

Instructional Program Description

Consortium name	Duluth Adult Education
Staff contact	Angie Frank
Date of last update	6/1/2019
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• Eligible Content Policy• Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning/)

Introduction

This document outlines the local ABE consortium's instructional programming, describing how the consortium is complying with state and federal guidance for ABE programs, including the following requirements:

- ABE students must be enrolled and receiving instruction in at least one of the following **core content** areas: reading, writing, math, speaking, listening, ESL, or GED/diploma (except in the case of Conditional Work Referral).
- ABE programs are expected to integrate the state's **content standards** for Adult Basic Education, which have been identified as the College and Career Readiness Standards for Adult Education (CCRS), the Academic, Career and Employability Skills (ACES) Transitions Integration Framework (TIF) and the Northstar Digital Literacy Standards.
- ABE instructional content is expected to align to the **allowable activities** as listed in Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA)

In addition, ABE programs are expected to align instruction to **best practices** as identified in rigorous and scientifically valid research.

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Instructional Program Description – Course Descriptions

CORE/BASIC SKILLS PROGRAM

Course name	Core Skills ABE Level 1 Basic Skills (Grades K-1)
Site and schedule	Duluth Adult Education M, T, W, Th, 9:00-1:00
Delivery method (In-person, hybrid, DL, combination)	In-person, hybrid, combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> • CASAS Reading score between 191-200 • CASAS Math score between 191-200 • TABE Reading score between at or below 367 • TABE Math score between at or below 313 <p>ABE students are placed in an individualized ABE program according to their TABE score in reading or math and to interviews.</p> <p>Students complete ABE Level 1 when they reach:</p> <ul style="list-style-type: none"> • a CASAS Reading or Math score of 201 or higher • a TABE Reading score of 368 or higher • a TABE Math score of 314 or higher
Course goals	<p>Reading: SWBAT</p> <ol style="list-style-type: none"> 1. Find the main idea and details in a story 2. Tell the events of a story in order 3. To ask and answer questions to determine meaning of words and phrases in a text

	<ol style="list-style-type: none"> Identify author purpose in a text Key facts about or information in text (table contents, glossaries) <p>Writing/Language: SWBAT</p> <ol style="list-style-type: none"> Write a story Write short simple sentences Use standard English grammar and usage when writing and or speaking. Use and understand of word relationships in word meanings. <p>Speaking/Listening: SWBAT</p> <ol style="list-style-type: none"> Participating in collaborative conversation with teacher and classmates Ask and answer questions to get information or clarification. Speak and express thoughts clearly. Use complete sentences when appropriate. <p>Math: SWBAT</p> <ol style="list-style-type: none"> Count to 100 by 2's, 5's, and 10's Read and write numbers 0-100 Read and write money amounts Tell time Add and subtract 1- and 2- digit numbers 		
Course content	<table> <tr> <td data-bbox="508 1196 821 1385">CCRS</td><td data-bbox="821 1196 1980 1385"> <p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor 1</p> <p>ELA - Reading Informational Text (RI): Level A, Anchors 2, 4, 5, 7 & 8</p> <p>ELA - Writing (W): Level A, Anchors 2, 3, 5, 6, 7 & 8</p> <p>ELA - Speaking & Listening (SL): Level A, Anchors 3, 4 & 6</p> </td></tr> </table>	CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor 1</p> <p>ELA - Reading Informational Text (RI): Level A, Anchors 2, 4, 5, 7 & 8</p> <p>ELA - Writing (W): Level A, Anchors 2, 3, 5, 6, 7 & 8</p> <p>ELA - Speaking & Listening (SL): Level A, Anchors 3, 4 & 6</p>
CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor 1</p> <p>ELA - Reading Informational Text (RI): Level A, Anchors 2, 4, 5, 7 & 8</p> <p>ELA - Writing (W): Level A, Anchors 2, 3, 5, 6, 7 & 8</p> <p>ELA - Speaking & Listening (SL): Level A, Anchors 3, 4 & 6</p>		

		ELA - Language (L): Level A, Anchors 1, 2, 4,5 & 6 Math - Numbers and Operations in Base Ten (NBT): Level A Math - Operation and Thinking(OA): Level A Math - Geometry(G): Level A Math - Measure and Data(MD): Level A
	ACES/TIF	Effective Communication: Skill 1 a-e; Skill 3 a-d Learning Strategies: Skill 1 a-g; Skill 3 a-c; Critical Thinking: Skill 1 a;
	Northstar	Basic Computer Skills
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Challenger, Bader Reading and Writing Inventory	

Course name	Core Skills ABE Level 2 Basic Skills (Grades 2-4)
Site and schedule	Duluth Adult Education M, T, W, Th, 9:00-1:00

Delivery method (In-person, hybrid, DL, combination)	In-person, hybrid, combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● CASAS Reading score between 201-210 ● CASAS Math score between 201-210 ● TABE Reading score between 368-460 ● TABE Math score between 314-441 <p>ABE students are placed in an individualized ABE program according to their TABE score in reading or math and to interviews.</p> <p>Students complete ABE Level 2 when they reach:</p> <ul style="list-style-type: none"> ● a CASAS Reading or Math score of 211 or higher ● a TABE Reading score of 461 or higher ● a TABE Math score of 442 or higher
Course goals	<p>Reading: SWBAT</p> <ol style="list-style-type: none"> 1. Fill out simple personal information form. 2. Read compound words and words with prefixes and suffixes 3. Use context clues to define new word. 4. Interpret words and phrases as they are used in a text 5. Use text features (glossary, index, headings, menus, etc) to locate key facts and information 6. Use illustrations and words in a text to gain information <p>Writing/Language - SWBAT:</p> <ol style="list-style-type: none"> 1. Use standard English grammar and usage when writing or speaking 2. Write sentences with correct punctuation, capitalization, and spelling 3. Clarify the meaning of unknown and multiple meaning words and phrases

	<ol style="list-style-type: none"> 4. Have an understanding of word relationships and nuances 5. Write dates, days of the week and months 6. Clarify the meaning of unknown words and phrases <p>Speaking/Listening - SWBAT:</p> <ol style="list-style-type: none"> 1. Participate in collaborative discussions with teacher and students 2. Use respectful speaking and listening skills 3. Speak in complete sentences when appropriate to the task <p>Math -SWBAT:</p> <ol style="list-style-type: none"> 1. Read and write numbers 0-100 2. Know place value of ones, tens, hundreds, tenths, and hundredths 3. Sort numbers as even or odd 4. Multiply and divide numbers 1-100 5. Solve word problems using whole numbers (add, subtract, multiply, divide) 6. Read simple charts, graphs, diagrams, and tables 7. Count money and make change 8. Develop understanding of fractions as numbers 9. Describe $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{2}$ of, $\frac{1}{3}$ of, etc... 10. Know shapes and attributes 		
Course content	<table> <tr> <td data-bbox="508 1180 816 1359">CCRS</td><td data-bbox="816 1180 1967 1359"> <p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor1</p> <p>ELA - Reading Informational Text (RI): Level B, Anchor 2, 4, 5 (RI 3.5 only), 7 (RI 3.7 only), 9</p> <p>ELA - Writing (W): Level B, Anchors 2, 4, 5 & 6</p> </td></tr> </table>	CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor1</p> <p>ELA - Reading Informational Text (RI): Level B, Anchor 2, 4, 5 (RI 3.5 only), 7 (RI 3.7 only), 9</p> <p>ELA - Writing (W): Level B, Anchors 2, 4, 5 & 6</p>
CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level A, Anchor1</p> <p>ELA - Reading Informational Text (RI): Level B, Anchor 2, 4, 5 (RI 3.5 only), 7 (RI 3.7 only), 9</p> <p>ELA - Writing (W): Level B, Anchors 2, 4, 5 & 6</p>		

		ELA - Language (L): Level B, Anchors 1, 2 & 4 ELA - Speaking & Listening (SL): Level B, Anchors 1, 3, 4, & 6 Math - Numbers and Operations in Base Ten (NBT): Level B Math - Number and Operations - Fractions: Level B Math - Operations and Algebraic Thinking (OA): Level B Math - Geometry(G): Level B
	ACES/TIF	Effective Communication: Skill 1 a-e; Skill 3 a Learning Strategies: Skill 1 a-e; Skill 2 a, b & d; Skill 3 a-d Critical Thinking: Skill 1 a-b;
	Northstar	Basic Computer Skills
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Challenger, Laubach, Vocabulary Basics, Bader Reading and Language Inventory	

Course name	Core Skills ABE Level 3 Basic Skills to Pre-GED (Grades 4-6)
Site and schedule	Duluth Adult Education M, T, W, Th, 9:00-1:00

Delivery method (In-person, hybrid, DL, combination)	In-person, hybrid, combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> • CASAS Reading score between 211-220 • CASAS Math score between 211-220 • TABE Reading score between 461-517 • TABE Math score between 442-505 • TABE Language score between 491-523 <p>ABE students are placed in an individualized ABE program according to their TABE score in reading or math and to interviews.</p> <p>Students complete ABE Level 3 when they reach:</p> <ul style="list-style-type: none"> • a CASAS Reading or Math score of 221 • a TABE Reading score of 518 • a TABE Math score of 506 • a TABE Language score of 524
Course goals	<p>Reading-SWBAT:</p> <ol style="list-style-type: none"> 1. Refer to details and quote accurately from a text when explaining and drawing inferences 2. Summarize a text using supporting details and ideas 3. Explain what happened and why based on specific information in the text 4. Explain how an author uses reasons and evidence to support a point of view 5. Use text features and search tools (key words, sidebars, hyperlinks, etc) to locate relevant information <p>Writing-SWBAT:</p>

1. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
2. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
3. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing, making effective choices for meaning or style depending on the context
4. **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings
6. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that show logical relationships

Speaking and Listening-SWBAT:

1. Paraphrase and summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
2. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation

Math-SWBAT

1. Extend the number system to positive rational numbers and place value understanding of decimals
2. Attain a probable answer using estimation to the nearest place value
3. Attain fluency with multi-digit operations using whole numbers and decimals
4. Understand fraction equivalence and comparison using factors and multiples
5. Develop fluency with sums, differences, products, and quotients of fractions
6. Connect ratio and rate to whole numbers multiplication and division
7. Alternate between fractions and decimals when comparing numbers to hundredths

Course content	8. Write, evaluate, and interpret expressions and equations using one variable 9. Generate and analyze patterns following a given rule 10. Develop understanding of the coordinate plane 11. Classify two-dimensional shapes based on sides and angles 12. Develop an understanding of volume and surface area 13. Solve problems using conversion of measurement and like measurement units	
	CCRS	ELA - Reading Informational Text (RI): Level C, Anchors 1-7 ELA - Writing (W): Level C, Anchors 1-9 ELA - Speaking & Listening (SL): Level C, Anchors 1-6 ELA - Language (L): Level C, Anchors 1-6 ELA - Reading Foundations (RF): Level C, Anchors 3 & 4 Math - Number and Operations-Base Ten (NBT): Level C Math - The Number System (NS): Level C Math - Number Fractions (NF): Level C Math - Operations and Algebraic Thinking (OA): Level C Math - Expressions and Equations (EE): Level C Math - Geometry (G): Level C Math - Measurement and Data (MD): Level C Math - Statistics and Probability (SP): Level C
	ACES/TIF	Learning Strategies: Skill 2 b; 4 a,b Self Management: Skill 1 a,b Critical Thinking: Skill 1a-b Develop Future Pathway: Skill 1 a-d
	Northstar	Basic Computer Skills

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Newsela website; Readworks website; Steck/Vaughn: TABE Fundamentals, Vocabulary Connections, Building Strategies	

ENGLISH LANGUAGE (ELL/ESL) PROGRAM

Course name	ESL Class: Beginner
Site and schedule	<p>Duluth Adult Education - DAE - ISD 709</p> <p>325 W 1st St Bldg. 3rd Floor</p> <p>Duluth, MN 55802</p> <p>Mon-Thur 11:30-1:00 @ DAE and Mon-Wed 8:00-9:00 am Online</p>

Delivery method (In-person, hybrid, DL, combination)	In-person and DL	
Target student population (including cut scores, score ranges, completion criteria)	Immigrants and refugees with limited English skills Current students range from <ul style="list-style-type: none"> ESL 1 to ESL 3 	
Course goals	Beginning ESL learners: survival English for community interaction and entry-level employment, as well as basic familiarity with life in the United States.	
Course content	CCRS	<p>ELA - Reading Informational Text (RI): Levels A, B, C, Anchor 1; levels A, B, C, Anchor 2; level A, Anchor 3; levels A, B, C, Anchor 4; levels A, B, C (<i>RI.4.5 only</i>) Anchor 5; levels A, B (<i>RI.3.7 only</i>)Anchor 7,</p> <p>ELA - Writing (W): Level A, Anchor 2; level A, Anchor 3; level A (<i>W.1.5</i>), Anchor 5; level A (<i>W.1.8</i>), Anchor 8; level C (<i>b. only</i>), Anchor 9</p> <p>ELA - Speaking & Listening (SL): Level A, B (<i>b., c., d. only</i>), Anchor 1; levels A, B, Anchor 2; levels A, B, Anchor 3; level A, Anchor 4; levels A, B, Anchor 6;</p> <p>ELA - Language (L): Level A (a.---> l.), Anchor 1; level A (a. ---> e.), Anchor 2; level B, Anchor 3; levels A, B, C, Anchor 4; levels A, B, Anchor 5; levels A, B, Anchor 6;</p> <p>ELA - Reading (RF): Level A, R.F.4</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 a- c; Skill 3 a - c;</p> <p>Learning Strategies: Skill 1 a-g; Skill 2 a; Skill 3 a-d; Skill 4a</p> <p>Critical Thinking: Skill 1 a-d; Skill 4 a -b</p> <p>Self-Management: Skill 1 a-f; Skill 2 b; Skill 3 a-f;</p>

		Developing a Future Pathway: Skill 1 a; Skill 2 a; Skill 3 a; Navigating Systems: Skill 1 a-c; Skill 2 a-e; Skill 3 c-d;
	Northstar	Basic Computer Skills: 1-5, 18; Internet Basics: 1 Using Email: 1;
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Ellii is a comprehensive digital platform that provides English language teachers with high-quality content and interactive courseware.</p> <p>Teach-This.com provides over 2700 printable ESL activities, worksheets, games and lessons to help you teach all the core skills associated with language learning: speaking, listening, reading, writing, pronunciation, vocabulary and grammar.</p> <p>Future aligns with the CASAS® STEPS framework, offering adult learners the language skills they need for workplace success and everyday interaction.</p> <p>English Unlocked is an accessible, student-centered, English language literacy curriculum aligned with the College and Career Readiness Standards for English Language Arts, specifically designed for adult learners.</p> <p>Journey to Success helps adult learners build reading, writing, vocabulary, and comprehension skills with contextualized nonfiction and fiction passages.</p>	

Course name	ESL Class: Intermediate/Advanced	
Site and schedule	Duluth Adult Education - DAE - ISD 709 325 W 1st St Bldg. 3rd Floor Duluth, MN 55802 Mon-Thur 9:00 - 11:00 @ DAE, Mon-Tue 6:30-8:00 Online, and Wed 5:00 - 7:00 @ DAE	
Delivery method (In-person, hybrid, DL, combination)	In-person and DL	
Target student population (including cut scores, score ranges, completion criteria)	Immigrants and refugees with limited English skills Current students range from <ul style="list-style-type: none"> ESL 4 to ESL 6 	
Course goals	Intermediate ESL participants build on the above-mentioned survival English skills, with an emphasis on work readiness for entry-level employment and higher level vocabulary acquisition. Advanced ESL learners prepare for higher education and the reading demands of everyday employment.	
Course content	CCRS	ELA - Reading Informational Text (RI): Levels A, B, C, Anchor 1; levels A, B, C, Anchor 2; level A, Anchor 3; levels A, B, C, Anchor 4; levels A, B, C (<i>RI.4.5 only</i>) Anchor 5; levels A, B (<i>RI.3.7 only</i>)Anchor 7, ELA - Writing (W): Level A, Anchor 2; level A, Anchor 3; level A (<i>W.1.5</i>), Anchor 5; level A (<i>W.1.8</i>), Anchor 8; level C (<i>b. only</i>), Anchor 9

		<p>ELA - Speaking & Listening (SL): Level A, B (<i>b., c., d. only</i>), Anchor 1; levels A, B, Anchor 2; levels A, B, Anchor 3; level A, Anchor 4; levels A, B, Anchor 6;</p> <p>ELA - Language (L): Level A (a.---> l.), Anchor 1; level A (a. ---> e.), Anchor 2; level B, Anchor 3; levels A, B, C, Anchor 4; levels A, B, Anchor 5; levels A, B, Anchor 6;</p> <p>ELA - Reading (RF): Level A, R.F.4</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 a- c; Skill 3 a - c;</p> <p>Learning Strategies: Skill 1 a-g; Skill 2 a; Skill 3 a-d; Skill 4a</p> <p>Critical Thinking: Skill 1 a-d; Skill 4 a -b</p> <p>Self-Management: Skill 1 a-f; Skill 2 b; Skill 3 a-f;</p> <p>Developing a Future Pathway: Skill 1 a; Skill 2 a; Skill 3 a;</p> <p>Navigating Systems: Skill 1 a-c; Skill 2 a-e; Skill 3 c-d;</p>
	Northstar	<p>Basic Computer Skills: 1-5, 18; Internet Basics: 1</p> <p>Using Email: 1;</p>
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Career/occupational content, science, social studies, civics, and citizenship preparation are all woven into the curriculum.
Course text(s), educational technology, other instructional materials		<p>Ellii is a comprehensive digital platform that provides English language teachers with high-quality content and interactive courseware.</p> <p>Teach-This.com provides over 2700 printable ESL activities, worksheets, games and lessons to help you teach all the core skills associated with language learning: speaking, listening, reading, writing, pronunciation, vocabulary and grammar.</p> <p>News for You is a low-cost weekly news source for adult learners. Available in print and online, <i>News for You</i> helps to build reading, vocabulary, and English language skills in the context of current events and high-interest news stories.</p>

[Future](#) aligns with the CASAS® STEPS framework, offering adult learners the language skills they need for workplace success and everyday interaction.

[English Unlocked](#) is an accessible, student-centered, English language literacy curriculum aligned with the [College and Career Readiness Standards](#) for English Language Arts, specifically designed for adult learners.

[Journey to Success](#) helps adult learners build reading, writing, vocabulary, and comprehension skills with contextualized nonfiction and fiction passages.

GED/DIPLOMA PROGRAM

Course name	Adult Diploma Math
Site and schedule	Downtown DAE Mon- Thur 9:00 - 1:00 In Person Online Mon-Thur 1:30-2:30 Community Action Duluth by appointment AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00
Delivery method (In-person, hybrid, DL, combination)	In-person and DL
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading GOALS Score 228 or higher

Course goals	Student will be able to (SWBAT): <ol style="list-style-type: none"> 1. Develop Future pathway goals. 2. Understand self-management strategies and navigating systems. 3. Attain basic computer literacy skills. 4. Establish basic life skills such as budgeting, math for work and effective, interpersonal communication. 5. Establish competency in Basic Math, Algebra, and/or Geometry 	
Course content	CCRS	Mathematics: Level C (4-5; +6), Level D (+6, 7-8) 6.NS.2-4, 4.NF.6-7, 5.NF.1-7, 4.OA.1-5, 5.OA.1-2, 3.MD.1-2, 4.G.1, 5.G.1-3, 6.G.1-4, 7.G.1-6, 6.RP.1-2, 7.RP.2, 6.EE.1-9, 7.EE.1-3
	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-3 Critical Thinking: Skills 1-3 Self-Management: Skills 1-3 Developing Future Pathways: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar	Basic Computer Skills Internet Basics Windows
	Other (e.g. career/ occupational content, science, social	

	studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed	

Course name	Adult Diploma Social Studies	
Site and schedule	Downtown DAE Mon- Thur 9:00 - 1:00 In Person Online Mon-Thur 1:30-2:30 Community Action Duluth by appointment AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00	
Delivery method (In-person, hybrid, DL, combination)	In-Person and DL	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading GOALS Score 228 or higher	
Course goals	Student will be able to (SWBAT): <ol style="list-style-type: none"> 1. Develop Future pathway goals. 2. Create Resume and cover letter. 3. Understand self-management strategies and navigating systems. 	

Course content		<p>4. Attain basic computer literacy skills.</p> <p>5. Establish basic life skills such as citizenship skills, awareness of current events and effective, interpersonal communication.</p> <p>6. Establish competency in Government, International Studies, Economics, American History, World History</p>
	CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level D, Anchor 1</p> <p>ELA - Reading Informational Text (RI): Level D, Anchors 2, 4, 5, 7 & 8</p> <p>ELA - Writing (W): Level D, Anchors 2, 3, 5, 6, 7 & 8</p> <p>ELA - Speaking & Listening (SL): Level D, Anchors 3, 4 & 6</p> <p>ELA - Language (L): Level D, Anchors 1, 2, 4,5 & 6</p>
	ACES/TIF	<p>Effective Communication: Skills 1-3</p> <p>Learning Strategies: Skills 1-3</p> <p>Critical Thinking: Skills 1-3</p> <p>Self-Management: Skills 1-3</p> <p>Developing Future Pathways: Skills 1-3</p> <p>Navigating Systems: Skills 1-2</p>
	Northstar	<p>Basic Computer Skills</p> <p>Internet Basics</p> <p>Windows</p>
	Other (e.g. career/ occupational content, science, social	

	studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed	

Course name	Adult Diploma Reading Language Arts	
Site and schedule	Downtown DAE Mon- Thur 9:00 - 1:00 In Person Online Mon-Thur 1:30-2:30 Community Action Duluth by appointment AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00	
Delivery method (In-person, hybrid, DL, combination)	In-Person and DL	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading GOALS Score 228 or higher	
Course goals	Student will be able to (SWBAT): <ol style="list-style-type: none"> 1. Develop future pathway goals. 2. Create resume and cover letter. 3. Understand self-management strategies and navigating systems. 4. Attain basic computer literacy skills. 	

Course content	<p>5. Establish basic life skills for college, career and citizenship.</p> <p>6. Establish competency in Reading Informational Texts, Writing for Purpose, Literature Interpretation</p>	
	CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level D, Anchor 1</p> <p>ELA - Reading Informational Text (RI): Level D, Anchors 2, 4, 5, 7 & 8</p> <p>ELA - Writing (W): Level D, Anchors 2, 3, 5, 6, 7 & 8</p> <p>ELA - Speaking & Listening (SL): Level D, Anchors 3, 4 & 6</p> <p>ELA - Language (L): Level D, Anchors 1, 2, 4,5 & 6</p>
	ACES/TIF	<p>Effective Communication: Skills 1-3</p> <p>Learning Strategies: Skills 1-3</p> <p>Critical Thinking: Skills 1-3</p> <p>Self-Management: Skills 1-3</p> <p>Developing Future Pathways: Skills 1-3</p> <p>Navigating Systems: Skills 1-2</p>
	Northstar	<p>Basic Computer Skills</p> <p>Internet Basics</p> <p>Windows</p>
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	

Course text(s), educational technology, other instructional materials	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed
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Course name	Adult Diploma Science
Site and schedule	Downtown DAE Mon- Thur 9:00 - 1:00 In Person Online Mon-Thur 1:30-2:30 Community Action Duluth by appointment AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00
Delivery method (In-person, hybrid, DL, combination)	In-Person and DL
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading GOALS Score 228 or higher
Course goals	<p>Student will be able to (SWBAT):</p> <ol style="list-style-type: none"> 1. Understand that Science topics surround us in daily life 2. Define the main study areas of Life Science vs. Physical Science vs. Earth and Space Science 3. Use the Scientific method to investigate new ideas 4. Read science text for main idea, details, fact/opinion, cause/effect, compare/contrast 5. Use context and previous word knowledge to define new words 6. Interpret scientific diagrams, charts and tables to answer questions

	<p>7. Learn to accurately record data from simple experiments</p> <p>8. Make predictions and hypotheses based on observations</p> <p>9. Learn to locate and find accurate sources of scientific information</p>	
Course content	CCRS	<p>ELA - Reading Informational Text (RI)/Reading Literature (RL): Level D, Anchor 1</p> <p>ELA - Reading Informational Text (RI): Level D, Anchors 2, 4, 5, 7 & 8</p> <p>ELA - Writing (W): Level D, Anchors 2, 3, 5, 6, 7 & 8</p> <p>ELA - Speaking & Listening (SL): Level D, Anchors 3, 4 & 6</p> <p>ELA - Language (L): Level D, Anchors 1, 2, 4,5 & 6</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 b; Skill 3 a</p> <p>Learning Strategies: Skill 1 a-g; Skill 2 a- d; Skill 3 a-d; Skill 4c</p> <p>Critical Thinking: Skill 1 a-d; Skill 4 a -b</p> <p>Developing a Future Pathway: Skill 1 a; Skill 2 a; Skill a-b</p> <p>Self-Management: Skill 1 a-f; Skill 2 a-c; Skill 3 e-f</p> <p>Navigating Systems: Skill 1 a-c; Skill 2 a-e; Skill 3 c-d</p>
	Northstar	<p>Basic Computer Skills</p> <p>Internet Basics</p> <p>Windows</p>
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed	

technology, other instructional materials	
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Course name	ABE Level 4 Pre-GED Study (Grades 6-8)
Site and schedule	<p>Downtown DAE Mon- Thur 9:00 - 1:00 In Person</p> <p>Online Google Meet Monday-Thursday 1:30-2:30 pm</p> <p>Community Action Duluth by appointment</p> <p>AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00</p>
Delivery method (In-person, hybrid, DL, combination)	In-Person, DL
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading GOALS Score 228 or higher
Course goals	<p>Reading-SWBAT:</p> <ol style="list-style-type: none"> 1. Cite textual evidence within a text to support conclusion 2. Determine the theme or central idea and how it is conveyed through particular details 3. Summarize a text using supporting details and ideas distinct from personal opinion and prior knowledge 4. Explain what happened and why based on specific information in the text following multi-step directions 5. Analyze the overall organizational structure in a text and how sections contribute to the whole 6. Integrate information expressed in words with information expressed visually to develop an understanding of a topic

7. Assess whether an author's reasoning is sound and evidence is relevant, and recognize when irrelevant evidence is introduced
8. Determine the theme or main idea and explain how it supported by key details
9. Determine the meaning of academic, domain specific, and figurative language in a text

Writing-SWBAT:

1. Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience
2. With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Speaking and Listening-SWBAT:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Math-SWBAT:

1. Extend number sense and fluent operations to all rational numbers, including negatives and fractions
2. Understand rate, ratio, and percent and use them to solve problems
3. Apply proportional relationships
4. Work with radicals and integer exponents
5. Work with expressions and linear equations
6. Solve linear equations and systems of linear equations
7. Develop the concept of function

	<ul style="list-style-type: none"> 8. Graph functions in the coordinate plane and analyzing their graphs 9. Classify geometric figures based on properties 10. Solve real life and mathematical problems involving 2-and 3-dimensional figures: area, surface area, and volume 11. Analyze 2- and 3-dimensional shapes using distance and angle measurements, similarity, and congruence 12. Apply the Pythagorean theorem 13. Summarize data and data distributions 14. Understand patterns of association for bivariate data and describing them with a linear equation, when appropriate 	
Course content	CCRS	<p>ELA - Reading Informational Text (RI): Level C and D, Anchors 1-7</p> <p>ELA - Writing (W): Level D, Anchors 1-9</p> <p>ELA - Speaking & Listening(SL): Level D, Anchors 1-6</p> <p>ELA - Language (L): Level D, Anchors 1-6</p> <p>Math - Number and Operations-Base Ten (NBT): Level C</p> <p>Math - The Number System (NS): Level D, 6.NS.5-6.NS.8; 7.NS.1-7.NS.3</p> <p>Math - Ratios and Proportional Relationships (RP): Level D, 6.RP.3 - 7.RP.3</p> <p>Math - Expressions and Equations (EE): Level D</p> <p>Math - Functions (F): Level D</p> <p>Math - Geometry (G): Level D</p> <p>Math - Statistics and Probability (SP): Level D</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 b; Skill 3 a</p> <p>Learning Strategies: Skill 1 a-g; Skill 2 a- d; Skill 3 a-d; Skill 4c</p> <p>Critical Thinking: Skill 1 a-d; Skill 4 a -b</p> <p>Developing a Future Pathway: Skill 1 a; Skill 2 a; Skill a-b</p>

		Self-Management: Skill 1 a-f; Skill 2 a-c; Skill 3 e-f Navigating Systems: Skill 1 a-c; Skill 2 a-e; Skill 3 c-d
	Northstar	Basic Computer Skills Internet Basics Windows
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed	

Course name	ABE Level 5 GED PREP (Grades 9-10)
Site and schedule	Downtown DAE Mon- Thur 9:00 - 1:00 In Person Online Google Meet Monday-Thursday 1:30-2:30 pm Community Action Duluth by appointment AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00
Delivery method (In-person, hybrid, DL, combination)	In-Person, DL

Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading GOALS Score 239-248
Course goals	<p>Reading-SWBAT:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. 3. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 4. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts. 5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 6. Determine the meaning and impact of tone of academic, domain specific, connotative, and figurative language in a text 7. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression 8. Analyze the purpose of information presented in diverse media and formats and evaluate the motives <p>Writing-SWBAT:</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4. Write opinion pieces on topics or text, supporting a point of view with reasons and information
5. With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Speaking and Listening-SWBAT:

1. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced

Mathematics-SWBAT:

1. Extend the properties of exponents to rational exponents.
2. Reason quantitatively and use units to solve problems.
3. Interpret the structure of expressions.
4. Write expressions in equivalent forms to solve problems.
5. Perform arithmetic operations on polynomials.
6. Rewrite rational expressions.
7. Create equations that describe numbers or relationships.
8. Understand solving equations as a process of reasoning and explain the reasoning.
9. Solve equations and inequalities in one variable.
10. Solve systems of equations.
11. Represent and solve equations and inequalities graphically.

CCRS

ELA - Reading Informational Text (RI)/Reading Literature (RL)/Reading Historical/Social Studies Text(RH)/Reading Scientific and Technical Text(RST):
Level E, 1-10

Course content		ELA - Writing (W): Level E, Anchor 1,2,6,8 ELA - Speaking & Listening(SL): Level E, Anchor 1, 4 Mathematics: N.RN.2, N.Q.1, N.Q.3, A.SSE.1, A.SSE.2, A.SSE.3, A.APR.1, A.APR.6, A.CED.1, A.CED.2, A.CED.3, A.CED.4, A.REI.1, A.REI.2, A.REI.3, A.REI.6, A.REI.10
	ACES/TIF	Effective Communication: Skill 1 a-f; Skill 2 b; Skill 3 a Learning Strategies: Skill 1 a-g; Skill 2 a- d; Skill 3 a-d; Skill 4c Critical Thinking: Skill 1 a-d; Skill 4 a -b Developing a Future Pathway: Skill 1 a; Skill 2 a; Skill a-b Self-Management: Skill 1 a-f; Skill 2 a-c; Skill 3 e-f Navigating Systems: Skill 1 a-c; Skill 2 a-e; Skill 3 c-d
	Northstar	Basic Computer Skills Internet Basics Windows
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed	

Course name	ABE Level 6 GED Prep (Grades 11-12)
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Site and schedule	<p>Downtown DAE Mon- Thur 9:00 - 1:00 In Person</p> <p>Online Google Meet Monday-Thursday 1:30-2:30 pm</p> <p>Community Action Duluth by appointment</p> <p>AICHO Tues. 11:00-2:00 and 5:00-8:00 and Wed. 5:00-8:00</p>
Delivery method (In-person, hybrid, DL, combination)	In-Person, DL
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> • Reading CASAS Score 249+ • Math CASAS Score 236 +
Course goals	<p>Students will be able to (SWBAT):</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 3. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 4. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. 5. Combine information from several resources to write or speak knowledgeably 6. Analyze an author's point of view, how it is revealed and how the author acknowledges conflicting evidence or viewpoints 7. Analyze information from several resources and identify where the texts disagree on interpretation

8. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
9. Integrate quantitative or technical analysis with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.

Writing:

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
5. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Mathematics:

1. Understand the concept of a function and use function notation.
2. Interpret functions that arise in applications in terms of the context.
3. Analyze functions using different representations.
4. Build a function that models a relationship between two quantities.
5. Construct and compare linear, quadratic, and exponential models and solve problems.

Course content		6. Interpret expressions for functions in terms of the situation they model. 7. Experiment with transformations in the plane. 8. Explain volume formulas and use them to solve problems. 9. Apply geometric concepts in modeling situations. 10. Summarize, represent, and interpret data on a single count or measurable variable. 11. Summarize, represent, and interpret data on two categorical and quantitative variables. 12. Interpret linear models.
	CCRS	ELA - Reading Informational Text (RI)/Reading Literature (RL)/Reading Historical/Social Studies Text(RH)/Reading Scientific and Technical Text(RST): Level E, 1-10 ELA - Writing (W): Level E, Anchor 1,2,6,8 ELA - Speaking & Listening(SL): Level E, Anchor 1, 4 Mathematics: N.RN.2, N.Q.1, N.Q.3, A.SSE.1, A.SSE.2, A.SSE.3, A.APR.1, A.APR.6, A.CED.1, A.CED.2, A.CED.3, A.CED.4, A.REI.1, A.REI.2, A.REI.3, A.REI.6, A.REI.10
	ACES/TIF	Effective Communication Skill 2 c,d; Skill 4 b,c Learning Strategies Skills 1-4 Critical Thinking Skill 1 c-d; Skill 2 a-b; Skill 3 a-d; Skill 4 a Self Management Skill 1 d; Skill 2 a-c; Skill 3 a-c Developing a Future Pathway Skill 2 a-c
	Northstar	Basic Computer Skills Internet Basics Windows
	Other	

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Edmentum, Common Lit, Steck-Vaughn Student Books, Kaplan GED Prep books District Supplied Texts as needed	

COLLEGE PREP PROGRAM

Course name	College Prep: Pathways to College Success Read/Write
Site and schedule	Lake Superior College Two days a week/2.5 hours a time or mostly online option
Delivery method (In-person, hybrid, DL, combination)	In person Mostly online option
Target student population (including cut scores, score ranges, completion criteria)	Guided Self Placement: https://www.lsc.edu/current-students/advising-services/guided-self-placement/ Strongly Recommended CASAS Level C
Course goals	This course is designed to help students develop college study skills, habits and mindsets while improving their vocabulary, reading comprehension and fluency. Topics include word analysis, vocabulary development, effective reading strategies, and writing techniques. and comprehension strategies. The goal of Adult Education Read/Write is to assist in transitioning students effectively into college courses by refreshing and building

college level academic skills. This course includes digital literacy and D2L navigation to develop the skills and habits that will result in accurate 0950/0955 Read/Write placement and college success.

Reading:

1. Read compound words and words with prefixes and suffixes
2. Read for main idea, details, fact/opinion, cause/effect, compare/contrast, summarizing, and sequencing
3. Use context clues to define new words
4. Ask and answer questions using the 6 W's
5. Interpret words and phrases as they are used in a text
6. Use text features (glossary, index, headings, menus, etc.) to locate key facts and information
7. Use text features and search tools (key words, sidebars, hyperlinks, etc.) to locate relevant information
8. Use illustrations and words in a text to gain information
9. Link personal likes and dislikes to job skills (what do I want to do for work)

Writing/Language -

1. Use standard English grammar and usage when writing or speaking
2. Write sentences with correct punctuation, capitalization, and spelling
3. Clarify the meaning of unknown and multiple meaning words and phrases
4. Improve drafts by rethinking, correcting errors, and rewriting
5. Write an informative/explanatory text
6. Write a friendly letter with correct punctuation
7. Develop pre-writing strategies that help to generate ideas and material for the development of good sentences and paragraphs
8. With guidance, use technology to produce and publish writing (keyboarding skills)
9. Write well -organized paragraphs and essays with clear main ideas and solid support

Speaking/Listening -

1. Participate in collaborative discussions with teacher and students
2. Use respectful speaking and listening skills

	<ol style="list-style-type: none"> 3. Ask and answer questions about information from a speaker 4. Tell a story or recount an experience with appropriate facts and relevant details 5. Speak in complete sentences when appropriate to the task
Course content	<p>CCRS</p> <p>Reading</p> <p>CCR Anchor 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. R1/RL 1.1, 2.1, 4.1, 5.1</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL 1.2, RL 3.2, RL 4.2</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently</p> <p>Writing</p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Speaking and Listening</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own</p>

clearly and persuasively. SL.1.1, SL.1.3, SL.1.4, SL.1.6

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR Anchor 3 SL.3.1

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at

the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

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

CCR Anchor 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.

ACES/TIF

LS 1a, 1b, 1c, 1d, 1e, 1f, 1g; LS 2c; LS 3c, 3d; LS 4c; CT 1a, 1b, 1c, 1d
EC 1a, 1e, 1f, 2a, 2b, 2c, 3c
CT 3a, 3d
CT 4a, 4b, 4c, 4d

Northstar

<https://www.digitalliteracyassessment.org/>
Using Email, Basic Computer Skills and Microsoft Word

		Optional Modules: Windows, Microsoft Excel, Microsoft PowerPoint, Social Media, Information Literacy & Career Search Skills
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	https://www.ixl.com/skill-plans/casas-level-c Career Advising, Counseling, Tutor & Learning Center support: https://www.lsc.edu/current-students/learning-center/ https://www.lsc.edu/current-students/advising-services/ https://www.lsc.edu/current-students/library/ https://www.lsc.edu/current-students/counseling-services/mental-health-services/
Course text(s), educational technology, other instructional materials	CommonLit : https://www.commonlit.org/ Teacher Generated Materials and Activities Teacher Verified Model (TVM) : https://www.literacymn.org/teacher-verification-model Desire 2 Learn: D2L	

Course name	Pathways to College Success Math Essentials
Site and schedule	Lake Superior College Two days a week/2.5 hours a time or mostly online option
Delivery method (In-person, hybrid, DL, combination)	In person Mostly online option
Target student population (including cut scores, score ranges, completion criteria)	Guided Self Placement: https://www.lsc.edu/current-students/advising-services/guided-self-placement/ CASAS Level C (strongly suggested)
Course goals	This college prep course is designed to help learners prepare and improve their mathematical numeracy skills, habits and mindsets. This course includes digital literacy and D2L navigation which supports the

	<p>development of the skills and habits that will result in accurate math placement and future course navigational skills. Topics include but are not limited to the review of whole number operations add/subtract multiply and divide, place value with decimal operations, positive and negative integers, fractions operations and percents. This course includes accelerated options of ratio/proportions, graphing, unit measurements with conversions, beginning statistics and beginning algebra. The goal of Adult Education Mathematical Essentials I&II is to assist in transitioning students who want to review and/or accelerate to college level math skills.</p> <p>Math: Level C</p> <ol style="list-style-type: none"> 1. Extend the number system to positive rational numbers and place value understanding of decimals 2. Attain a probable answer using estimation to the nearest place value 3. Attain fluency with multi-digit operations using whole numbers, decimals, and percents 4. Understand fraction equivalence and comparison using factors and multiples 5. Develop fluency with sums, differences, products, and quotients of fractions, decimals, and percents 6. Connect ratio and rate to whole numbers multiplication and division 7. Alternate between fractions, decimals, and percents when comparing numbers to hundredths 8. Write, evaluate, and interpret expressions and equations using one variable 9. Generate and analyze patterns following a given rule; create rules from given problems 10. Classify two-dimensional shapes based on sides and angles; area and perimeter concepts 11. Solve problems using conversion of measurement and like measurement units 12. Develop understanding of statistical variability and distributions 	
Course content	CCRS	<p>Math - Number and Operations-Base Ten (NBT): Level C</p> <p>Math - The Number System (NS): Level C</p> <p>Math - Number Fractions (NF): Level C</p> <p>Math - Operations and Algebraic Thinking (OA): Level C</p> <p>Math - Expressions and Equations (EE): Level C</p> <p>Math - Geometry (G): Level C</p>

		<p>Math - Measurement and Data (MD): Level C</p> <p>Math - Statistics and Probability (SP): Level C</p> <p>Math - Ratios and Proportional Relationships (RP): Level D, 6.RP.3 - 7.RP.3</p> <p>Math - Expressions and Equations (EE): Level D</p> <p>Math - Functions (F): Level D</p> <p>Math - Geometry (G): Level D</p> <p>Math - Statistics and Probability (SP): Level D</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 a-c; Skill 3 a,c</p> <p>Learning Strategies: Skill 1 a-g; Skill 2 a- d; Skill 3 a-d; Skill 4c</p> <p>Critical Thinking: Skill 1 a-d; Skill 3a, 3d, Skill 4 a -b</p> <p>Developing a Future Pathway: Skill 1 a; Skill 2 a; Skill a-b</p> <p>Self-Management: Skill 1 a-f; Skill 2 a-c; Skill 3 e-f</p> <p>Navigating Systems: Skill 1 a-c; Skill 2 a-e; Skill 3 c-d</p>
	Northstar	<p>https://www.digitalliteracyassessment.org/</p> <p>Using Email, Basic Computer Skills and Microsoft Word</p> <p>Optional Modules:</p> <p>Windows, Microsoft Excel, Microsoft PowerPoint, Social Media, Information Literacy & Career Search Skills</p>
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	<p>https://www.ixl.com/math/skill-plans/casas-level-c</p> <p>Khan Academy:</p> <p>https://www.khanacademy.org/</p> <p>Accuplacer test prep/Web page:</p> <p>https://accuplacer.collegeboard.org/students/prepare-for-accuplacer/practice</p> <p>https://www.ixl.com/math/skill-plans/casas-level-c</p> <p>Career Advising, Counseling, Tutor & Learning Center support:</p> <p>https://www.lsc.edu/current-students/learning-center/</p> <p>https://www.lsc.edu/current-students/advising-services/</p>

	https://www.lsc.edu/current-students/library/ https://www.lsc.edu/current-students/counseling-services/mental-health-services/
Course text(s), educational technology, other instructional materials	Contemporary's Number Power : A Real World Approach to Math Contemporary's Number Power 2: Fractions, Decimals and Percents Contemporary's Number Power Review

Course name	0950/0955 Read/Write College Prep Intermediate/Advanced
Site and schedule	Lake Superior College 0950 3 days a week/2 hours a day 0955 2 days a week/2 hours a day (mostly online option)
Delivery method (In-person, hybrid, DL, combination)	Integrated Instruction 0950 In-person (six hours/week) 0955 In person; mostly online option (four hours/week)
Target student population (including cut scores, score ranges, completion criteria)	https://www.lsc.edu/current-students/advising-services/guided-self-placement/ CASAS Level C/D
Course goals	<p>This course provides comprehensive practice in reading and writing skills necessary for success in college-level courses. Students need a "C" or better in this course to enroll in ENGL1106, College Composition I. (Prerequisites: none) (5 hrs lec/1 hrs lab/0 hrs OJT)</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Read compound words and words with prefixes and suffixes 2. Read for main idea, details, fact/opinion, cause/effect, compare/contrast, summarizing, and sequencing 3. Use context clues to define new words 4. Ask and answer questions using the 6 W's

5. Interpret words and phrases as they are used in a text
6. Use text features (glossary, index, headings, menus, etc.) to locate key facts and information
7. Use text features and search tools (key words, sidebars, hyperlinks, etc.) to locate relevant information
8. Use illustrations and words in a text to gain information
9. Link personal likes and dislikes to job skills (what do I want to do for work)

Writing/Language -

1. Use standard English grammar and usage when writing or speaking
2. Write sentences with correct punctuation, capitalization, and spelling
3. Clarify the meaning of unknown and multiple meaning words and phrases
4. Improve drafts by rethinking, correcting errors, and rewriting
5. Write an informative/explanatory text
6. Write a friendly letter with correct punctuation
7. Develop pre-writing strategies that help to generate ideas and material for the development of good sentences and paragraphs
8. With guidance, use technology to produce and publish writing (keyboarding skills)
9. Write well -organized paragraphs and essays with clear main ideas and solid support

Speaking/Listening -

1. Participate in collaborative discussions with teacher and students
2. Use respectful speaking and listening skills
3. Ask and answer questions about information from a speaker
4. Tell a story or recount an experience with appropriate facts and relevant details
5. Speak in complete sentences when appropriate to the task

CCRS

Reading Standards:

Course content

CCR Anchor 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.

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

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

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards:

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

		<p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards:</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
	ACES/TIF	<p>LS 1a, 1b, 1c, 1d, 1e, 1f, 1g; LS 2c; LS 3c, 3d; LS 4c; CT 1a, 1b, 1c, 1d</p> <p>EC 1a, 1e, 1f, 2a, 2b, 2c, 3c</p> <p>CT 3a, 3d</p> <p>CT 4a, 4b, 4c, 4d</p>
	Northstar	Using Email, Basic Computer Skills and Microsoft Word
	Other	Career Advising, Counseling, Tutor & Learning Center support

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	OER: Faculty Created and printed at no cost to the learner Desire 2 Learn: D2L	

Course name	MATH 0950 - Essentials of Mathematics: Intermediate; Math 0955 - Essentials of Mathematics: Advanced	
Site and schedule	Lake Superior College 0950: Monday/Wednesday/Friday: 2 hours/day = 6 hours/week 0955: Tuesday and Thursday: 2 hours/day = 4 hours/week OR mostly online option	
Delivery method (In-person, hybrid, DL, combination)	In-Person: 0950 In-Person 0955; Mostly online option in 0955 only	
Target student population (including cut scores, score ranges, completion criteria)	https://www.lsc.edu/current-students/advising-services/guided-self-placement/	
Course goals	This course covers topics in elementary algebra, beginning statistics, problem solving, and geometry. Content consists of ratios and rates, conversions, algebraic expressions, applications using formulas, geometric principles of parallel and perpendicular lines, transversals, triangle angle and side measurement, properties of similar and congruent polygons, circumference and area of circles, perimeter and area of regular and irregular polygons, and volume and surface area of solids. Students achieving a "C" or better in this course may enroll in MATH 0470, MATH 1105, MATH 1115, or MATH 2210. (Prerequisites: A placement score of 250 or above on the NG Reading test or concurrent	

enrollment READ/ENGL 0950/0955, or passing grade in READ/ENGL 0950/0955, or instructor consent; and placement score of 200-219 on the NG QAS test AND 250-269 on the NG Arithmetic test OR 220-250 on the NG QAS test AND 237-269 on the NG Arithmetic test) (5 hrs lec/0 hrs lab/0 hrs OJT)

Math: Level C

1. Extend the number system to positive rational numbers and place value understanding of decimals
2. Attain a probable answer using estimation to the nearest place value
3. Attain fluency with multi-digit operations using whole numbers, decimals, and percents
4. Understand fraction equivalence and comparison using factors and multiples
5. Develop fluency with sums, differences, products, and quotients of fractions, decimals, and percents
6. Connect ratio and rate to whole numbers multiplication and division
7. Alternate between fractions, decimals, and percents when comparing numbers to hundredths
8. Write, evaluate, and interpret expressions and equations using one variable
9. Generate and analyze patterns following a given rule; create rules from given problems
10. Classify two-dimensional shapes based on sides and angles; area and perimeter concepts
11. Solve problems using conversion of measurement and like measurement units
12. Develop understanding of statistical variability and distributions

Math: Level D

1. Apply and extend previous understanding of numbers to the system of rational numbers
2. Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers
3. Understand ratio concepts and use ratio reasoning to solve problems

CCRS

Math - Number and Operations-Base Ten (NBT): Level C/Level D

Math - The Number System (NS): Level C/Level D

Math - Number Fractions (NF): Level C/Level D

Math - Operations and Algebraic Thinking (OA): Level C/Level D

Course content

		<p>Math - Expressions and Equations (EE): Level C/Level D</p> <p>Math - Geometry (G): Level C/Level D</p> <p>Math - Measurement and Data (MD): Level C/Level D</p> <p>Math - Statistics and Probability (SP): Level C/Level D</p> <p>Math - Ratios and Proportional Relationships (RP): Level D, 6.RP.3 - 7.RP.3</p> <p>Math - Functions (F): Level D</p> <p>Math - Number and Quantity: The Real Number System: Level E</p> <p>Math- Number and Quantity: Level E</p> <p>Algebra: Seeing Structure in Expressions: Level E</p> <p>Algebra: Creating Equations: Level E</p> <p>Algebra: Reasoning with Equations and Inequalities: Level E</p> <p>Functions: Linear, Quadratic and Exponential Models: Level E</p> <p>Geometry: Congruence, Similarity, Right Triangles, Trigonometry and Modeling with Geometry: Level E</p> <p>Statistics and Probability: Level E</p>
	ACES/TIF	<p>Effective Communication: Skill 1 a-f; Skill 2 a-c; Skill 3 a,c</p> <p>Learning Strategies: Skill 1 a-g; Skill 2 a- d; Skill 3 a-d; Skill 4c</p> <p>Critical Thinking: Skill 1 a-d; Skill 3a, 3d, Skill 4 a -b</p> <p>Self-Management: Skill 1 a-f; Skill 2 a-c; Skill 3 e-f</p>
	Northstar	<p>Available as option when needed: https://www.digitalliteracyassessment.org/ Using Email, Basic Computer Skills and Microsoft Word</p>
	Other	Career Advising, Counseling, Tutor & Learning Center support

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	https://openstax.org/books/prealgebra-2e/pages/1-introduction	

CAREER PATH PROGRAM

Course name	Human Services IET	
Site and schedule	Duluth Adult Education Cohort dependent schedule	
Delivery method (In-person, hybrid, DL, combination)	In person	
Target student population (including cut scores, score ranges, completion criteria)	Students with an interest in the social work field and a CASAS Score: Reading 8.0 or greater	
Course goals	SWBAT describe various career options/types within the human services field, explain DEI and its importance to social work and give an overview of the intake process.	
	CCRS	Reading

Course content		<p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Writing</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: SWBAT ... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Learning Strategies</p> <p>Skill 2: SWBAT Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Critical Thinking</p> <p>Skill 3: SWBAT Use information to draw conclusions and make decisions</p> <p>Skill 4: SWBAT Recognize bias, assumptions and multiple perspectives</p> <p>Self-Management</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks.</p> <p>Developing a Future Pathway</p> <p>Skill 2: SWBAT Explore available options in order to identify one's future pathway</p> <p>Navigating Systems</p> <p>Skill 2: SWBAT Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p>
	Northstar	Internet and Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	

Course text(s), educational technology, other instructional materials	https://drive.google.com/drive/folders/1rAxnUrHnPPFzTiLuoyhs-A2ShHGuERO?usp=sharing
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Course name	Intro to Medical Office IET	
Site and schedule	Lake Superior College Cohort dependent schedule	
Delivery method (In-person, hybrid, DL, combination)	In person	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Score: Reading 8.0 or greater, Math 6.0 or greater Interest in the medical field and pre-requisite courses completed with either SOAR Career Solutions or the Duluth Careerforce Center (grant partners)	
Course goals	Students will be able to demonstrate soft skills required in the medical field, practice beginning medical terminology and have increased career path knowledge of the medical field. Students will be prepared to enter Lake Superior College's Medical Office Assistant course.	
Course content	CCRS	Reading CCR Anchor 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. CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

		<p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently</p> <p>Writing:</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening:</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Language:</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</p>
	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication</p>

		<p>Learning Strategies</p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p>Skill 4: SWBAT... Articulate awareness of what helps one learn language and content</p> <p>Critical Thinking</p> <p>Skill 2: SWBAT... Solve problems</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p>Self-Management</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks.</p> <p>Developing a Future Pathway</p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p> <p>Skill 2: SWBAT... Explore available options in order to identify one's future pathway</p> <p>Navigating Systems</p> <p>Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p>
	Northstar	<p>Word</p> <p>Excel</p> <p>Internet Basics</p>

		Basic Computer PowerPoint Using Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	https://drive.google.com/drive/folders/1qFcwBuDegLp8voSE8EQD2K0QA7KdCZAn?usp=sharing	

Course name	DL ROCC Pre-CNA Class
Site and schedule	Online Cohort Dependent Schedule
Delivery method (In-person, hybrid, DL, combination)	Online and DL platforms
Target student population (including cut scores, score ranges, completion criteria)	Motivated students with an interest in the healthcare field and a CASAS Reading of 8.0 or higher.
Course goals	SWBAT describe the different tasks necessary of a CNA, recite healthcare abbreviations/vocabulary and understand next steps to obtain their CNA license

Course content	CCRS	<p>Reading</p> <p>CCR Anchor 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.</p> <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently</p> <p>Writing:</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening:</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Learning Strategies</p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge</p>

		<p>Skill 4: SWBAT... Articulate awareness of what helps one learn language and content</p> <p>Self-Management</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks.</p> <p>Developing a Future Pathway</p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p> <p>Skill 2: SWBAT... Explore available options in order to identify one's future pathway</p>
	Northstar	Basic Computer, Email, Internet
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	https://drive.google.com/drive/folders/1kS-cAK1bGexPjCz35Hzh8EJ4lptpdlw?usp=sharing	

Course name	CNA IET
Site and schedule	<p>Lake Superior College</p> <p>Cohort dependent schedule</p>
Delivery method (In-person, hybrid, DL, combination)	Combination in person and on zoom

Target student population (including cut scores, score ranges, completion criteria)	Motivated students with an interest in the healthcare field and a CASAS Reading of 8.0 or higher and TABE Math 6.0 or higher.	
Course goals	SWBAT describe the different tasks necessary of a CNA, recite healthcare abbreviations and accurately perform converting measurements.	
Course content	CCRS	<p>Reading</p> <p>CCR Anchor 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.</p> <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently</p> <p>Writing:</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening:</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Math:</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5.NBT.2) Read, write, and compare decimals to thousandths. (5.NBT.3)</p>

		Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4.MD.2)
	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Learning Strategies</p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p>Skill 4: SWBAT... Articulate awareness of what helps one learn language and content</p> <p>Self-Management</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks.</p> <p>Developing a Future Pathway</p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p> <p>Skill 2: SWBAT... Explore available options in order to identify one's future pathway</p>
	Northstar	Basic Computer, Email, Internet, Windows 7
	Other	

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	https://drive.google.com/drive/folders/1lkS-cAK1bGexPjCz35Hzh8EJ4lptpdIw?usp=sharing	

Course name	Construction IET	
Site and schedule	Duluth Adult Education Cohort dependent schedule	
Delivery method (In-person, hybrid, DL, combination)	Combination of in person and over zoom	
Target student population (including cut scores, score ranges, completion criteria)	Motivated students interested in the construction career field with CASAS Reading scores above 8.0 and CASAS Math scores over 6.0. Must fulfill grant requirements.	
Course goals	Students will be able to demonstrate their knowledge of tools, the carpentry field and math skills necessary for the job site.	
Course content	CCRS	<ul style="list-style-type: none"> -Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3) -Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)

- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).8 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.2)
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6) Relate area to the operations of multiplication and addition. (3.MD.7)
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8)
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (4.NF.3d)
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? (4.NF.4c)
- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$. (5.NF.2)
- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5.NF.6)

ACES/TIF

Effective Communication

	<p>Skill 1: SWBAT...Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Learning Strategies</p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p>Skill 4: SWBAT... Articulate awareness of what helps one learn language and content</p> <p>Critical Thinking</p> <p>Skill 2: SWBAT... Solve problems</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p>Self-Management</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks.</p> <p>Developing a Future Pathway</p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p> <p>Skill 3: SWBAT...</p> <p>Effectively complete the steps needed to enter into a selected pathway</p> <p>Navigating Systems</p> <p>Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems</p>
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		Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures
	Northstar	Basic Computer Internet Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Soft skills necessary to enter the trade union of their choice and remain in the union.
Course text(s), educational technology, other instructional materials	https://drive.google.com/drive/folders/1CR3XSBzkdyx9m8vtzo2gy1SW0l-ljvG4?usp=sharing	

CORRECTIONS PROGRAM

Course name	Basics Skills
Site and schedule	St. Louis County Jail
Delivery method (In-person, hybrid, DL, combination)	In Person M 2-4:15 pm
Target student population	Students voluntarily report from General Population Units (3 men -1 women). Class participation is open to anyone interested and group demographics vary from week to week.

(including cut scores, score ranges, completion criteria)	
Course goals	Teaching basic life skills to help people successfully navigate life, both within and out of jail. Promote healthy behaviors and advocate for their own wellbeing by learning healthy habits and practices related to self-esteem, self-care, and self-compassion. Lessons include managing anxiety, stress and emotions, sleep basics, mental health, and mindfulness.
Course content	CCRS ELA - Reading Informational Text (RI): Level C, Anchor1 (RI/RL.4.1 only); Level B, Anchor 2, 3, 4, 6 (. (RI.2.6, RI.3.6) ELA - Language (L): Level B, Anchors 1, 2 & 4 ELA - Speaking & Listening (SL): Level B, Anchors 1, 3, 4, & 6 ELA - Reading Foundation Skills: RF 2 Level A, 3 Level C, 4 Level C
	ACES/TIF Effective Communication: Skill 1 a-f; Skill 2 a-c Learning Strategies: Skill 1 a-g; Skill 2 a- d; Skill 3 a-d; Skill 4a-c Critical Thinking: Skill 1 a-d; Skill 2 a-e; Skill 3 a-d; Skill 4 a -d Self-Management (SM): Skill 1 a-f Developing a Future Pathway (DFP): Skill 1 a-d
	Northstar
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep) Voting information https://www.sos.state.mn.us/elections-voting/
Course text(s), educational technology, other instructional materials	SMART Goal Planning School of Calm: A Feel Better Curriculum https://www.calm.com/blog/school-of-calm The Feelings Journal: Feel Your Feelings, Feel Better https://www.calm.com/blog/feelings-journal?utm_campaign=the-feelings-wheel&utm_medium=organic&utm_source=blog

Course name	SLCJ Men and Women Read/Write	
Site and schedule	St. Louis County Jail 12:30-4:30 Tuesdays	
Delivery method (In-person, hybrid, DL, combination)	In person	
Target student population (including cut scores, score ranges, completion criteria)	Open to any student in general population at St. Louis County Jail	
Course goals	<p>Students engage in a variety of writing activities such as academics, reflective, creative, and life skills writing. Students share their writing and peers offer feedback through critique and discussion.</p> <ol style="list-style-type: none"> 1. Students will practice and improve writing skills. 2. Students will practice positive communication skills. 	
Course content	CCRS	<p>Reading Standards:</p> <p>CCR Anchor 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.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p>

		<p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Writing Standards:</p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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		<p>Speaking and Listening Standards:</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards:</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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	ACES/TIF	<p>Effective Communication:</p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication</p> <p>Learning Strategies:</p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Critical Thinking:</p> <p>Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas</p> <p>Skill 2: SWBAT... Solve problems</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p>Skill 4: SWBAT... Recognize bias, assumptions and multiple perspectives</p> <p>Self Management:</p>

		Skill 3: SWBAT... Manage time effectively to complete tasks
	Northstar	Students are not allowed computer access
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials		

Course name	SLCJ Men and Women Next Step Class (SLCJ Next Step to Transition 2019)
Site and schedule	12:30 - 4:30 Thursdays
Delivery method (In-person, hybrid, DL, combination)	In Person
Target student population (including cut scores, score ranges, completion criteria)	Open to any student in general population at St. Louis County Jail

Course goals	<p>Students engage in goal setting and planning to achieve goals by identifying personal strengths and community resources that can support their journey.</p> <ol style="list-style-type: none"> 1. Students will identify personal, educational, and employment goals. 2. Students will connect their goals to personal strengths and resources that will support their success. 	
Course content	CCRS	<p>Speaking and Listening:</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language:</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>

	ACES/TIF	<p>Effective Communication:</p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Critical Thinking:</p> <p>Skill 2: SWBAT... Solve problems</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p>Self Management:</p> <p>Skill 1: SWBAT... Set realistic goals and work independently to achieve them</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks</p> <p>Developing Future Pathways:</p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p> <p>Skill 2: SWBAT... Explore available options in order to identify one's future pathway</p> <p>Skill 3: SWBAT... Effectively complete the steps needed to enter into a selected pathway</p> <p>Navigating Systems:</p> <p>Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems</p>

		<p>Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p> <p>Skill 3: SWBAT... Identify and follow norms of an organizational structure</p>
	Northstar	Students are not allowed access to computers
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials		

