-pp. 54-59 *(CCRS D)*, Lesson 16- pp. 154-159 *(CCRS E)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 1-pp.2-3; Lesson 2- pp. 4-7 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 11: Ask students to identify details about various items in an office such as the desk. |
| **Extend Contextual Learning** | Workplace Skills: Reading for Information Teacher’s Edition, p. 11: A worker in the Architecture & Construction fields must be able to read, understand, and follow industry rules and guidelines that may not be directly stated. |
| Additional Extensions: Workplace Skills: Reading for Information Teacher’s Edition, p. 16;Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 11 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 44-49 (4-6)Workplace Skills: Reading for Information pp. 42-51 (1-4); 208-216 (1,2) |

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| **Topic** | Follow instructions from workplace documents |
| **Skill** | Understand and apply basic and multi-step instructions |
| **CCR Standards** | Reading Anchor 3: RI.4.3, RI.8.3, RI.11-12.3, RST.6-8.3, RST 9-10.3 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.14Workplace Skills: Reading for Information Teacher’s Edition, pp. 10-12, handout p. 23 |
| **Introduce Skill** | Workplace Skills: Reading for Information Teacher’s Edition, p.11:Workplace procedures are written so that employees have standardized instructions for carrying out specific tasks, allowing for work safety and efficiency.  |
| Additional introductions: Workplace Skills: Reading for Information Teacher’s Edition, pp. 10, 12; Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.14 |
| **Skill Examples** | Workplace Skills: Basic Skills for the Workplace- pp.36-37 *(CCRS B)*:Workplace instructions often include dates and times of events that help identify the order in which to perform tasks. |
| Additional Skill Examples: Workplace Skills: Reading for Information-pp. 26-27 *(CCRS C)*:; 34-35 *(CCRS C)*:; 68-69 *(CCRS D)* |
| **Skill Practice** | Career Companion Series PP. 46-47 *(CCRS C, D*)Workplace Skills: Basic Skills for the Workplace pp. 36-43 *(CCRS B)*Workplace Skills: Reading for Information Lesson 4-pp.28-33 *(CCRS C)*: Lesson 5-pp.36-41*(CCRS C)* : Lesson 8- pp, 70-75 *(CCRS D)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 6- pp.20-21, Lesson 7-pp. 22-25 *(CCRS C, D, E*)College and Career Readiness Practice Workbook: Earth & Space Science- Lesson 3- pp. 8-11 *(CCRS C, D, E*)College and Career Readiness Practice Workbook: U. S. History- Lesson 2- pp. 6-9 *(CCRS C, D, E*)College and Career Readiness Practice Workbook: Geography & the World- Lesson 4- pp. 12-15 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Reading for Information Teacher’s Edition, p.11:Use a multi- year calendar to help clarify sequence for the activity on page 35 of the student text. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.14 |
| **Extend Contextual Learning** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.14:Childcare workers must follow schedules to make sure that children complete activities in the proper order. Have students write a list of activities for children to complete using time-order words. |
| Additional Extensions: Workplace Skills: Reading for Information Teacher’s Edition, pp.10, 12 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp.44-49 (13-15)Workplace Skills: Reading for Information- pp.42-50 (5-8, 13, 14), 84-92 (11-14) |

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| **Topic** | Follow instructions from workplace documents |
| **Skill** | Apply instructions to unique situations |
| **CCR Standards** | Reading Anchor 3: RI.4.3, RI.8.3, RI.11-12.3, RST.6-8.3, RST 9-10.3 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 16-17, 19Workplace Skills: Reading for Information Teacher’s Edition, pp. 15-16, 18, handout p.24 |
| **Introduce Skill** | Workplace Skills: Reading for Information Teacher’s Edition, p.16:To be successful at most jobs, it is important to understand conditionals that dictate the next steps when following instructions. A vehicle mechanic may discover during a tune-up that additional repairs are required. This would affect the next step he or she follows. |
| Additional introductions: Workplace Skills: Reading for Information Teacher’s Edition, pp.15, 18; Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 16, 17, 19 |
| **Skill Examples** | Workplace Skills: Reading for Information- pp. 126-127 *(CCRS D)*:When reading a workplace directive, number the steps as a way to apply the instructions to a given situation. |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace pp. 58-59 *(CCRS B)*; pp.66-67 *(CCRS B)*; pp. 82-83 *(CCRS B)*; Workplace Skills: Reading for Information- pp.134-135 *(CCRS D)*, 176-177 *(CCRS E)* |
| **Skill Practice** | Career Companion Series pp. 47-49 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 60-65 *(CCRS B)*; pp. 68-73 *(CCRS B)*; pp. 84-89 *(CCRS B)*; Workplace Skills: Reading for Information Lesson 14-pp.128-133 *(CCRS D)* , Lesson 15- pp.136-141 *(CCRS D)*, Lesson 19- pp.178-183 *(CCRS E)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 6- pp. 20-21, Lesson 7- p. 22-25 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Earth & Space Science- Lesson 4- pp. 12-15, Lesson 8- pp. 28-31 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Life Science- Lesson 8- pp. 28-31 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Physical Science- Lesson 8- pp. 28-31 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Reading for Information Teacher’s Edition, p. 16:Talk about “if - then” statements, showing how these statements ae similar in structure to “Cause- effect” statements. Write an “if-then” statement and annotate it with arrows and circled text to show the connections visually. |
| Additional ELL Strategy: Workplace Skills: Reading for Information Teacher’s Edition, p. 18; Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 16, 17, 19 |
| **Extend Contextual Learning** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 16:Careers in government, such as an environmental health inspector, often involve cause-and –effect scenarios. If a health inspector gives a restaurant a warning, the effect will either be an effort to improve or closure. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 17, 19; Workplace Skills: Reading for Information Teacher’s Edition, p.15 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp.90-95 (4-9, 13-15)Workplace Skills: Reading for Information- pp. 142-150 (7, 8, 11-18), 208-216 (13, 14) |

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| **Topic** | Define and use words in the workplace |
| **Skill** | Determine the meaning of new words |
| **CCR Standards** | Reading Anchor 4: RI.5.4, RI.6.4, RI.9-10.4, RL.6.4, RL.9-10.4, RST.9-10.4 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 12, 13Workplace Skills: Reading for Information Teacher’s Edition, pp. 9, 12, 13 |
| **Introduce Skill** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 12:The meanings of unfamiliar words can be figured out by looking for synonyms and antonyms in the document. |
| Additional introductions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 13; Workplace Skills: Reading for Information Teacher’s Edition, pp. 9, 12, 13 |
| **Skill Examples** | Workplace Skills: Reading for Information-pp. 60-61 *(CCRS C)*: Provide additional practice using context to figure out the meaning of new words with sentences, such as- *“Congratulations to the project team! I have received many accolades from the client, and they look forward to working with us again.”* |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace- pp.20-21 *(CCRS B)*; pp.28-29 *(CCRS B)*; Workplace Skills: Reading for Information- pp.10-11 *(CCRS C)*, 94-95 *(CCRS D)* |
| **Skill Practice** | Career Companion Series pp. 50-51*(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 22-27 *(CCRS B)*, 38-43 *(CCRS B)*Workplace Skills: Reading for Information Lesson 2- pp.12-17 *(CCRS C)*, Lesson 7- pp.62-67 *(CCRS C)*, Lesson 10- pp. 96-101 *(CCRS D)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 8- pp. 26-29 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Reading Literary Text- Lesson 9- pp. 30-33 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Life Science- Lesson 1- pp. 2-5 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Civics & Government- Lesson 2- pp. 6-7 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Reading for Information Teacher’s Edition, p. 12:Often familiar words are used in different and more specialized ways in workplace documents. Use the word *file* as an example. Ask for other examples. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 12, 13 |
| **Extend Contextual Learning** | Workplace Skills: Reading for Information Teacher’s Edition- p. 13:In the technology field, new words are often created or terms are altered or abbreviated (examples: *e-mail, e-waste, processor, mouse, monitor*). |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 12, 13; Workplace Skills: Reading for Information Teacher’s Edition, p. 9 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp.44-49 (7-12)Workplace Skills: Reading for Information- pp. 42-50 (11, 12, 17, 18),, 84-92 (5-10), 142-150 (3) |

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| **Topic** | Define and use words in the workplace |
| **Skill** | Understand unique words and acronyms |
| **CCR Standards** | Reading Anchor 4: RI.5.4, RI.6.4, RI.9-10.4, RL.6.4, RL.9-10.4, RST.9-10.4 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 15Workplace Skills: Reading for Information Teacher’s Edition, pp. 14, 17, 20 |
| **Introduce Skill** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 15:Workplace documents often have words that have several different meanings. For example, a memo about a business meeting may refer to the meeting’s “minutes”. What are the possible definitions of this word, and which would be the most likely use? |
| Additional introductions: Workplace Skills: Reading for Information Teacher’s Edition, pp. 14, 17, 20 |
| **Skill Examples** | Workplace Skills: Reading for Information- pp.218-219 *(CCRS E):*Try substituting a synonym for the uncommon word to see if it makes sense. In Example 1, substitute *paid* for *reimbursed* to see if the resulting sentence makes sense. |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace- pp.50-51 *(CCRS B)*; Workplace Skills: Reading for Information- pp. 102-103 *(CCRS D)*, pp. 168-169 *(CCRS D.E)* |
| **Skill Practice** | Career Companion Series pp. 52-53 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 52-57 *(CCRS B)*Workplace Skills: Reading for Information: Lesson 11- pp. 104-109 *(CCRS D)*, Lesson 18- pp. 170-175 *(CCRS D, E)*, Lesson 23- pp. 220-225 *(CCRS E)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 8- pp. 26-29 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Reading for Information Teacher’s Edition, pp. 20:Use photos from books or online sources to demonstrate the meaning of the term *aerial surveillance* (page 218 in student text). |
| Additional ELL Strategy:Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 15; Workplace Skills: Reading for Information Teacher’s Edition, p. 14 |
| **Extend Contextual Learning** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 15:Careers in business, such as office managers, often involve writing and interpreting documents. Identify other careers in which it is important to write clearly worded reports (examples items 3-5 in text). |
| Additional Extensions: Workplace Skills: Reading for Information Teacher’s Edition, p. 17 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp. 90-95 (1-3)Workplace Skills: Reading for Information- pp. 142-150 (1, 2), 208-216 (11, 17, 18), 242-253 (1, 2, 5, 6, 17, 18) |

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| **Topic** | Define and use words in the workplace |
| **Skill** | Understand and apply technical terms and jargon |
| **CCR Standards** | Reading Anchor 4: RI.5.4, RI.6.4, RI.9-10.4, RL.6.4, RL.9-10.4, RST.9-10.4 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 18Workplace Skills: Reading for Information Teacher’s Edition, pp. 10, 14, 15, 20 |
| **Introduce Skill** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 18:From a sample employment contract, find examples of the common workplace words that might be encountered when starting a new position and signing the contract (*wage, supervisor, benefits,* and *policy).* |
| Additional introductions: Workplace Skills: Reading for Information Teacher’s Edition, pp. 10, 14, 15, 20 |
| **Skill Examples** | Workplace Skills: Reading for Information- pp. 18-19 *(CCRS C):*Explain that related words such as *protect* and *protective* belong in the same word family (includes *protection, protected, protecting, unprotected*). |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace- pp.74-75 *(CCRS B)*; Workplace Skills: Reading for Information- pp. 110-111 *(CCRS D)*; pp. 118-119 *(CCRS D)*; pp.226-227 *(CCRS E)* |
| **Skill Practice** | Career Companion Series-pp. 54-55 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 76-81 *(CCRS B)*Workplace Skills: Reading for Information Lesson 3- pp. 20-25 *(CCRS C)*, Lesson 12-pp. 112-117 *(CCRS D)*, Lesson 13-pp. 120-125 *(CCRS D)*, Lesson 24- pp. 228-233 *(CCRS E)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 8- pp. 26-29 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Reading for Information Teacher’s Edition, p. 10:Create sentence frames for the following words: *instituting, procedure, designated, prohibited, correlated.* |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 18; Workplace Skills: Reading for Information Teacher’s Edition, p. 15 |
| **Extend Contextual Learning** | Workplace Skills: Reading for Information Teacher’s Edition, p. 14:In the finance career field, knowledge of banking jargon is needed (*e-statement, CD- certificate of deposit, overdraft).* |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 18; Workplace Skills: Reading for Information Teacher’s Edition, p. 20 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp. 90-95 (10-12)Workplace Skills: Reading for Information- pp. 42-50 (1-4), 142-150 (4-6, 9, 10), 242-250 (3, 4, 7, 8, 13, 14) |

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| **Topic** | Understand and follow policies and procedures in workplace documents |
| **Skill** | Apply workplace policies and procedures |
| **CCR Standards** | Reading Anchor 5: RI.4.5Reading Anchor 6: RI.8.6, RI.9-10.6Reading Anchor 8: RI.5.8 |
| **Teacher Resources** | Workplace Skills: Reading for Information Teacher’s Edition, pp. 13, 19, 21 |
| **Introduce Skill** | Workplace Skills: Reading for Information Teacher’s Edition, p. 21:Workers who understand and apply the principles behind policies are enabled to act appropriately according to company or industry guidelines. For example, it is crucial for contractors to understand construction standards and apply that understanding in new situations. |
| Additional introductions: Workplace Skills: Reading for Information Teacher’s Edition, pp. 13, 19 |
| **Skill Examples** | Workplace Skills: Reading for Information: pp. 76-77 *(CCRS C)*:Have students identify the stated and implied *if-then* statements in the memo. Tell students that *if-then* statements can contain any of the following words: *if, then, for , only, every,* and *when*. |
| Additional Skill Examples: Workplace Skills: Reading for Information: pp. 192-193 *(CCRS D)*, pp. 234-235 *(CCRS E)*. |
| **Skill Practice** | Career Companion Series-pp.56-57 *(CCRS C, D)*Workplace Skills: Reading for Information Lesson 9- pp. 78-83 *(CCRS C)*, Lesson 21- pp. 194-199 *(CCRS D)*, Lesson 25- pp. 236-241 *(CCRS E)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 10-pp. 34-35 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Reading for Information Teacher’s Edition- p. 19:Restate concepts (principles/ basic reasons) concerning the way things should work from a workplace document. In paragraph #2, *tailored to the needs* can be restated as *fitting the needs*. |
| Additional ELL Strategy: Workplace Skills: Reading for Information Teacher’s Edition, pp. 13, 21 |
| **Extend Contextual Learning** | Choose an exercise from Career Companion Series-pp.56-57 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Reading for Information- pp. 84-92 (15-18), 208-216 (3, 4), 242-250 (9-12, 15, 16) |

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| **Topic** | Understand and follow policies and procedures in workplace documents |
| **Skill** | Understand the rationale behind workplace policies |
| **CCR Standards** | Reading Anchor 5: RI.4.5Reading Anchor 6: RI.8.6, RI.9-10.6Reading Anchor 8: RI.5.8 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 19Workplace Skills: Reading for Information Teacher’s Edition, pp. 18, 19 |
| **Introduce Skill** | Workplace Skills: Reading for Information Teacher’s Edition, p. 19:Remind students that in trying to make sense of a policy or procedure, they should ask themselves why the policy was written. What need or problem might it address? What may be the consequences of not following the policy? |
| Additional introductions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 19Workplace Skills: Reading for Information Teacher’s Edition, p. 18 |
| **Skill Examples** | Workplace Skills: Reading for Information- pp. 184-185 *(CCRS D):*To understand principles behind policies, students should ask themselves why questions: *Why would the company care if I am tardy? Why do they need my signature? Why are these rules important?* |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace- pp. 82-83 *(CCRS B)*; Workplace Skills: Reading for Information- pp. 200-201 *(CCRS D, E)* |
| **Skill Practice** | Career Companion Series-pp. 58-59 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 84-89 *(CCRS B)*Workplace Skills: Reading for Information Lesson 20- pp. 186-191 *(CCRS D)*, Lesson 22- 202-207 *(CCRS D, E)*College and Career Readiness Practice Workbook: Reading Informational Text- Lesson 10-pp. 34-35 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Earth & Space Science- Lesson 6- pp. 20-23 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Civics & Government- Lesson 9- pp. 30-33 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 19:Have students work in pairs to role-play a simple scenario. One student plays a worker who is late for a meeting, and the other plays the first student’s supervisor. Provide a list of things to say that imply the situation without directly stating it. |
| **Extend Contextual Learning** | Workplace Skills: Reading for Information Teacher’s Edition, p. 18:An important part of many administrative jobs is creating and interpreting policies and procedures. Office managers may be asked to update policies and must therefore understand the reasons behind them. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 19Workplace Skills: Reading for Information Teacher’s Edition, p. 19 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp. 90-95 (13-15)Workplace Skills: Reading for Information- pp. 208-216 (5, 6, 9, 10, 12) |

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| **Topic** | Locate and compare information in graphics |
| **Skill** | Find information in workplace graphics |
| **CCR Standards** | Reading Anchor 7: RI.4.7, RI.5.7 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 30, 31, 32, 33, 34, 35, 36, 37, 39Workplace Skills: Locating Information Teacher’s Edition, pp. 9, 11, 16, handouts pp. 23-25 |
| **Introduce Skill** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition- p. 36:Ask students to study the diagrams in the lesson and think about what kind of information is found on each one. Time lines, flowcharts, and schedules are actually organized pictures, charts or tables. Use a TV schedule as an example of a table. |
| Additional introductions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 30, 31, 32, 33, 34, 35, 37, 39; Workplace Skills: Locating Information Teacher’s Edition, pp. 9, 11, 16 |
| **Skill Examples** | Workplace Skills: Basic Skills for the Workplace - pp. 200-201:Using the graph in Example 1, point out that the labels on the horizontal axis are usually units of time. Discuss that the steep parts of the data line show a great deal of change over time. |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace *(CCRS B):* pp. 168-169, pp.176-177, pp. 184-185, pp. 192-193, , pp. 214-215, pp. 222-223, pp. 230-231, pp. 246-247; Workplace Skills: Locating Information: pp. 2-3 *(CCRS C)*, pp. 42-43 *(CCRS C)*, pp. 124-125 *(CCRS D)* |
| **Skill Practice** | Career Companion Series- pp. 62-63 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace *(CCRS B )*pp. 170-175, pp. 178-183, 186-191, pp. 194-199, pp.202-207, pp. 216-221, pp. 224-229, pp. 232-237, pp. 248-253;Workplace Skills: Locating Information Lesson 1- pp. 4-15*(CCRS C)*, Lesson 3-pp. 44-55 *(CCRS C)*, Lesson 8- pp. 126-137*(CCRS D)*College and Career Readiness Practice Workbook: Earth & Space Science- Lesson 4- pp. 12-15 *(CCRS C, D,E)*College and Career Readiness Practice Workbook: Physical Science- Lesson 3- pp. 8-11*(CCRS C, D,E)* |
| **ELL Strategy** | Workplace Skills: Locating Information Teacher’s Edition, p. 11:Create sentence frames to illustrate the common meanings of *cause, check* and *assembly*. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 30, 31, 32, 33, 34, 35, 36, 37, 39; Workplace Skills: Locating Information Teacher’s Edition, p. 9 |
| **Extend Contextual Learning** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition- pp. 30:Graphic designers create visuals to represent a client’s ideas. Logos are symbols that consumers associate with a company. Have students find logos in advertising circulars and discuss the effectiveness of the logos. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 31, 32, 33, 34, 35, 36, 37, 39; Workplace Skills: Locating Information Teacher’s Edition, p. 16 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp. 208-213 (1-15), 254-259 (1-9, 13-15)Workplace Skills: Locating Information- pp. 30-40 (1-10, 13, 14), 112-123 (1-4), 180-190 (3, 4, 13, 14) |

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| **Topic** | Locate and compare information in graphics |
| **Skill** | Enter information into workplace graphics |
| **CCR Standards** | Reading Anchor 7: RI.6.7, RST.6-8.7, RST.9-10.7 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 38Workplace Skills: Locating Information Teacher’s Edition, p. 10; handouts pp. 23-25 |
| **Introduce Skill** | Workplace Skills: Locating Information Teacher’s Edition, p. 10:In the course of many jobs, it is important to understand and be able to fill in information that is missing in a graphic, such as a factory time sheet, a warehouse invoice, an office-supply order form, or a transfer application form. |
| Additional introductions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 38 |
| **Skill Examples** | Workplace Skills: Locating Information- pp.16-17*(CCRS C):*Point out the headings in bold type at the top of the timesheet. Explain that focusing on headings will help students understand how the information in a table is organized. |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace- pp. 238-239 *(CCRS B)* |
| **Skill Practice** | Career Companion Series –pp. 64-65 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 240-245 *(CCRS B)*Workplace Skills: Locating Information Lesson 2- pp. 18-29 *(CCRS C)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 38:Many routine prompts on forms can be stated in more than one way. Review these parts: *Name- Applicant; Address- Number and Street; Zip Code- Postal Code; DOB- Date of Birth; Last Job- Prior Employer.* |
| **Extend Contextual Learning** | Workplace Skills: Locating Information Teacher’s Edition, p. 10:Careers in transportation often require reading and completing checklists, inspection lists, and evaluation forms. With students create an evaluation form to rate the service provided at a local gas station. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 38 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace- pp. 254-259 (10-12)Workplace Skills: Locating Information- pp. 30-40 (11, 12, 15-22) |

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| **Topic** | Analyze trends in workplace graphics |
| **Skill** | Identify trends in workplace graphics |
| **CCR Standards** | Reading Anchor 7: RI.4.7, RI.5.7, RI.6.7, RI.11-12.7, RH.9-10.7 |
| **Teacher Resources** | Workplace Skills: Locating Information Teacher’s Edition, pp. 14, 17; handouts pp. 23-25 |
| **Introduce Skill** | Workplace Skills: Locating Information Teacher’s Edition, p. 14:Explain that a trend is the general direction in which events are changing or developing- or have changed or developed- over time. The ability to identify trends is important to the success of many employees and workplaces. For example, knowing the growth trend for a career field would help in deciding a career change. |
| Additional introductions: Workplace Skills: Locating Information Teacher’s Edition, p. 17 |
| **Skill Examples** | Workplace Skills: Locating Information- pp. 138-139*(CCRS D):*Point out the values on the vertical or y-axis. Explain that the dollar amounts shown range from $1 billion to $6 billion. Explain that the data displayed represents all online sales. |
| Additional Skill Examples: Workplace Skills: Locating Information- pp. 84-85*(CCRS C)*  |
| **Skill Practice** | Career Companion Series- pp. 66-67 *(CCRS C, D)*Workplace Skills: Locating Information Lesson 6- pp. 86-97*(CCRS C)* , Lesson 9- pp. 140-151*(CCRS D)*College and Career Readiness Practice Workbook: U. S. History- Lesson 6- pp. 20-21 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Geography & the World- Lesson 8- pp. 28-31 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Economics- Lesson 4- pp. 12-15 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Locating Information Teacher’s Edition, p. 17:Help students understand the meaning of the terms *increase* and *decrease*. Use the example of the price of apples that is steadily increasing due to a weather problem. Draw a simple line graph to show increase. Do a similar graph for decrease. |
| **Extend Contextual Learning** | Workplace Skills: Locating Information Teacher’s Edition, p. 14:Applications of data trends in many job sectors include being prepared with the supplies needed to service customers, to create marketing materials, and budget resources. |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Locating Information- pp.112-122 (1, 2, 11, 12), 180-190 (21, 22) |

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| **Topic** | Analyze trends in workplace graphics |
| **Skill** | Compare trends in workplace graphics |
| **CCR Standards** | Reading Anchor 7: RI.4.7, RI.5.7, RI.6.7, RI.11-12.7, RH.9-10.7 |
| **Teacher Resources** | Workplace Skills: Locating Information Teacher’s Edition, pp. 15, 19; handouts pp. 23-25 |
| **Introduce Skill** | Workplace Skills: Locating Information Teacher’s Edition, p. 15:Explain that comparing two or more things means studying them to identify how they are alike and how they are different. Remind students that when working with a circle graph that has wedges, the segments total a whole or 100% |
| Additional introductions: Workplace Skills: Locating Information Teacher’s Edition, p. 19 |
| **Skill Examples** | Workplace Skills: Locating Information pp. 166-167 *(CCRS D):*Point out that two sets of data are displayed in the same table. Ask students to study the title and headings and describe the exact information shown. |
| Additional Skill Examples: Workplace Skills: Locating Information- pp. 98-99 *(CCRS C)*  |
| **Skill Practice** | Career Companion Series pp.68-69 *(CCRS C, D)*Workplace Skills: Locating Information Lesson 7- pp. 100-111 *(CCRS C)*, Lesson 11- pp. 168-179 *(CCRS D)*College and Career Readiness Practice Workbook: Economics- Lesson 4- pp. 12-15 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Locating Information Teacher’s Edition, p. 15:Elaborate on concepts: Explain how dimensions are displayed in the Skill Example graphic. 3.5” means “three and a half inches” and that the notation 3.5”x 3.5”x 2” is read as “three and a half inches by three and a half inches by two inches.” |
| Additional ELL Strategy: Workplace Skills: Locating Information Teacher’s Edition, p. 19 |
| **Extend Contextual Learning** | Choose an exercise from Career Companion Series-pp.68-69 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Locating Information- pp. 112-122 (7, 8, 17, 18, 21, 22), 180-190 (11, 12, 15, 16, 19, 20) |

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| **Topic** | Use information from workplace graphics |
| **Skill** | Summarize information in workplace graphics |
| **CCR Standards** | Reading Anchor 7: RI.4.7, RI.5.7, RST.6-8.7, RST.9-10.7 |
| **Teacher Resources** | Workplace Skills: Locating Information Teacher’s Edition, pp. 13, 18, handouts pp. 23-25 |
| **Introduce Skill** | Workplace Skills: Locating Information Teacher’s Edition, p. 18:In order to summarize information displayed in one or more graphics, study the graphics, analyze the information, and make a general statement about it. |
| Additional introductions: Workplace Skills: Locating Information Teacher’s Edition, p. 13 |
| **Skill Examples** | Workplace Skills: Locating Information -pp. 152-153 *(CCRS D):*Make sure students understand how the shading on the map key relates to the population change. Refer to the directional key that you have drawn as you discuss the map. |
| Additional Skill Examples: Workplace Skills: Locating Information-pp. 70-71*(CCRS C)* |
| **Skill Practice** | Career Companion Series –pp.70-71*(CCRS C, D)*Workplace Skills: Locating Information Lesson 5- pp. 72-83*(CCRS C)*, Lesson 10- pp. 154-165*(CCRS D)* |
| **ELL Strategy** | Workplace Skills: Locating Information Teacher’s Edition, p. 13:Restate vocabulary- make sure students understand the meaning of the term job placement, as it is a key concept in the Skill Example. |
| **Extend Contextual Learning** | Workplace Skills: Locating Information Teacher’s Edition, p. 18:Employees who work in the government sector may support national security as members of the military, and may command a tank, repair helicopters, program computers, or assist citizens after a natural disaster. Have students brainstorm and discuss other examples of careers in this sector. |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Locating Information- pp. 112-122 (5, 6, 15, 16, 19, 20), 180-190 (5-10, 13, 14, 17, 18) |

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| **Topic** | Use information from workplace graphics |
| **Skill** | Make decisions based on workplace graphics |
| **CCR Standards** | Reading Anchor 7: RI.4.7, RI.5.7, RST.6-8.7 |
| **Teacher Resources** | Workplace Skills: Locating Information Teacher’s Edition, pp. 12, 21, 22; handouts pp. 23-25 |
| **Introduce Skill** | Workplace Skills: Locating Information Teacher’s Edition-p. 22:Remind students that it is very important to study a table’s title and headings to learn the exact information it displays, especially when the table is complicated and includes many details. |
| Additional introductions: Workplace Skills: Locating Information Teacher’s Edition, pp. 12, 21 |
| **Skill Examples** | Workplace Skills: Locating Information-pp. 56-57 *(CCRS C)*:Point out the titles and column headings on the graphics. Make sue that students understand the meaning of the word *log* in the context in which it is used. |
| Additional Skill Examples: Workplace Skills: Locating Information-pp. 206-207*(CCRS E)*, pp.220-221*(CCRS E)* |
| **Skill Practice** | Career Companion Series pp. 72-73 *(CCRS C, D)*Workplace Skills: Locating Information Lesson 4-pp. 58-69*(CCRS C)*, Lesson 13- pp. 208-219 *(CCRS E)*, Lesson 14- pp. 222-233 *(CCRS E)*College and Career Readiness Practice Workbook: Geography & the World- Lesson 8- pp. 28-31 *(CCRS C, D,E)*College and Career Readiness Practice Workbook: Economics- Lesson 5- pp 16-17 *(CCRS C, D,E)* College and Career Readiness Practice Workbook: Physical Science- Lesson 4-pp. 12-15 *(CCRS C, D,E)* |
| **ELL Strategy** | Workplace Skills: Locating Information Teacher’s Edition, p. 21:Use simple maps from your community, and have groups of students practice giving oral directions to one another. Encourage them to use the map scale and the direction words *north, south, east,* and *west* as they speak. |
| **Extend Contextual Learning** | Workplace Skills: Locating Information Teacher’s Edition, p. 12:Careers in marketing include selling goods and services to businesses and to individual consumers. Ask students to name other marketing careers that involve the sale of goods and services. |
| Additional Extensions: Workplace Skills: Locating Information Teacher’s Edition, p. 22 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Locating Information- pp. 112-122 (9, 10), 234-244 (9-22) |

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| **Topic** | Perform basic arithmetic calculations to solve workplace problems |
| **Skill** | Solve problems with whole numbers and negative numbers. |
| **CCR Standards** | Number and Operations: Base Ten (+ The Number System): 4.NBT.6, 5.NBT.5, 5.NBT.6The Number System: 6.NS.5, 7.NS.1d, 7.NS.3Operations and Algebraic Thinking: 4.OA.1, 4.OA.3Expressions and Equations:7.EE.3Number and Quantity: Quantities: N.Q.1 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 20, 21,22, 25, 26Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 9, 10, 14, 17, 18 |
| **Introduce Skill/****Build Background** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 22: There are 2 common types of workplace subtraction situations- finding what is left and comparing two amounts. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 9, 10, 14, 17, 18Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 20, 21, 25, 26 |
| **Skill Examples** | Workplace Skills: Applied Mathematics, pp. 120-121: Review the rules for dividing negative numbers (p. 120) using the skill examples. *(CCRS D)* |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace, pp. 98-99, 104-105, 110-111, 132-133, 138-139 (*CCRS B);*Workplace Skills: Applied Mathematics, pp. 2-3 *(CCRS C)*, 20-21 *(CCRS C)*, 70-71 *(CCRS C,D)*, 140-141 *(CCRS D, E)* |
| **Skill Practice** | Career Companion Series: pp. 76-77 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 100-103, 106-109, 112-115, 134-137, 140-143 *(CCRS B)*Workplace Skills: Applied Mathematics- Lesson 1-pp. 4-7 *(CCRS C)*  , Lesson 4-pp. 22-25*(CCRS C)*  , Lesson 11-pp. 72-75*(CCRS C,D)*  , Lesson 18- pp. 122-125*(CCRS D)*  , Lesson 20- pp. 142-145*(CCRS D,E)*  College and Career Readiness Practice Workbook: Number Concepts- Lesson 3 – pp. 6-7*(CCRS C,D,E)*College and Career Readiness Practice Workbook: Basic Algebra- Lesson 2 –pp. 4-5 *(CCRS C,D,E)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 22: Use realia (play money) to illustrate subtraction by “counting up” from the number being subtracted from. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 20, 21, 25, 26; Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 9, 14 |
| **Extend Contextual Learning** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 20: Have students research and compare prices for several different cuts of meat, ordering prices from least to greatest. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 21, 22, 25, 26; Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 10, 17, 18 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 128-131 (1-12); pp. 162-167 (1-8)Workplace Skills: Applied Mathematics pp. 26-33 (1, 5, 6, 8, 10-13, 15, 18, 20, 21, 24, 26); pp. 76-83 (7, 9, 22, 28); pp. 126-133 (3, 16, 19, 26); pp. 182-189 (4, 10, 15, 25) |

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| **Topic** | Perform basic arithmetic calculations to solve workplace problems |
| **Skill** | Use fractions, decimals, and percentages to solve workplace problems. |
| **CCR Standards** | Number and Operations: Base Ten (+ The Number System): 5.NBT.5, 5.NBT.7The Number System: 6.NS.2, 6.NS.3, 7.NS.1, 7.NS.1d, 7.NS.2, 7.NS.3Number and Operations: Fractions: 4.NF.3c, 4.NF.3d, 4.NF.4, 4.NF.4c, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6Expressions and Equations:7.EE.3Number and Quantity: Quantities: N.Q.1 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 23, 28Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 10, 11, 12, 18 |
| **Introduce Skill/****Build Background** | Workplace Skills: Applied Mathematics Teacher’s Edition, p.12:Tasks such as increasing the amounts of ingredients needed in a recipe or finding the area of a room may require multiplying a mixed number by a whole number or decimal. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 10, 11, 18Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 23, 28 |
| **Skill Examples** | Workplace Skills: Applied Mathematics, pp. 40-41: Using the examples on p. 40, explain that the whole or set is 1 and that the number of pieces or parts within the whole is the value of the denominator. The parts specified (shaded, etc.) are the numerator. *(CCRS C, D)* |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace, pp. 116-117, 150-151 *(CCRS B)*Workplace Skills: Applied Mathematics, pp. 14-15 *(CCRS C)*, 34-35*(CCRS C, D)*, 46-47*(CCRS C, D)*, 140-141 *(CCRS D,E)* |
| **Skill Practice** | Career Companion Series: pp. 78-79 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp.118-121, 152-155 *(CCRS B)*Workplace Skills: Applied Mathematics- Lesson 3- pp. 16-19*(CCRS C)*; Lesson 5- pp. 36-39*(CCRS C, D)*; Lesson 6- pp. 42-45*(CCRS C, D)*; Lesson 7- pp. 48-51*(CCRS C, D)*; Lesson 20- pp. 142-145*(CCRS D,E)*College and Career Readiness Practice Workbook: Number Concepts- Lesson 7-pp. 16-1;, Lesson 8-pp. 18-19; Lesson 9-pp. 20-23 *(CCRS C, D,E)*College and Career Readiness Practice Workbook: Ratios, Proportions, and Percents- Lesson 9-pp. 20-21; Lesson 10-pp. 22-23; Lesson 11-pp. 24-27 *(CCRS C, D,E)* |
| **ELL Strategy** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 12: Explain that the word *mixed* can mean “made up of more than one kind of something.” Discuss how a mixed number fits that meaning. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 23, 28; Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 10, 11 |
| **Extend Contextual Learning** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 18: In Architecture and Construction trades, electricians must add and multiply measurements in order to estimate how much wiring and other supplies they will need on a particular job. |
| Additional Extensions: Basic Skills for the Workplace Teacher’s Edition, pp. 23, 28 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 128-131 (13-16); pp. 162-167 (133-16)Workplace Skills: Applied Mathematics pp. 26-33 (3, 4, 9, 14, 22, 25, 27, 28); pp. 76-83 (1-3, 8, 13-17, 20, 23, 24); pp. 182-189 (4, 10, 15, 25) |

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| **Topic** | Apply computations to solve workplace problems |
| **Skill** | Use general problem solving |
| **CCR Standards** | The Number System: 7.NS.3Expressions and Equations:7.EE.3Number and Quantity: Quantities: N.Q.1 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 29, handout p. 47Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 13, 15, handout p. 31 |
| **Introduce Skill/****Build Background** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 15: Choosing the information needed to solve a problem is the first step in finding a solution. Use the example – scheduling patients for appointments with a doctor depends on information such as the type of appointment needed, weeding out unnecessary information to focus on what is needed. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 13, 15Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 29 |
| **Skill Examples** | Workplace Skills: Applied Mathematics, pp. 58-59*(CCRS C, D)*: When working through the first example (p. 58) students may find it easier to think of subtracting a number rather than adding a negative number. |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace, pp. 156-157*(CCRS B)*Workplace Skills: Applied Mathematics, pp. 64-65*(CCRS C, D)*, 96-97*(CCRS D)* |
| **Skill Practice** | Career Companion Series: pp. 80-81 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 158-161 *(CCRS B)*Workplace Skills: Applied Mathematics- Lesson 9- pp. 60-63*(CCRS C, D)*; Lesson 10- pp. 66-69*(CCRS C, D)*; Lesson 14- pp. 98-101*(CCRS D)*College and Career Readiness Practice Workbook: Basic Algebra- Lesson 2- pp. 4-5, Lesson 6- pp. 12-13, Lesson 8- pp.16-17 *(CCRS C, D,E)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 29: Use a graphic organizer to list the words that indicate which operation is required for addition, subtraction, multiplication and division. |
| Additional ELL Strategy: Workplace Skills: Applied Mathematics Teacher’s Edition, p. 13 |
| **Extend Contextual Learning** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 29:In marketing, the retail buyer chooses which items a company sells. Using catalogs, students write one real world situation for each operation in words first then in numbers and operation. Item 10 of *On Your Own* is another example from this career cluster. |
| Additional Extensions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 13, 15 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 162-167 (17-20)Workplace Skills: Applied Mathematics pp. 76-83 (5, 6, 10, 11, 19, 21, 26, 27); pp. 126-133 (2, 6, 12, 15) |

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| **Topic** | Apply computations to solve workplace problems |
| **Skill** | Solve problems in geometry |
| **CCR Standards** | Geometry: 6.G.1, 7.G.4, 7.G.6Measurement & Data: 4.MD.3Geometry: Geometric Measurement and Dimension: G.GMD.3 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 27, 29Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 19, 23, 24 |
| **Introduce Skill/****Build Background** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.27: Have students brainstorm all the places they see measurements. Categorize these under the headings Length, Width, Temperature, and Volume. Create additional headings if needed. Point out that measurement is helpful only when the unit of measure is included. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 19, 23, 24Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p. 29  |
| **Skill Examples** | Workplace Skills: Applied Mathematics, pp. 146-147*(CCRS D,E)*: Use example 1 (p. 146) to discuss the difference between finding the area of an object and finding the volume; area uses 2 dimensions or measurements while volume uses three. |
| Additional Skill Examples:Workplace Skills: Basic Skills for the Workplace, pp. 144-145, 156-157 *(CCRS B)*Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 208-209*(CCRS E)*; 214-215*(CCRS E)* |
| **Skill Practice** | Career Companion Series: pp. 82-83 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. *144-149*, 156-161 *(CCRS B)*Workplace Skills: Applied Mathematics- Lesson 21-pp.148-151*(CCRS D,E)*; Lesson 30-pp. 210-213*(CCRS E)*; Lesson 31-pp.216-219*(CCRS E)*College and Career Readiness Practice Workbook: Geometry and Measurement- Lesson 4- pp. 8-11, Lesson 5- pp. 12-13, Lesson 6- pp. 14-17, Lesson 10-pp. 24-27, Lesson 12= pp. 30-31 *(CCRS C,D,E)* |
| **ELL Strategy** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.27: From magazines cut pictures of items that can be measured. Make flash cards with the units of measurement, then have students match picture to corresponding unit of measurement. For instance, a picture of a bag of flour would match the card with the word *pounds*. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, p.29Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 19, 24 |
| **Extend Contextual Learning** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 23: In the marketing field, workers design and ship promotional materials. In order to pack the materials as efficiently as possible, marketers may need to calculate the volume of the objects they are packing. When designing the labels, they need to calculate surface area. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp.27, 29 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 162-167 (7, 10-12, 17-20)Workplace Skills: Applied Mathematics pp. 182-189 (2, 11); pp. 226-232 (2, 5, 7, 12, 13, 17, 21, 23, 24) |

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| **Topic** | Solve measurement problems |
| **Skill** | Calculate with conversions and formulas |
| **CCR Standards** | The Number System: 6.RP.3dRatios and Proportional Relationships: 6.RP.1Operations and Algebraic Thinking: 4.OA.1Measurement & Data: 4.MD.2, 5.MD.1Number and Quantity: Quantities: N.Q.1Algebra: Reasoning with Equations and Inequalities: A.REI.1, A.REI.2 |
| **Teacher Resources** | Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 24, 27Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 9, 14, 15, 16, 20, 22 |
| **Introduce Skill/****Build Background** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 9:Many workplace tasks involve converting between dollars and cents or between hours and minutes. Filling out a time card and estimating the amount of time a task will take involve working with time. Making payments and receiving payments involve working with money. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 14, 15, 16, 20, 22Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 24, 27 |
| **Skill Examples** | Workplace Skills: Applied Mathematics, pp. 158-159 *(CCRS D, E)*: Remind students that they can refer to the formula sheet on p. 266 for unit rates to determine how one unit compares to another unit in size. Discuss how to determine whether answers are reasonable when converting among units. |
| Additional Skill Examples: Workplace Skills: Basic Skills for the Workplace, pp.122-123; 144-145 *(CCRS B)*Workplace Skills: Applied Mathematics, pp. 8-9 *(CCRS C)*; 84-85*(CCRS D)*; 90-91*(CCRS D)*; 102-103*(CCRS D)*; 164-165*(CCRS D, E)*; 190-191 *(CCRS E)* |
| **Skill Practice** | Career Companion Series: pp. 84-85 *(CCRS C, D)*Workplace Skills: Basic Skills for the Workplace pp. 124-127, 146-149 *(CCRS B)*Workplace Skills: Applied Mathematics- Lesson 2-pp. 10-13*(CCRS C)*; Lesson 12-pp. 86-89*(CCRS D)*; Lesson 13-pp. 92-95*(CCRS D)*; Lesson 15-pp.104-107*(CCRS D)*; Lesson 23-pp.160-163*(CCRS D, E)*; Lesson 24-pp.166-169*(CCRS D, E)*; Lesson 27-pp.192-195*(CCRS E)*College and Career Readiness Practice Workbook: Geometry and Measurement- Lesson 1- pp. 2-3, Lesson 4- pp. 8-11, Lesson 5- pp. 12-13 *(CCRS C,D,E)* |
| **ELL Strategy** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 16: Use realia (liquid measuring cups, rulers) that represent customary and metric measurement systems to make comparisons between systems of measurement. |
| Additional ELL Strategy: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 24, 27Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 15, 20, 22 |
| **Extend Contextual Learning** | Workplace Skills: Applied Mathematics Teacher’s Edition, p.20: Food service workers may work with recipes that use one measurement system, but measuring tools may be in another system. Give students some measures to convert. |
| Additional Extensions: Workplace Skills: Basic Skills for the Workplace Teacher’s Edition, pp. 24, 27Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 9, 14 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Basic Skills for the Workplace pp. 128-131 (17-20); pp. 162-167 (9-12)Workplace Skills: Applied Mathematics pp. 26-33 (2, 7, 16, 17, 19, 23); pp. 126-133 (1, 5, 8-10, 13, 17, 18, 22, 24, 27, 28); pp. 182-189 (7, 8, 13, 14, 24, 26); pp. 226-232 (1, 10, 15, 22, 25) |

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| **Topic** | Solve measurement problems |
| **Skill** | Manipulate formulas to solve problems |
| **CCR Standards** | Operations and Algebraic Thinking: 4.OA.1Expressions and Equations: 7.EE.2Number and Quantity: Quantities: N.Q.1, A.CED.4Algebra: Reasoning with Equations and Inequalities: A.REI.1, A.REI.2 |
| **Teacher Resources** | Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 15, 19, 21 |
| **Introduce Skill/****Build Background** | Workplace Skills: Applied Mathematics Teacher’s Edition, p.19: Finding measurements such as perimeter, area, and volume involves the use of a formula. Sometimes the unknown will be one of the measurements other than the total. In these cases, the formula can be rearranged to solve for the unknown. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 15, 21 |
| **Skill Examples** | Workplace Skills: Applied Mathematics- pp. 90-91*(CCRS D)*: Review the *Remember* note on p. 90 and be sure students understand the meanings of perimeter and area before they apply the formulas. Also review that in the formula for the area of a circle, the radius is one half of the diameter, not the radius squared. |
| Additional Skill Examples: Workplace Skills: Applied Mathematics- pp. 152-153*(CCRS D, E)*; 176-177*(CCRS D, E)* |
| **Skill Practice** | Career Companion Series: pp. 86-87 *(CCRS C, D)*Workplace Skills: Applied Mathematics- Lesson 13-pp. 92-95*(CCRS D)*; Lesson 22-pp. 154-157 *(CCRS D, E);* Lesson 26-pp. 178-181 *(CCRS D, E)*College and Career Readiness Practice Workbook: Basic Algebra- Lesson 10- pp. 20-21 *(CCRS C, D, E)*College and Career Readiness Practice Workbook: Geometry and Measurement- Lesson 4- pp. 8-11, Lesson 5- pp. 12-13 *(CCRS C, D, E)* |
| **ELL Strategy** | Applied Mathematics Teacher’s Edition, p. 15:Explain multiple-meaning words: Ask the students the traditional (nonmathematical) meaning of the word *area*- “a particular space” or “a certain location.” Discuss the similarities and differences in the two meanings of the word. |
| **Extend Contextual Learning** | Applied Mathematics Teacher’s Edition, p. 19: In warehouses and distribution centers, the packaging engineer must be able to understand formulas that would be needed for the proper packaging of merchandise for shipment. Review item 15 of *On Your Own* to see how these skills may be applied to this profession. |
| Additional Extensions: Applied Mathematics Teacher’s Edition, p. 21 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Applied Mathematics pp. 126-133 (7, 17, 22, 27); pp. 182-189 (3, 5, 12, 17, 18, 21-23, 27, 28) |

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| **Topic** | Make spending decisions to solve workplace problems |
| **Skill** | Calculate costs and discounts |
| **CCR Standards** | The Number System: 6.RP.3c, 7.RP.3Expressions and Equations: 7.EE.3Number and Quantity: Quantities: N.Q.1 |
| **Teacher Resources** | Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 12, 17, 21, 23 |
| **Introduce Skill/****Build Background** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 17:Discuss where one would use discounted and marked up prices (retail and sales, administrative fees). These amounts are computed using percents. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 12, 21, 23  |
| **Skill Examples** | Workplace Skills: Applied Mathematics, pp. 170-171*(CCRS D, E):*Have students take note of the two kinds of rates used in the examples. In the first example, the unit rate tells how many units can be produced in one hour. The second example shows how to find a unit price, or price per pound. Point out that in both examples division was used to find the amount or measure. |
| Additional Skill Examples: Workplace Skills: Applied Mathematics, pp. 52-53*(CCRS C, D);* 114-115*(CCRS D);* 202-203*(CCRS E)* |
| **Skill Practice** | Career Companion Series: pp. 88-89 *(CCRS C, D)*Workplace Skills: Applied Mathematics- Lesson 8- pp. 54-57*(CCRS C, D);* Lesson 17- pp. 116-119 *(CCRS D);* Lesson 25- pp. 172-175 *(CCRS D,E);* Lesson 29- pp. 204-207*(CCRS E)*College and Career Readiness Practice Workbook: Ratios, Proportions, and Percents- Lesson 1-pp. 2-3, Lesson 3-pp. 8-9, Lesson 6-pp. 14-15, Lesson 7-pp. 16-17, Lesson 12- pp. 28-29 *(CCRS C, D, E)* |
| **ELL Strategy** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 17:Create sentence frames to demonstrate the difference between the words *off* and *of* using these phrases: *30% off the price of $100; 30% of the price of $100*. Explain that *30% off* the total is a 30% discount or 70% of the total. |
| Additional ELL Strategy: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 21, 23 |
| **Extend Contextual Learning** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 12:Careers in the arts often involve the use of ratios and proportions. Review items 14 and 15 in the *On Your Own* section to see how these skills may be applied in this field. |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Applied Mathematics pp. 76-83 (4, 12, 18, 25); pp. 126-133 (7, 11, 23, 25); pp. 182-189 (6, 19); pp. 226-232 (6, 8, 14, 26) |

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| **Topic** | Make spending decisions to solve workplace problems |
| **Skill** | Make consumer comparisons |
| **CCR Standards** | The Number System: 6.RP.3, 6.RP.3bExpressions and Equations: 7.EE.3Number and Quantity: Quantities: N.Q.1 |
| **Teacher Resources** | Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 16, 18, 22 |
| **Introduce Skill/****Build Background** | Workplace Skills: Applied Mathematics Teacher’s Edition- p.16:Finding the best deal might involve determining the best-quality service or which product can be purchased at the lowest cost to the company. This is done by comparing prices from various vendors. |
| Additional introductions: Workplace Skills: Applied Mathematics Teacher’s Edition, pp. 18, 22 |
| **Skill Examples** | Workplace Skills: Applied Mathematics, p. 196-197 *(CCRS E):*When students set up a ratio, it might be helpful for them to read back the ratio to make sure the setup is correct. Tell the students to read the top number first, then the fraction sign as “per,” and the bottom number last. |
| Additional Skill Examples: Workplace Skills: Applied Mathematics, pp. 108-109*(CCRS D);* 134-135*(CCRS D, E)* |
| **Skill Practice** | Career Companion Series: pp. 90-91 *(CCRS C, D)*Workplace Skills: Applied Mathematics- Lesson 16- pp. 110-113 *(CCRS D);* Lesson 19- pp. 136-139 *(CCRS D, E);* Lesson 28-pp. 198-201 *(CCRS E)*College and Career Readiness Practice Workbook: Ratios, Proportions, and Percents- Lesson 3-pp. 8-9, Lesson 7- pp. 16-17, Lesson 11- pp. 24-27 *(CCRS C, D, E)*  |
| **ELL Strategy** | Workplace Skills: Applied Mathematics Teacher’s Edition, p.18:Have students find similar products in advertisements from local grocery or drug stores. Then ask them to find the best deal of the advertised prices. |
| **Extend Contextual Learning** | Workplace Skills: Applied Mathematics Teacher’s Edition, p. 16:For a business to operate efficiently, workers must be able to find the best deal. An administrative assistant may need to research costs to find the best deals for office supplies. Review items 3, 7, 10, 11 and 14 of the *On Your Own* section to see how these skills may be applied. |
| Additional Extensions: Workplace Skills: Applied Mathematics Teacher’s Edition, p.22 |
| **Performance Assessment** | Select questions from the following items:Workplace Skills: Applied Mathematics pp. 126-133 (4, 14, 20, 21); p. 182-189 (1, 9, 16, 20); pp. 226-232 (3, 4, 11, 18, 20) |

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