

Instructional Program Description

Consortium name	Saint Paul Community Literacy Consortium (SPCLC)
Staff contact	Renada Rutmanis
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Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): • Eligible Content Policy • Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at mnabe.org/law-policy/federal-law-guidance) 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

Course name	ELL Literacy	
Site and schedule	Hubbs Center, Monday-Thursday, 11:30-1:30	
Delivery method (In-person, hybrid, DL, combination)	In-Person	
Target student population (including cut scores, score ranges, completion criteria)	Level A1 and Level A2 students who: • want more instruction in addition to their core class • need an introduction to phonics or reinforcement of reading strategies and study skills to support their progress in core classwork Continued systematic phonics instruction benefits students until they are promoted to Level B. Communication B is an appropriate next class placement. Opportunity to coordinate content by integrating abcEnglish.com phonics materials into both ELL Literacy (FastTrack Phonics and/or Level 1 and Level 1) and Communication B (Fast Track Phonics and Level 2).	
Course goals	Students will be able to: • Identify and produce all consonant and short vowel sounds • Segment and blend consonant-vowel-consonant words • Blend consonant pairs and clusters • Recognize spelling patterns, e.g. ways to spell the long A sound, vowel glides, r-controlled vowels • Apply phonics spelling patterns to decode new words • Read level-appropriate texts with fluency and comprehension	
	CCRS	Reading Foundational Skills RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 Read with sufficient accuracy and fluency to support comprehension.

		Language L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Course content	ACES/TIF	Effective Communication Skill 1: SWBAT Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Learning Strategies 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) Sub Skills: a. Make use of background knowledge to understand new information b. Make predictions before and during reading and listening c. Use context clues to understand new information (formatting, pictures, surrounding text) d. Identify main ideas or themes when reading or listening e. Scan written text or listen to oral text for specific information and details f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize) g. Make inferences and logical guesses (read and listen between the lines)
	Northstar	Opportunity to use applications like ELLi.com to build reading skills and strengthen digital literacy skills such as: Computer Basics 3. Log on and log off a computer or device. 4. Demonstrate knowledge of keys on keyboard 8. Drag and drop. 9. Utilize common controls for screen interaction 10. Access and control audio output features

		Internet Basics 13. Demonstrate ability to scroll up and down a page and left and right on a page 14. Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Fast Track Phonics By subscription: abcEnglish.com abcEnglish Book 1 Christenson, J. (2021). abc English Phonics: Systematic Phonics Lessons for English language learners. Level 1. abc English. English Unlocked - Phonics Workbook Series https://www.literacymn.org/english-unlocked-phonics-workbooks What's Next? Series What's Next? Book 1 Olson, L. C., & Phillips, C. (2025). <i>What's next? Introductory, Book 1: A Multilevel Phonics Approach for ESL students</i>. New Readers Press.	

Course name	ELL A1
Site and schedule	Hubbs Center, Hub@Harding, Google Meet Morning and evening
Delivery method (In-person, hybrid, DL, combination)	In-person and online
Target student population (including cut scores, score ranges, completion criteria)	Pre-literate to beginning ELLs CASAS Score Range: 160-183 CASAS Forms: 621/622 ABLE test (abcEnglish.com): Level 1 score of 80/100. Completion Criteria: Recognize all individual letters and sounds. Blend and read CVC words and read basic sight words. Count to 100 and spell numbers 1-10. Follow simple directions. ABE Civics: spell name, address, D.O.B., answer phone questions, ask for understanding/rephrase/repeat please, weather, dates/calendar, SS#, phone#, simple body parts and money.
Course goals	Students will be able to: • Actively participate in a group discussion by clearly expressing simple ideas and asking simple questions. (Listening and Speaking) • Read a simple passage to identify the main idea and key details. (Reading) • Use textual clues and graphics to get a general sense of the meaning of new vocabulary, and refer to specific lines in text when answering questions about the text in speaking or written form. (Reading) • Sequence events using language that pertains to time and order. (Reading) • Locate and interpret various text features and graphics in a variety of documents. • Know and apply phonics and word analysis skills needed to decode. (Foundational) • Read with sufficient accuracy and fluency to support comprehension while reading simple texts. (Foundational) • Write a complete simple sentence including proper punctuation and capitalization. (Writing)

Course content	Perform basic computer skills, including typing and navigation, needed to complete technology tasks independently. (Northstar)	
	CCRS	R1: Read Informational Texts/Infer A1: Ask and answer questions about key details in text - who, what, where, when, how. A2: Identify the main topic and retell key details in a text. A3: Describe the connection between two events, individuals, or pieces of information. A7: Use the illustrations and details in a text to describe its key ideas, i.e., maps and photographs. W1: A3: Write narratives in simple language using time sequence adverbs and some coordinating conjunctions, e.g. <i>and</i>, <i>but</i> and <i>or</i>. SL1: Express and listen to ideas A1a: Discuss topic A1c: ask questions topics and texts (SL 1.1) A3a: Ask questions for clarification (SL1.4) A4a: Describe people, places, things and events. L1a: Write legible letters and numbers.
	ACES/TIF	
	Northstar	Digital Skills: start/shut down computer, log on/log off computer, locate websites via toolbar or short-cut icon, mouse skills. Use a QR code to access a lesson online. SmartPhone Skills: how to load an application, use on-line digital learning platforms for learning, how to attend a google meet class (click on blue link, mute/unmute, camera on/off, maybe type in chat. Forms: complete on-line and paper forms with personal information
	Other (e.g. career/ occupational content, science, social studies,	Supplemental material created by teachers, aligned with Future units abc English online platform (abcEnglish.com) is used to teach alphabetics, phonics, and decoding skills.

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Future series, 2nd ed., Intro level MyEnglishLab (MEL) MobyMax Burlington English NorthStar Digital Literacy abc English	

Instructional Program Description – Course Descriptions

Course name	ELL A2
Site and schedule	Hubbs Center, Hub@Harding, Google Meet Morning and evening
Delivery method (In-person, hybrid, DL, combination)	In-person and online
Target student population (including cut scores, score ranges, completion criteria)	Beginning ELLs CASAS STEPS Score Range: 184-196 CASAS STEPS Forms: 21/22 or 23/24 Completion Criteria: Score above 196 on CASAS STEPS 23/24 post-test, teacher recommendation based on student skills and progress.
Course goals	Students will be able to: • Actively participate in a group discussion by clearly expressing ideas and asking questions. (Listening and Speaking) • Read a passage to identify the main idea and key details. (Reading) • Read closely to determine meaning of new vocabulary, and cite specific textual evidence when answering questions about the text in speaking or written form. (Reading) • Sequence events using language that pertains to time and order. (Reading)

	• Locate and interpret various text features and graphics in a variety of documents. • Know and apply phonics and word analysis skills needed to decode. (Foundational) • Read with sufficient accuracy and fluency to support comprehension. (Foundational) • Write a complete sentence including proper punctuation and capitalization. (Language) • Perform basic computer skills including typing and navigation needed to complete technology tasks independently. (Northstar)	
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. Ask and answer questions about key details in a text. (RI/RL.1.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3) Language Standards: CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f.

Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., and, but, or, so, because). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., during, beyond, toward). k. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge) Part B: a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings and closings of letters. d. Use commas in addresses. e. Use commas and quotation marks in dialogue. f. Use an apostrophe to form contractions and frequently occurring possessives. g. Form and use possessives. h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). j. Use spelling patterns and generalizations (e.g., word families, positionbased

	spellings, syllable patterns, ending rules, meaningful word parts) in writing words. k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge) CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. - a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, , looked, looking). (L.1.4) CCR Anchor 5: With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning Reading Standards: Foundational Skills K-5 RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) - a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including
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	consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge) RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) a. Demonstrate basic knowledge of one-to-one lettersound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs. d. Decode regularly spelled one-syllable words. e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. f. Know final -e and common vowel team conventions for representing long vowel sounds. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Decode two-syllable words following basic patterns by breaking the words into syllables. i. Read words with inflectional endings. j. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). k. Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge) Section B a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. e. Identify words with inconsistent but common spelling-sound correspondences. h. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge) RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) - a. Read grade-level text with purpose and understanding. b. Read
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		grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)
	ACES/TIF	Effective Communication: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals - a. seek and offer clarification c. acknowledge and affirm other others e. participate, make contribution, and encourage the contributions of others in order to accomplish the shared goal of the team Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication - c. use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) Skill 3: Utilize a variety of technologies for communication - a. evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, social media, on-line learning meetings) c. discern and follow appropriate use of technology tolls given the social norms of a particular setting (turning off phone, not texting in meetings/class, not playing computer games at work/class) Learning Strategies: Skill 1. Apply appropriate strategies for comprehending oral and written language texts and listening activities (reading schedules, listening to supervisor's directions) - a. make use of background knowledge b. Make predictions before reading and listening c. use context clues to understand new information d. Identify main ideas or themes when reading e. Scan written text or listen to oral text for specific details

	Skill 2. Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall - a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons) b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/ contrast) d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points) Skill 3. Apply appropriate strategies to compensate for and fill in gaps in knowledge - a. Ask for repetition and clarification of unknown language and concepts b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word) c. Use context and what you know to figure out or guess meaning of language d. Identify appropriate resources and/or means to fill in gaps in knowledge Critical Thinking: Skill 1. Organize, analyze and illustrate relationships between components, items, and ideas - a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) d. Support positions using prior knowledge and supporting evidence Skill 2. Solve problems - c. Identify information needed to solve a problem Skill 3. Use information to draw conclusions and make decisions - b. Identify information needed to accomplish a task or meet a purpose
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		Self Management: Skill 1: Set realistic goals and work independently to achieve them - a. Identify steps to achieve a goal b. Identify potential obstacles f. Evaluate the quality of the outcome or product of a task Navigating Systems: Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems - a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services) b. Recognize, develop, and maintain relationships that may provide further or future assistance c. Demonstrate appropriate self-advocacy when faced with barriers Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures - a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Supplemental materials created by teachers, aligned with Future units
Course text(s), educational technology, other instructional materials	Pearson: Future series, 2nd ed, Level 1 (text and digital platform) abc English (text and digital platform) Burlington English with student component (digital platform) distance learning Ellii - with student component (digital platform)	

Instructional Program Description – Course Descriptions

Course name	ELL B1
Site and schedule	Hubbs Center, Hub@Harding, Google Meet Morning and evening
Delivery method (In-person, hybrid, DL, combination)	In-person, online
Target student population (including cut scores, score ranges, completion criteria)	Intermediate Low ELLs CASAS Steps Score Range: 197-206 CASAS Steps Forms: 625/625 Completion Criteria: CASAS Steps score of 207 or higher
Course goals	Students will be able to: • Use 'Yes/No' and WH+H question words to ask and answer questions in simple present, present continuous, simple past, and future with 'will' and 'going to' in discussions and presentations, with diverse partners. Questions may address the speaker's point of view, reasoning, and use of evidence. (Reading Anchor 1, S&L Anchor 1,3, 6) • Identify the main and supporting details from level-appropriate diverse informational texts and media, including graphics, to prepare for text-based questions and guided discussion, in order to share individual ideas in conversation. Students may use digital/ visual displays of data to express information to explain or interpret a chart that includes data gathered from a class survey on a unit topic. (Reading Anchor 2, S&L Anchor 1, 2, 5) • Use adverbs of time and frequency to accurately describe actions/events in simple past, simple present, present continuous, and future with 'will'. Write narratives, present information, report

	on a topic, tell a story, recount an experience with supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Reading Anchor 3, S&L Anchor 4, Writing Anchor 3, 4) • Define and interpret level-appropriate vocabulary based upon context. (Reading Anchor 4) • Identify, and interpret the different sections of a text and accompanying graphics; navigate and locate information within sections. (Reading Anchor 5) • Understand the purpose of a text and/or an author's reason for writing (explain, inform, persuade). (Reading Anchor 6) • Write and orally present simple, complete sentences (both statements and questions) that include correct syntax, agreement, verb tense, spelling, and punctuation. Students will write a simple paragraph with required elements (topic sentence, 3 detail sentences, and concluding statement) with modeling and assistance from the teacher. Writing may include a variety of sentences (simple, compound sentences with 'but', 'and', 'so'; complex sentences with subordinating conjunction 'because'). (S&L Anchor 4, Writing Anchors 1 -3) • Use technology (Google Classroom, Google Forms, Google Docs, Microsoft Word, MEL, Burlington English, etc.) to develop and strengthen their writing. (Writing Anchors 5-6) • Demonstrate command of parts of speech (nouns, pronouns, verbs, adjectives, & adverbs in general), punctuation (end punctuation, commas, an apostrophe to form contractions & frequently occurring possessives), basic capitalization, correct word order, and spelling high-frequency & unit-related words. (Language Anchor 2)		
Course content	<table border="1"> <tr> <td data-bbox="510 995 821 1362">CCRS</td><td data-bbox="821 995 1969 1362"> Reading 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: • Level (B) : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) Reading Anchor 2: Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas (applied to texts of appropriate complexity) </td></tr> </table>	CCRS	Reading 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: • Level (B) : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) Reading Anchor 2: Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas (applied to texts of appropriate complexity)
CCRS	Reading 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: • Level (B) : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) Reading Anchor 2: Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas (applied to texts of appropriate complexity)		

	• Level (B): Determine the main idea of a text; recount the key details and explain how they support the main ideas. Reading Anchor 3: Analyze how and why individuals, events, ideas develop and interact over the course of text. • Level (B): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedure: using time, sequence, and cause/effect Reading Anchor 4: Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific choices shape meaning and tone. • Level (B): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Reading Anchor 5: Analyze the structure of texts, sentences, paragraphs, larger portions and how they relate to each other and the whole. • Level (B): Know and use various text features: captions, bold, print, subheadings, glossaries, indexes, etc. , locate key facts or information in a text. Use text features and search tools to locate information relevant to the topic. Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text. • Level (B): Identify the main purpose of a text, what the author's purpose is, to explain or describe. Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. • Level (B): use linking words and phrases to connect opinions and reasons
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	Writing Anchor 2: Write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content. • Level (A): Write informative texts to name a topic with some facts and it and provide some sense of closure. Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • Level (B): Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3) Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Level (B): Produce writing in which the development and organization are appropriate to task and purpose. Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Level (B): Produce writing in which the development and organization are appropriate to task and purpose. Writing Anchor 6: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Level (B): With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards) Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Level A and B
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	Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Level A and B Language 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. Language 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. Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Language 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. Speaking/Listening 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. • Level (B): Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. Speaking/Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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		• Level (B): Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking/Listening Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. • Level (B): Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speaking/Listening 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. • Level (B): Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speaking/Listening Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • Level (B): Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	ACES/TIF	Effective Communication: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals - a. seek and offer clarification c. acknowledge and affirm other others e. participate, make contribution, and encourage the contributions of others in order to accomplish the shared goal of the team

	Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication - c. use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) Skill 3: Utilize a variety of technologies for communication - a. evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, social media, on-line learning meetings) c. discern and follow appropriate use of technology tools given the social norms of a particular setting (turning off phone, not texting in meetings/class, not playing computer games at work/class) Learning Strategies: Skill 1. Apply appropriate strategies for comprehending oral and written language texts and listening activities (reading schedules, listening to supervisor's directions - a. make use of background knowledge b. Make predictions before reading and listening c. use context clues to understand new information d. Identify main ideas or themes when reading e. Scan written text or listen to oral text for specific details Skill 2. Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall - a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons) b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/ contrast) d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points) Skill 3. Apply appropriate strategies to compensate for and fill in gaps in knowledge - a. Ask for repetition and clarification of unknown language and
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	concepts b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word) c. Use context and what you know to figure out or guess meaning of language d. Identify appropriate resources and/or means to fill in gaps in knowledge Critical Thinking: Skill 1. Organize, analyze and illustrate relationships between components, items, and ideas - a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) d. Support positions using prior knowledge and supporting evidence Skill 2. Solve problems - c. Identify information needed to solve a problem Skill 3. Use information to draw conclusions and make decisions - b. Identify information needed to accomplish a task or meet a purpose; Self Management: Skill 1. Set realistic goals and work independently to achieve them - a. Identify steps to achieve a goal b. Identify potential obstacles f. Evaluate the quality of the outcome or product of a task Navigating Systems: Skill 1. Seek information or assistance appropriately from others in order to successfully navigate specific systems - a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services) b. Recognize, develop,
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		and maintain relationships that may provide further or future assistance c. Demonstrate appropriate self-advocacy when faced with barriers Skill 2. Identify and comply with rules, policies and performance expectations within institutions and organizational structures a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Future series, 2nd ed, Level 2 Read Theory MyEnglishLab MobyMax Kids A-Z Burlington English (CASAS test prep at 4 levels and grammar practice) ReadWorks	

Instructional Program Description – Course Descriptions

Course name	ELL B2
Site and schedule	Hubbs Center and Hub@Harding Morning and evening

Delivery method (In-person, hybrid, DL, combination)	In-person, online
Target student population (including cut scores, score ranges, completion criteria)	Adult English Language Learners Cut Score Range: CASAS Steps Test: 207-217 on the 25/26 or 27/28 Completion Criteria: 1. Completion Based on Teacher Recommendation and 2. CASAS Steps Test Score of 217 or higher on the 27/28 and 3. TABE test score of 442+ on the TABE 13E test
Course goals	Reading Goals: Students will be able to (SWBAT): ● Effectively use 'Yes/No' and WH+H question words to ask and answer questions with complete sentences (simple and complex) in different verbs tenses (simple present, present continuous, simple past, past continuous, future with 'will' and 'going to', and future continuous, and present perfect) in discussions and presentations, (partner, groups, & teacher-led), with diverse partners. Questions may address the speaker's point of view, reasoning, and use of evidence. ● Identify the main idea and supporting details, author's purpose (to persuade, inform, convince, etc.) from level-appropriate diverse informational texts and media, including graphics, to prepare for text-based questions and guided discussion, so they can share their own ideas in conversation. In addition, ELL B2 learners need to be able to distinguish between fact and opinion and infer information from context clues. ● Interpret information presented via digital/ visual displays of data. ● Use adverbs of time and frequency to accurately describe actions/events in different tenses (simple present, past, and future; continuous present, past, and future; and present perfect). ● Write narratives, present information, report on a topic, tell a story, recount an experience with supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

- Define and interpret level-appropriate vocabulary based upon context.
- Identify, and interpret the different sections of a text and accompanying graphics; navigate and locate information within sections.
- Identify author's purpose across a variety of texts (e.g., to describe, to entertain, to persuade, to inform, and to explain).

Writing Goals - SWBAT:

- Write simple and compound sentences (with common conjunctions and time-order words) and simple paragraphs with required elements (topic sentence, 3 detail sentences, and concluding statement) with limited guidance. Students' writing should include a variety of verb tenses (simple present, present continuous, simple future, future continuous, simple past, past continuous, and present perfect).
- Use technology (keyboarding skills, spell check, word-processing to publish writing, etc.), to develop and strengthen writing through all steps of the writing process (planning, revising, editing, rewriting) using a template when necessary.
- Demonstrate command of parts of speech (nouns, verbs, adjectives, pronouns, prepositions, conjunctions, articles, & adverbs in general), punctuation (end punctuation, commas, an apostrophe to form contractions & frequently occurring possessives), basic capitalization, and spelling (conventional spelling for high-frequency & other studied words, vocabulary building via morphology and phonology).

Speaking Goals:

- SWABT use Yes/No and WH Question Words to ask and answer questions in discussions and presentations, (partner, groups, & teacher-led), with diverse partners.
- SWABT share the main idea of a text and support their ideas in guided discussion
- SWBAT present information, report on a topic, tell a story, recount an experience with supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- SWBAT have effective conversations between diverse partners on a variety of topics.

Listening Goals:

	• SWBAT comprehend extended spoken discourse on familiar and some unfamiliar topics in social, academic, and workplace settings. • SWBAT identify main ideas, supporting details, and speaker intent in conversations, presentations, and audio materials. • SWBAT follow multi-step oral instructions and respond appropriately. • SWBAT recognize tone, register, and implied meaning in spoken English. • SWBAT actively engage in listening tasks that require interpreting information, making inferences, and evaluating ideas to prepare for real-world communication and academic success. Phonics (Reading Foundational Skills): • Complex vowel and consonant patterns: Understanding variations in vowel sounds (e.g., long vs. short vowels, diphthongs) and consonant clusters common in multisyllabic words. • Stress and syllable patterns: Identifying stressed syllables in words and how stress affects vowel reduction (schwa sound) in unstressed syllables. • Morphological awareness: Recognizing prefixes, suffixes, and roots to decode and pronounce academic vocabulary (e.g., <i>un-</i>, <i>-tion</i>, <i>-ity</i>). • Spelling-to-sound irregularities: Practicing words with silent letters, inconsistent spelling patterns, and homophones. • Linking sounds and connected speech: Understanding how sounds change in fluent speech (e.g., <i>want to</i> → <i>wanna</i>, <i>going to</i> → <i>gonna</i>). • Pronunciation of word endings: Correctly producing -ed and -s endings, especially in past tense and plural forms.
Course content	CCRS • Reading 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: ○ Level (B) : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)

		● Reading Anchor 2: Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas (applied to texts of appropriate complexity) ○ Level (B): Determine the main idea of a text; recount the key details and explain how they support the main ideas. ● Reading Anchor 3: Analyze how and why individuals, events, ideas develop and interact over the course of text. ○ Level (B): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedure: using time, sequence, and cause/effect ● Reading Anchor 4: Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific choices shape meaning and tone. ○ Level (B): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. ● Reading Anchor 5: Analyze the structure of texts, sentences, paragraphs, larger portions and how they relate to each other and the whole. ○ Level (B): Know and use various text features: captions, bold, print, subheadings, glossaries, indexes, etc. , locate key facts or information in a text. Use text features and search tools to locate information relevant to the topic. ● Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text. ○ Level (B): Identify the main purpose of a text, what the author's purpose is, to explain or describe. ● Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
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		○ Level (B): use linking words and phrases to connect opinions and reasons ● Writing Anchor 2: Write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content. ○ Level (A): Write informative texts to name a topic with some facts and it and provide some sense of closure. ● Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. ○ Level (B): Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3 ● Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ○ Level (B): Produce writing in which the development and organization are appropriate to task and purpose. ● Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach ○ Level (B): Produce writing in which the development and organization are appropriate to task and purpose. ● Writing Anchor 6: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach ○ Level (B): With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards)
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		● Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ○ Level A and B ● Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ○ Level A and B ● Language 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. ● Language 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. ● Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Language Anchor 6: Acquire and accurately use 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. ● Speaking/Listening 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. ○ Level (B): Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
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		● Speaking/Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Level (B): Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Speaking/Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ○ Level (B): Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● Speaking/Listening 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. ○ Level (B): Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Speaking/Listening Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ○ Level (B): Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	ACES/TIF	Communication: ● Skill 1. SWBAT engage positively and actively with individuals in both one-on-one and team settings to accomplish goals ● Skill 2. SWBAT use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Learning Strategies:

		• 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) • Skill 2. SWBAT apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall • Skill 3. SWBAT apply appropriate strategies to compensate for and fill in gaps in knowledge • Skill 4. SWBAT articulate awareness of what helps one learn language and content Critical Thinking: • Skill 1. SWBAT organize, analyze and illustrate relationships between components, items, and ideas • Skill 2. SWBAT solve problems • Skill 3. SWBAT use information to draw conclusions and make decisions • Skill 4. SWBAT recognize bias, assumptions and multiple perspectives Self-Management: • Skill 1. SWBAT set realistic goals and work independently to achieve them • Skill 2. SWBAT manage information and materials for one's own learning and goals • Skill 3. SWBAT manage time effectively to complete tasks Navigating Systems: • Skill 1. SWBAT seek information or assistance appropriately from others in order to successfully navigate specific systems • Skill 2. SWBAT identify and comply with rules, policies and performance expectations within institutions and organizational structures • Skill 3. SWBAT identify and follow norms of an organizational structure
	Northstar	1. Basic Computers This module covers the core knowledge and skills required to operate a desktop or laptop computer. Standards typically include:

	● Identifying Computer Hardware: Distinguishing between different device types (desktop, laptop, tablet) and identifying specific hardware components (monitor, keyboard, mouse, system unit, ports). ● Basic Operations: Logging on to and shutting down a computer. ● Keyboard and Mouse/Touchpad: Demonstrating knowledge of essential keyboard keys (Enter, Shift, Control, etc.) and knowing the functions of different mouse clicks and pointer shapes. ● Screen Interaction: Utilizing common controls like drop-down menus, check boxes, and scrolling. ● File Management: Identifying mechanisms for storing files (flash drives, hard drives, cloud-based storage) and demonstrating the ability to use the trash or recycle bin. 2. Internet Basics This module focuses on the skills necessary to navigate and use the World Wide Web safely and effectively. Standards typically include: ● Internet Connection and Browsers: Identifying different ways to connect to the internet and demonstrating knowledge of web browsers. ● Website Navigation: Identifying the address bar and common browser tools/icons (favorites, refresh, back). ● Internet Search: Performing an internet search using clear terms and parameters. ● Online Forms: Identifying and successfully filling out an online form. 3. Using Email This module covers the practical skills needed to communicate using electronic mail. Standards typically include:
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		Account Basics: Logging into email, registering for a new account (using professional details and a strong password), and defining email.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	At Level ELL B2, learners can take the following additional courses at Hubbs: - Citizenship Class - Information Technology Tier 1 Course - Personal Care Attendant (PCA) Training - Customer Service Training - CPR Training - Driver's Education Training - Conversation and Communication Class
Course text(s), educational technology, other instructional materials	- Pearson Future 3 Textbook, 2nd Edition, and My English Lab App - Burlington English Core Digital Platform- Low Intermediate Online Coursework and Student App - Read Theory Online Reading Comprehension Digital Platform - abc English Phonics Digital Platform and Student Book - Ellii English Language Learning Digital Platform and Student App	

Instructional Program Description – Course Descriptions

Course name	ELL C1
Site and schedule	Hubbs Center, Hub@Harding, Google Meet Morning, evening
Delivery method (In-person, hybrid, DL, combination)	In-person, online

Target student population (including cut scores, score ranges, completion criteria)	ELL C students CASAS Score Range: CASAS 225+ on 187/188 plus any TABE score OR TABE E/M 442+ Completion Criteria: Completion Based on Teacher Recommendation and TABE test score of 480 on the TABE 13E test or 470-516 on the TABE 13M test	
Course goals	SWBAT 1. Read closely to determine what the text says and cite evidence to answer questions. 2. Identify main ideas and supporting details and use them to summarize texts. 3. Determine the meaning of academic and domain specific words in context. 4. Identify basic arguments, point of view and basic structure with support in order to improve understanding of a text. 5. Write a 5-6 sentence paragraph using standard paragraph structure with support that is appropriate to the task, purpose and audience. (narrative, informative and opinion formats). This paragraph should include a topic sentence and 3-4 supporting sentences and a conclusion. It also should include correct use of verbs, complete sentences, punctuation and capitalization. 6. Use all the steps in the writing process (plan, write, revise) to fully complete pieces of writing. 7. Use technology to research, produce and publish pieces of writing. 8. Participate effectively in conversations, using conventional rules of discussion, giving input and asking follow-up questions. 9. Identify the main points, and the specific examples and evidence that support them, of a presentation. 10. Use appropriate register when making a presentation with information and arguments, using a variety of technology.	
	CCRS	1. Basic Computers This module covers the core knowledge and skills required to operate a desktop or laptop computer. Standards typically include:

Course content

- Identifying Computer Hardware: Distinguishing between different device types (desktop, laptop, tablet) and identifying specific hardware components (monitor, keyboard, mouse, system unit, ports).
- Basic Operations: Logging on to and shutting down a computer.
- Keyboard and Mouse/Touchpad: Demonstrating knowledge of essential keyboard keys (Enter, Shift, Control, etc.) and knowing the functions of different mouse clicks and pointer shapes.
- Screen Interaction: Utilizing common controls like drop-down menus, check boxes, and scrolling.
- File Management: Identifying mechanisms for storing files (flash drives, hard drives, cloud-based storage) and demonstrating the ability to use the trash or recycle bin.

2. Internet Basics

This module focuses on the skills necessary to navigate and use the World Wide Web safely and effectively. Standards typically include:

- Internet Connection and Browsers: Identifying different ways to connect to the internet and demonstrating knowledge of web browsers.
- Website Navigation: Identifying the address bar and common browser tools/icons (favorites, refresh, back).
- Internet Search: Performing an internet search using clear terms and parameters.
- Online Safety: Demonstrating understanding of when it's safe to share personal information and identifying ways to protect devices (e.g., anti-malware software, recognizing virus attacks).
- Online Forms: Identifying and successfully filling out an online form.

3. Using Email

	This module covers the practical skills needed to communicate using electronic mail. Standards typically include: ● Account Basics: Logging into email, registering for a new account (using professional details and a strong password), and defining email. ● Email Composition: Creating and sending an email including a recipient address, subject, and message. ● Managing Messages: Opening, replying to, and forwarding an email (including Reply All and understanding cc/bcc). ● Attachments: Adding an attachment to an email, and opening/downloading an email attachment. ● Email Management & Safety: Deleting and retrieving messages, identifying spam, unsubscribing from mailing lists, and using caution when opening emails from unfamiliar sources. ● Etiquette: Understanding the basics of email etiquette (using salutations and closings, using the subject line, avoiding all caps, etc.). 4. Google Docs This module covers the skills necessary to create, edit, and share documents using the Google Docs word processing application. Standards typically include: ● Interface Basics: Identifying the parts of the Google Docs window and demonstrating knowledge of basic commands. ● Text Management: Managing text (insert, delete, copy, cut, and paste, drag and drop, format, and use spellcheck). ● Formatting: Formatting text (size, color, font type), setting text spacing and alignment, and applying bullets and automatic numbering. ● Document Layout: Modifying page layout, including margins and orientation.
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		• Printing and Saving: Printing a document and understanding how files are saved in cloud-based storage. • Inserting Objects: Inserting objects into a document, including images, shapes, hyperlinks, and tables.
	ACES/TIF	<u>Effective Communication Skill 1</u>: Students will be able to (SWBAT) Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals <u>Effective Communication Skill 2</u>: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication <u>Learning Strategies Skill 1</u>: (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) <u>Critical Thinking Skill 4</u>: SWBAT... Recognize bias, assumptions and multiple perspectives <u>Self Management Skill 2</u>: SWBAT... Manage information and materials for one's own learning and goals <u>Navigation Systems Skill 1</u>: Students will be able to (SWBAT) Seek information or assistance appropriately from others in order to successfully navigate specific systems
	Northstar	1. Basic Computers This module covers the core knowledge and skills required to operate a desktop or laptop computer. Standards typically include: • Identifying Computer Hardware: Distinguishing between different device types (desktop, laptop, tablet) and identifying specific hardware components (monitor, keyboard, mouse, system unit, ports).

- Basic Operations: Logging on to and shutting down a computer.
- Keyboard and Mouse/Touchpad: Demonstrating knowledge of essential keyboard keys (Enter, Shift, Control, etc.) and knowing the functions of different mouse clicks and pointer shapes.
- Screen Interaction: Utilizing common controls like drop-down menus, check boxes, and scrolling.
- File Management: Identifying mechanisms for storing files (flash drives, hard drives, cloud-based storage) and demonstrating the ability to use the trash or recycle bin.

2. Internet Basics

This module focuses on the skills necessary to navigate and use the World Wide Web safely and effectively. Standards typically include:

- Internet Connection and Browsers: Identifying different ways to connect to the internet and demonstrating knowledge of web browsers.
- Website Navigation: Identifying the address bar and common browser tools/icons (favorites, refresh, back).
- Internet Search: Performing an internet search using clear terms and parameters.
- Online Safety: Demonstrating understanding of when it's safe to share personal information and identifying ways to protect devices (e.g., anti-malware software, recognizing virus attacks).
- Online Forms: Identifying and successfully filling out an online form.

3. Using Email

This module covers the practical skills needed to communicate using electronic mail. Standards typically include:

- Account Basics: Logging into email, registering for a new account (using professional details and a strong password), and defining email.
- Email Composition: Creating and sending an email including a recipient address, subject, and message.
- Managing Messages: Opening, replying to, and forwarding an email (including Reply All and understanding cc/bcc).
- Attachments: Adding an attachment to an email, and opening/downloading an email attachment.
- Email Management & Safety: Deleting and retrieving messages, identifying spam, unsubscribing from mailing lists, and using caution when opening emails from unfamiliar sources.
- Etiquette: Understanding the basics of email etiquette (using salutations and closings, using the subject line, avoiding all caps, etc.).

4. Google Docs

This module covers the skills necessary to create, edit, and share documents using the Google Docs word processing application. Standards typically include:

- Interface Basics: Identifying the parts of the Google Docs window and demonstrating knowledge of basic commands.
- Text Management: Managing text (insert, delete, copy, cut, and paste, drag and drop, format, and use spellcheck).
- Formatting: Formatting text (size, color, font type), setting text spacing and alignment, and applying bullets and automatic numbering.
- Document Layout: Modifying page layout, including margins and orientation.
- Printing and Saving: Printing a document and understanding how files are saved in cloud-based storage.

		Inserting Objects: Inserting objects into a document, including images, shapes, hyperlinks, and tables.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Future series, 2nd ed, Level 4 (Pearson): Student book and Workbook MyEnglishLab (Pearson) ReadTheory (other platforms selected by individual teachers)	

Instructional Program Description – Course Descriptions

Course name	ELL C2
Site and schedule	Hubbs Center Monday - Thursday In-Person 8:30 - 11:30 10:30 - 1:30 5:00 - 7:30 PM Online 9:30 - 11:30 5:30 - 7:30 PM

Delivery method (In-person, hybrid, DL, combination)	In-Person Online
Target student population (including cut scores, score ranges, completion criteria)	Advanced ELLs TABE Score Range: 481+ on E, 470-501 on M TABE Forms: E/M 13/14 Completion Criteria: TABE M 517 Alternative Criteria: Monthly Formative/Summative Assessment • Future Advanced: Reading part of Unit Test only 75% = Level 3 on learning objective scale • Paragraph Writing: Summary or prompt response • TABE Reading score: within 20 points of required level (TABE M 517) AND an alternative measurement from below: ○ ReadTheory Grade Level (10+ quizzes passed at $\geq 80\%$) C2 > R2 = Range between GL 4 & 5
Course goals	Students in ELL C2 will (R-1) Analyze level-appropriate non-fiction (80%) and fiction (20%) text and use text evidence to make logical inferences, draw and support conclusions, and support and/or refute claims when writing and speaking. (cite?) (R-2) Organize, summarize, present central ideas or themes from a variety of level-appropriate texts and media in writing and speaking. (R3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (maybe too specific)

	(R-6) Determine how the point of view and purpose of texts (inform, persuade, entertain) influence how events (other?) are described in writing and speech. (R-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. (R-9) Integrate information from a variety of texts. (R-4) Determine or clarify the meaning of unknown & multiple-meaning words & phrases by using context clues, analyzing meaningful word parts, & consulting general & specialized reference materials, as appropriate. (L-1&2) Demonstrate advanced command of the conventions of standard English grammar, usage, academic language (including signal words), and mechanics when writing and speaking. (W-) Produce multi-paragraph writing independently and structured independent or group presentations that are appropriate to the task, purpose (narrative, informative, and argument), and audience using standard essay and presentation conventions. [Example assessment: Unit 5-Lesson 7 Presentation; Unit 5-Lesson 9 Writing]	
Course content	CCRS	I. Reading Standards (R.CCR) - CCR Anchor Standard: Reading Anchor 1 (R.CCR.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. - Level C Sub-Standards: R.C.1 (Literature/Informational Text): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- CCR Anchor Standard: Reading Anchor 2 (R.CCR.2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Level C Sub-Standards: R.C.2 (Literature/Informational Text): Determine a theme of a story, drama, or poem from details in the text; summarize the text. / Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCR Anchor Standard: Reading Anchor 3 (R.CCR.3): Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
 - Level C Sub-Standards: R.C.3 (Literature/Informational Text): Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. / Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCR Anchor Standard: Reading Anchor 6 (R.CCR.6): Assess how point of view or purpose shapes the content and style of a text.
 - Level C Sub-Standards: R.C.6 (Literature/Informational Text): Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. / Analyze the organizational structure of an informational text.
- CCR Anchor Standard: Reading Anchor 8 (R.CCR.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.
 - Level C Sub-Standards: R.C.8 (Informational Text): Explain how an author uses reasons and evidence to support particular points in a text.
- CCR Anchor Standard: Reading Anchor 9 (R.CCR.9): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	○ Level C Sub-Standards: R.C.9 (Literature/Informational Text): Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. / Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. II. Language Standards (L.CCR) ● CCR Anchor Standard: Language Anchor 4 (L.CCR.4): Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts (e.g., affixes, roots), and consulting general and specialized reference materials, as appropriate. ○ Level C Sub-Standards: L.C.4 (a, b, c): Use context (e.g., definitions, examples, restatements) as a clue to the meaning of a word or phrase. / Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. / Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● CCR Anchor Standard: Language Anchor 1 (L.CCR.1): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Language Anchor 2 (L.CCR.2): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ○ Level C Sub-Standards: L.C.1 and L.C.2 cover detailed rules for grammar, usage, mechanics, and spelling, including using relative pronouns and adverbs, ordering adjectives, using prepositional phrases, correcting fragments/run-ons, and using commas and quotation marks. Writing :
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	● Writing Anchor 1 (W.CCR.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ○ Level C Sub-Standard (W.C.1): Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● Writing Anchor 2 (W.CCR.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. ○ Level C Sub-Standard (W.C.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Writing Anchor 3 (W.CCR.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ○ Level C Sub-Standard (W.C.3): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● Writing Anchor 4 (W.CCR.4): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ○ Level C Sub-Standard (W.C.4): Produce writing that is appropriate to task, purpose, and audience. (Grade 5 standard emphasizes planning, revising, editing, and using technology.) ● Writing Anchor 5 (W.CCR.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ○ Level C Sub-Standard (W.C.5): With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● Writing Anchor 6 (W.CCR.6): Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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		○ Level C Sub-Standard (W.C.6): With some guidance and support from adults, 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. Speaking & Listening ● Speaking & Listening Anchor 1 (SL.CCR.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. ○ Level C Sub-Standard (SL.C.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● Speaking & Listening Anchor 4 (SL.CCR.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 the task, purpose, and audience. ○ Level C Sub-Standard (SL.C.4): Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● Speaking & Listening Anchor 6 (SL.CCR.6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ○ Level C Sub-Standard (SL.C.6): Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
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		discourse is appropriate (e.g., casual conversation), and use formal English when appropriate to task and situation.
	ACES/TIF	Effective Communication Skill 1: Students will be able to (SWBAT) Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Effective Communication Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Learning Strategies 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) Critical Thinking Skill 4: SWBAT... Recognize bias, assumptions and multiple perspectives Self Management Skill 2: SWBAT... Manage information and materials for one's own learning and goals Developing a Future Pathway Skill 3: SWBAT... Effectively complete the steps needed to enter into a selected pathway Navigation Systems Skill 1: Students will be able to (SWBAT) Seek information or assistance appropriately from others in order to successfully navigate specific systems
	Northstar	1. Basic Computers This module covers the core knowledge and skills required to operate a desktop or laptop computer. Standards typically include: - Identifying Computer Hardware: Distinguishing between different device types (desktop, laptop, tablet) and identifying specific hardware components (monitor, keyboard, mouse, system unit, ports). - Basic Operations: Logging on to and shutting down a computer.

- Keyboard and Mouse/Touchpad: Demonstrating knowledge of essential keyboard keys (Enter, Shift, Control, etc.) and knowing the functions of different mouse clicks and pointer shapes.
- Screen Interaction: Utilizing common controls like drop-down menus, check boxes, and scrolling.
- File Management: Identifying mechanisms for storing files (flash drives, hard drives, cloud-based storage) and demonstrating the ability to use the trash or recycle bin.

2. Internet Basics

This module focuses on the skills necessary to navigate and use the World Wide Web safely and effectively. Standards typically include:

- Internet Connection and Browsers: Identifying different ways to connect to the internet and demonstrating knowledge of web browsers.
- Website Navigation: Identifying the address bar and common browser tools/icons (favorites, refresh, back).
- Internet Search: Performing an internet search using clear terms and parameters.
- Online Safety: Demonstrating understanding of when it's safe to share personal information and identifying ways to protect devices (e.g., anti-malware software, recognizing virus attacks).
- Online Forms: Identifying and successfully filling out an online form.

3. Using Email

This module covers the practical skills needed to communicate using electronic mail. Standards typically include:

- Account Basics: Logging into email, registering for a new account (using professional details and a strong password), and defining email.

		● Email Composition: Creating and sending an email including a recipient address, subject, and message. ● Managing Messages: Opening, replying to, and forwarding an email (including Reply All and understanding cc/bcc). ● Attachments: Adding an attachment to an email, and opening/downloading an email attachment. ● Email Management & Safety: Deleting and retrieving messages, identifying spam, unsubscribing from mailing lists, and using caution when opening emails from unfamiliar sources. ● Etiquette: Understanding the basics of email etiquette (using salutations and closings, using the subject line, avoiding all caps, etc.). 4. Google Docs This module covers the skills necessary to create, edit, and share documents using the Google Docs word processing application. Standards typically include: ● Interface Basics: Identifying the parts of the Google Docs window and demonstrating knowledge of basic commands. ● Text Management: Managing text (insert, delete, copy, cut, and paste, drag and drop, format, and use spellcheck). ● Formatting: Formatting text (size, color, font type), setting text spacing and alignment, and applying bullets and automatic numbering. ● Document Layout: Modifying page layout, including margins and orientation. ● Printing and Saving: Printing a document and understanding how files are saved in cloud-based storage. ● Inserting Objects: Inserting objects into a document, including images, shapes, hyperlinks, and tables.
	Other	

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Future series, 2nd ed, Advanced (Pearson): Student book and Workbook MyEnglishLab (Pearson) Vocabulary A-Z ReadTheory Basic Grammar in Use 4ed.	

Instructional Program Description – Course Descriptions

Course name	Communication B
Site and schedule	Various – morning and evening options
Delivery method (In-person, hybrid, DL, combination)	Online, in-person and hyflex
Target student population (including cut scores, score	ELL B students CASAS 197-217

ranges, completion criteria)		
Course goals	Increase communication skills in listening, speaking, and writing	
Course content	CCRS	<u>Listening & Speaking Skills</u> 1. Have discussions with classmates where everyone contributes. 2. Prepare for discussion by reading a text. 3. Explain your own ideas about a topic or text. 4. Identify main ideas and supporting details when listening and/or watching a video or presentation. 5. Ask and answer questions about spoken information. 6. Use facts and describe details when telling a story or reporting information. 7. Speak clearly, so everyone can hear: Not too fast or slow. 8. Try to speak in complete sentences. <u>Language Skills</u> 1. Explain what nouns, pronouns, verbs, adjectives, and adverbs do. 2. Know and use regular and irregular plural nouns. 3. Know and use common irregular past tense verbs. 4. Know and use regular and irregular verbs. 5. Know and use basic verb tenses (present, past, present continuous, future, present perfect, past continuous) 6. Use correct subject, verb, and pronoun agreement.

	7. Write and use comparative and superlative adjectives and adverbs. 8. Use conjunctions to make simple, compound, and complex sentences. 9. Know and use capitalization rules. 10. Know and use punctuation rules for end marks, commas, quotations, apostrophes, and possessives. 11. Use correct spelling for common words. 12. Use and spell common prefixes and suffixes. 13. Know and use common spelling patterns. 14. Use resources (dictionary, apps, internet) to check for correct spelling. 15. Choose interesting words and phrases to write your ideas. 16. Recognize the difference between spoken and written English. 17. Use other words in a sentence to understand a new word. 18. Know how common prefixes change the meaning of words. 19. Understand compound words by looking at the words individually. 20. Understand that there are different meanings of words or phrases. <u>Writing Skills</u> 1. Write a story with events in order, using details, time words, and have a clear ending. 2. Rewrite or revise (with teacher help) to stay on the topic. 3. Use computers or tablets to write. 4. Remember and use experiences you've had to help you write.
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		5. Collect information from sources to help you write.
	ACES/TIF	Effective Communication
	Northstar	1. Basic Computer Skills 2. Internet Basics 3. Using email 4. Windows 5. Mac OS 6. Microsoft Word 7. Microsoft Excel 8. PowerPoint 9. Social Media 10. Information Literacy 11. Career Search Skills 12. Your Digital Footprint
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational	Teacher made curriculum Burlington English	

technology, other instructional materials

Instructional Program Description – Course Descriptions

Course name	Communication C
Site and schedule	Google Meet, Hyflex (Harding), Hubbs Center
Delivery method (In-person, hybrid, DL, combination)	In-person, Online, Hyflex
Target student population (including cut scores, score ranges, completion criteria)	ELL C students CASAS Score Range: CASAS 225+ on 187/188 plus any TABE score OR TABE E/M 442+ Completion Criteria:
Course goals	In Communication C, students will focus on language production (speaking and writing) while practicing grammar, vocabulary, dialogues, conversation starters, discussions about short videos, presentations and pronunciation. Students will gain Northstar computer skills while creating Google Documents, doing research on the internet, and creating Google Slide presentations. Students will use Distance Learning platforms to practice grammar skills.

	World Link, Fourth Edition: Developing English Fluency – NGL ELT Catalog – Series PRO0000009152 https://eltngl.com/search/productOverview	
Course content	CCRS	College and Career Readiness Standards (CCRS): http://mnabe.org/abe-content-standards/ccrs Reading Standards (CCRS B and C): 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) 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. CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

		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 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 CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. (Texts range from 3rd-7th grade, Lexile Framework: 700-1100) Writing: (Whole-class writing projects better suited to in-person Communication C class in a Computer Lab. Online class writing skills usually demonstrated in class, but practiced independently through DL Platforms (Common Lit, Read Works) or TVM assignments) Students share independent work during class: CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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	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 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 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research Speaking: 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.
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	CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 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 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. 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. CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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. Reading Foundational Skills: RF3.Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)
	ACES/TIF	Transitions Integration Framework (TIF) http://mnabe.org/abe-content-standards/aces-tif Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner. Skill 1: SWBAT...

	Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Sub Skills: a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications b. Repair communication breakdowns respectfully and effectively c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions d. Express expectations and acknowledge an understanding or acceptance of the expectations of others e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team f. Employ effective strategies for resolving conflict Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Sub Skills: a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) Skill 3: SWBAT... Utilize a variety of technologies for communication
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	Sub Skills: a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone) b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently. 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) Sub Skills: a. Make use of background knowledge to understand new information b. Make predictions before and during reading and listening c. Use context clues to understand new information (formatting, pictures, surrounding text) d. Identify main ideas or themes when reading or listening e. Scan written text or listen to oral text for specific information and details
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	f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize) g. Make inferences and logical guesses (read and listen between the lines) Critical thinking: Critical thinking (CT) requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life. Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas Sub Skills: a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) c. Synthesize information, ideas, and components in a meaningful and structured way d. Support positions using prior knowledge and supporting evidence Skill 4: SWBAT... Recognize bias, assumptions and multiple perspectives Sub Skills: a. Recognize a speaker or writer's intent or purpose b. Identify and compare perspectives/points of view of self and others c. Identify and evaluate bias and assumptions of self and others d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery
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		Self-Management (SM) Continued... Skill 3: SWBAT... Manage time effectively to complete tasks Sub Skills: a. Identify time demands b. Utilize tools for time management (planner, calendar) c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence d. Estimate time needed to complete tasks e. Set deadlines f. Evaluate progress and adjust accordingly
	Northstar	Northstar Digital Literacy Standards: http://mnabe.org/abe-content-standards/northstar Basic Computer Skills Internet Basics Using Email Google Forms Google Slides Google Docs
	Other (e.g. career/ occupation al content, science, social studies,	Primary Textbook: <i>World Link 3: Developing English Fluency, 4th ed.</i>, Morgan, James and Douglas, Nancy. <i>World Link 4: Developing English Fluency 4th ed.</i>, Hughes, John. Supplemental Books:

	civics, citizenship prep)	<i>Side by Side Plus 3, Molinsky, Steven and Bliss, Bill.</i> <i>Side by Side Plus 4, Molinsky, Steven and Bliss, Bill</i> <i>Ready to Write 2, 5th ed, Blanchard, Karen and Root, Christine</i> <i>1,000 Conversation Questions, Larry Pitts</i>
Course text(s), educational technology, other instructional materials		

Instructional Program Description – Course Descriptions

Course name	Reading 2
Site and schedule	Hubbs morning and evening
Delivery method (In-person, hybrid, DL, combination)	Online and in-person
Target student population (including cut scores, score ranges, completion criteria)	L1s and L2s with GED goal TABE Score Range: L1 M/D 501; L2 M/D 519 TABE Forms: M/D 13/14 ReadTheory: 4+ Completion Criteria: Score of 535 on TABE M/D; teacher reading/writing assessments
Course goals	Nonfiction Informational Text • Distinguish between main idea and details when reading informational paragraphs • List information in time sequence order when reading a nonfiction multimodal text

	• Utilize transition words when reading or reading paragraphs with cause and effect, problem/solution, and compare/contrast formats • Determine the author's purpose and point of view to comprehend a paragraph • Utilize context clues, prefixes, root words, and suffixes to determine the meaning of an unknown word in a sentence • Make inferences after close reading a paragraph of informational or literary text • Utilize strategies to read nonprint text (image/graph/print) Literary Fiction Text • Analyze a short story for setting, conflict, main character, and theme • Interpret metaphor, simile, and imagery in a short story to determine the literal meaning Argument • Analyze an opinion for point of view and evidence • Compare and contrast two opposing opinions to determine which is more effective, reasonable, and better supported
Course content	CCRS • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Identify the main topic and retell key details of a text. • Summarize the text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

		• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	ACES/TIF	• Utilize a variety of technologies for communication • Organize, analyze and illustrate relationships between components, items, and ideas • Use information to draw conclusions and make decisions
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	GED Reasoning through Language Arts practice test - GED Ready
Course text(s), educational technology, other	Read Theory, Edmentum, CommonLit, and Scholastic: Upfront magazine	

instructional materials	
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Instructional Program Description – Course Descriptions

Course name	GED Fast Track
Site and schedule	Hubbs
Delivery method (In-person, hybrid, DL, combination)	Online and in-person
Target student population (including cut scores, score ranges, completion criteria)	L1s and L2s with GED goal TABE Score Range: M/D 536+ TABE Forms: M/D 13/14 ReadTheory 7+ Completion Criteria: Score of 148+ on GED Ready Practice Test
Course goals	Nonfiction Informational Text • Differentiate between main idea and details when summarizing informational text • Categorize and sequence information when reading a nonfiction multimodal text • Detect the correct answer in a text when differentiating between cause and effect, problem/solution, and compare/contrast in a text by utilizing the appropriate text features • Determine the author's purpose and point of view to comprehend text • Analyze style and tone in informational text • Utilize context clues and morphemes to comprehend when reading informational text • Make inferences and draw conclusions after close reading and annotating multiple genres of text • Synthesize information from multimodal text (image/graph/print) Literary Fiction Text

	• Analyze a piece of fiction for plot elements: setting, conflict, main character, exposition, rising action, turning point, falling action, resolution, and theme • Identify text features when reading fiction to better comprehend the story: narrative, cause and effect, compare and contrast • Interpret figurative language, including: symbolism, personification, simile, and metaphor when reading fiction text Argument • Analyze an argument for elements of persuasion: claim, evidence, counterargument, and refutation • Interpret both valid and faulty evidence in an argument • Determine the author's purpose when reading an argument • Compare and contrast two opposing arguments to determine which is more effective, reasonable, and better supported
Course content	CCRS • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

		● Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. ● Write arguments to support claims with clear reasons and relevant evidence.
	ACES/TIF	● Utilize a variety of technologies for communication ● Organize, analyze and illustrate relationships between components, items, and ideas ● Use information to draw conclusions and make decisions ● Recognize bias, assumptions and multiple perspectives
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	GED Reasoning through Language Arts Test
Course text(s), educational technology, other instructional materials	Read Theory, Edmentum, CommonLit, Scholastic: Upfront, and Steck-Vaughn GED textbook version 2.0	

Instructional Program Description – Course Descriptions

Course name	GED Social Studies
Site and schedule	Hubbs

Delivery method (In-person, hybrid, DL, combination)	Online evening
Target student population (including cut scores, score ranges, completion criteria)	L1s and L2s with a GED goal TABE Score Range: Reading 2 or higher TABE Forms: M/D 13/14 ReadTheory: 7+ Completion Criteria: Score of 148+ on GED Ready Practice Test
Course goals	Social Studies Practices • Determine Central Ideas, Inferences, Hypotheses, and Conclusions in print and non-print text. • Analyze Words, Events, and Ideas in Social Studies Contexts. • Analyze Author's Purpose and Point of View. • Evaluate Author's Reasoning and Evidence. • Analyze and Integrate Relationships Within and Between Social Studies. • Interpret Data and Statistics in Graphs and Charts (print, graphics, political cartoon, graphs, charts, tables, etc.) • Find the Center in a Statistical Data Set, Including Average, Median, and Mode. Civics and Government (50%) topics include modern and historical governments, constitutional government, levels and branches of the U.S. government, the electoral system, and the role of the citizen. U.S. History (20%) topics stretch from colonialism and the American Revolution through the Civil War and Reconstruction into the modern era of industrialization, immigration, two world wars, the Cold War, and the movements for equal rights.

Course content	Economics (15%) topics include basic economics concepts and systems, the government and the economy, and labor and consumer economics issues. Geography and the World (15%) topics cover major stages in world history as well as the relationship among resources, the environment, and societies.	
	CCRS	Nonfiction Informational Text • Distinguish between main idea and details when reading informational paragraphs • List information in time sequence order when reading a nonfiction multimodal text • Utilize transition words when reading or reading paragraphs with cause and effect, problem/solution, and compare/contrast formats • Determine the author's purpose and point of view to comprehend a paragraph • Utilize context clues, prefixes, root words, and suffixes to determine the meaning of an unknown word in a sentence • Make inferences after close reading a paragraph of informational or literary text • Utilize strategies to read nonprint text (image/graph/print)
	ACES/TIF	• Utilize a variety of technologies for communication • Organize, analyze and illustrate relationships between components, items, and ideas • Use information to draw conclusions and make decisions
	Northstar	
	Other	

	(e.g. career/occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Read Theory, Edmentum, CommonLit, and Scholastic: Upfront magazine	

Instructional Program Description – Course Descriptions

Course name	College Readiness
Site and schedule	Hubbs Center
Delivery method (In-person, hybrid, DL, combination)	in person, online, and hybrid
Target student population (including cut scores, score ranges, completion criteria)	Both L1 and L2 learners who already possess a high school diploma or GED TABE 11/12 501+ on either the M or D test TABE 13/14 502 on either the M or D test
Course goals	Strengthen academic reading and vocabulary

	• Develop reading and study strategies • Make progress toward passing the Next Generation Accuplacer Reading test and bypass non credit-bearing college classes (developmental education) • Work with a college navigator to set goals, choose and enroll in a college program, apply for scholarships and financial aid		
Course content	<table border="1"> <tr> <td data-bbox="525 443 667 1317">CCRS</td><td data-bbox="667 443 2100 1317"> 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. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>4 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) • Application: cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • Application: cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2) • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard</i> </td></tr> </table>	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. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>4 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) • Application: cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • Application: cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2) • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard</i>
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10.) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)

• *Application:* identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)

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. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)* Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

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. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)* Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)* Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

Speaking

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. Engage 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. Engage 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.

		a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under Discussion. CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2) CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 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. (SL.8.3)
	ACES/T IF	Effective Communication • Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals • Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication • Utilize a variety of technologies for communication Learning Strategies • Apply appropriate strategies for comprehending oral or written language in texts and listening activities • Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall • Apply appropriate strategies to compensate for and fill in gaps in knowledge • Articulate awareness of what helps one learn language and content Critical Thinking

		• Organize, analyze and illustrate relationships between components, items, and ideas • Solve problems • Use information to draw conclusions and make decisions • Recognize bias, assumptions and multiple perspectives Self Management • Identify steps to achieve a goal • Use Strategies and Resources to overcome Obstacles • Set realistic goals and work independently to achieve them • Manage information and materials for one's own learning and goals • Manage time effectively to complete tasks Future Pathways • Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway • Explore available options in order to identify one's future pathway • Effectively complete the steps needed to enter into a selected pathway • Seek information or assistance appropriately from others in order to successfully navigate specific systems • Identify and comply with rules, policies and performance expectations within institutions and organizational structures • Identify and follow norms of an organizational structure
	Northstar	Basic Computer Skills 1. Identify specific computer hardware: a system unit, monitor, printer, keyboard, mouse or touchpad, USB port 2. Turn computer and monitor on and off 3. Log on to computer 4. Demonstrate knowledge of function and placement of keys on keyboard: Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock

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5. Identify types of mice: mouse and touchpad
 6. Demonstrate appropriate use and ability to right-click and left-click
 7. Double click and right click
 8. Drag and drop

World Wide Web

1. Identify commonly used browsers (Internet Explorer, Firefox, Chrome, Safari) and demonstrate knowledge of function.
2. Identify the address bar and enter a URL address.
3. Identify a website.
4. Identify a homepage.
5. Identify the following browser toolbar buttons and demonstrate the ability to use them: home, refresh, stop, back, forward
6. Use scroll bars to view different portions of webpages
7. Identify a hyperlink and demonstrate the ability to use a hyperlink to access other webpages.
8. Create a new tab, open a webpage in a tab, and move between tabs.
9. Enlarge the displayed text size
10. Fill out an online form.
11. Use zoom function to enlarge image (CTRL+ or CTRL-)
12. Identify search engines (Google, Yahoo!, Bing) and enter search terms into the search engine.
13. Identify pop-up windows and close them.
14. Identify pop up windows have been blocked and enable individual pop up windows as needed
15. Identify common domain types: com, org, gov, edu.
16. Avoid providing personal or financial information unless on a secured website (https://)

Windows 10

1. Identify the operating system used by a computer.
2. Shutdown, restart, and log off a computer.
3. Open, close and switch between windows.
4. Minimize and maximize windows.
5. Identify the toolbar and menus.
6. Identify the taskbar.
7. Start, and exit programs (Microsoft Word, Excel, PowerPoint)
8. Access the help menu.
9. Identify the desktop.
10. Demonstrate knowledge of Windows file organizational system and use it to locate files/documents (desktop, My Document, My Computer)
11. Use "Search" to locate a file or document
12. Delete documents or files.
13. Open programs.
14. Identify basic office software programs (Microsoft Word, Excel, Powerpoint), demonstrate knowledge of their functions, and identify their corresponding file extensions.
15. Open files using appropriate programs.

Mac OS

6. Move and delete documents or files.
7. Identify devices on a computer.
8. Open applications using the Application Folder.
9. Minimize and expand windows.
10. Open applications using the Dock.
11. Close and switch between applications.
12. Quit an application.
13. Demonstrate knowledge of Dashboard.
14. Use the help menu.

15. Use "Spotlight" to locate a document.
16. Log out and shutdown a computer.

Email

1. Define: email
2. Register for new email account in online program
3. Create username and secure password
4. Log into email
5. Create an email message
6. Address an email, including to more than one recipient
7. Send an email
8. Open an email
9. Forward an email
10. Add an attachment to an email
11. Open an attachment in an email
12. Move or delete an email and retrieve an email from the trash

MS Word

4. Identify ribbon and toolbars
5. Demonstrate knowledge of the difference between "Save" and "Save As" functions.
6. Use Save As to save to a particular folder or file location and name the document.
7. Use undo and redo arrows
8. Cut, copy and paste
9. Use spell check and grammar check
10. Format the size, color and type of font
11. Align text: left, center and right justify
12. Set single or double spacing
13. Use bullets and automatic numbering
14. Use print preview and print.

		15. Set margins 16. Select portrait or landscape Information Literacy 1. Make use of hyperlinks to follow desired/required path of information. 2. Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheet, etc). 3. Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 4. Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 5. File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 6. Synthesize relevant information from one or more sources. 7. Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
	Other (e.g. career/ occupational content, science, social studies, civics, citizens	Use the Google Classroom and other learning platforms to find, submit and check feedback on assignments Communicate with teacher and classmates using Google Classroom, email or texts

	hip prep)	
Course text(s), educational technology, other instructional materials	Common Lit.: https://www.commonlit.org/ PBS.org	

Instructional Program Description – Course Descriptions

Course name	Conversation	
Site and schedule	Hubbs Center 2:30 - 4:30 - Tuesday and Thursday Online 2:30 - 4:30 - Monday and Wednesday	
Delivery method (In-person, hybrid, DL, combination)	Online 2:30 - 4:30 Monday and Wednesday In-person 2:30 - 4:30 Tuesday and Thursday	
Target student population (including cut scores, score ranges, completion criteria)	This class is best for Level B1 and above. B1 - 197 - 206 on the CASAS 23/24 or 25/26 B2 - 207 - 217 on the CASAS 25/26 or 27/28 C1 - 442 - 479 on TABE E or 442-469 M C2 - 480 + on TABE E or 470-516 on M	
Course goals	To build confidence for speaking with vocabulary development to express oneself more effectively, pronunciation practice to become more intelligible, and listening activities for improved listening skills.	
Course content	CCRS	Speaking: 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 ideas clearly and persuasively.

		CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Language : CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when speaking. CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.
	ACES/TIF	Transitions Integration Framework (TIF) http://mnabe.org/abe-content-standards/aces-tif Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

	Skill 1. SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Sub Skills: a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications b. Repair communication breakdowns respectfully and effectively c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions d. Express expectations and acknowledge an understanding or acceptance of the expectations of others e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team f. Employ effective strategies for resolving conflict Skill 2. SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Sub Skills: a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) Skill 4. SWBAT... Recognize bias, assumptions and multiple perspectives Sub Skills: a. Recognize a speaker or writer's intent or purpose b. Identify and compare perspectives/points of view of self and others
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		c. Identify and evaluate bias and assumptions of self and others d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery
	Northstar	Northstar Digital Literacy Standards: http://mnabe.org/abe-content-standards/northstar Basic Computer Skills Internet Basics Using Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Burlington English http://iteslj.org/questions/ Pronunciation practice materials produced by Jill Zahniser	

Instructional Program Description – Course Descriptions

Course name	SPC Math (Math 0745)
Site and schedule	Saint Paul College Daytime and evening
Delivery method (In-person, hybrid, DL, combination)	Online and in-person

Target student population (including cut scores, score ranges, completion criteria)	All college students who did not meet their program's cut score on Accuplacer Math	
Course goals	1. Add, subtract, multiply, and divide whole numbers, fractions, decimals, and sign numbers. 2. Apply equality properties to solve equations involving one or two operations 3. Apply models and real-world investigation to develop operations for integers. 4. Convert between US and Metric measures of length, weight, and capacity. 5. Convert between fractions, decimals, and percents. 6. Define a percent as a ratio and solve percent applications. 7. Define algebraic expressions, terms, like and unlike terms. 8. Evaluate formulas given replacement values and use formulas to solve problems. 9. Find GCF and LCM of whole numbers. 10. Identify and apply the order of operations for calculations. 11. Perform geometric calculations with polygons and circles. 12. Read and write decimal numbers and round decimal numbers to a specified place. 13. Simplify algebraic expressions by combining like terms and multiply algebraic expressions. 14. Solve application problems with whole numbers, fractions, decimals, ratios, and proportions. 15. Translate application problems into equations. 16. Translate word problems into equations. 17. Write rates as unit rates and unit costs. 18. Write ratios of two quantities in simplest form.	
Course content	CCRS	Numeracy Level C and D
	ACES/TIF	NS Skill 2 – Sub Skill d/NS Skill 3 – Sub Skill b
	Northstar	
	Other	Developmental math

	(e.g. career/occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Basic College Mathematics, Sixth Edition textbook Pearson MyMathLab	

Instructional Program Description – Course Descriptions

Course name	ELL Math
Site and schedule	Hubbs Center Morning and evening
Delivery method (In-person, hybrid, DL, combination)	In-person
Target student population (including cut scores, score ranges, completion criteria)	ELLs CASAS Reading 197-217 TABE Math Score Range: E 449-495 or M 449-536 TABE Math Forms: E/M 13/14 Completion Criteria: TABE Reading E level 442+ test score
Course goals	Numbers & Operations: Decimals Demonstrate understanding of the base-ten place value system (including decimals) by using the four operations and comparing values with concrete models, drawings, and strategies

SWBAT:

Understand the place value system.

Read & write multi-digit numbers using base -ten numerals, number names, and expanded form.

Compare two decimals based on the meaning of the digits in each place using symbols to record the results of the comparisons.

Fluently add, subtract, multiply, and divide multi-digit decimal numbers using concrete models, drawings, and strategies based on place value and using the standard algorithm for each operation.

Numbers & Operations: Fractions

Add, subtract, multiply, divide, compare, order, and simplify fractions, using appropriate terminology, in order to solve contextualized problems.

SWABT:

Extend understanding of fraction equivalence and ordering.

Compute fluently with multi-digit numbers and find common factors and multiples.

Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.

Use equivalent fractions as strategy to add and subtract fractions.

Decompose a fraction into a sum of fractions.

Numbers & Operations: Ratio/Proportion

Develop language and understanding of ratios to describe relationship between two quantities and to determine the unit rate.

SWABT:

Understand ratio concepts and use ratio reasoning to solve problems.

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

Numbers & Operations: Integers

Demonstrate understanding of the value of negative numbers by plotting them on a number line, comparing and ordering signed numbers, plotting ordered pairs on a coordinate grid, and solving problems requiring addition, subtraction, multiplication, and division of signed numbers.

SWABT:

Understand numbers can be found on both sides of the number line, recognizing that -3 and 3 are the same absolute value but the signs dictate a place on the number line.

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

Patterns, Functions & Algebra: Patterns & Functions

Solve and write equations for multi-step word problems demonstrating by identifying and executing correctly ordered steps; identify increasing, decreasing, repeating, and combination in numerical patterns (including in “in and out” tables)

SWABT:

Use the 4 operations with whole numbers to solve problems.

Gain familiarity with factors and multiples.

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the numbers will continue to alternate in this way.

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Patterns, Functions, & Algebra: Expressions & Equations

Begin to develop an understanding of algebra by reading, writing and evaluating expressions, and writing and solving simple algebraic equations.

SWABT:

Apply properties of operations as strategies to add and subtract, multiply and divide.

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.

Apply and extend previous understanding of arithmetic to algebraic expressions.

Reason about and solve one-variable equations and inequalities.

Represent and analyze quantitative relationships between dependent and independent variables- Formulas: distance and cost.

Measurement & Geometry: Angles

Learn vocabulary in order to identify and describe properties of angles and lines; use a protractor to measure angles, and determine angle measurements based on their relationships with other angles.

SWABT:

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Understand concepts of angle and measure angles (Geometric measurement).

Represent and interpret data.

Measurement & Geometry: Measurement Systems

Students will be able to identify appropriate customary and metric measurement units for a variety of situations and solve problems involving conversion (within a measurement system) and computation of units.

SWABT:

Measure and estimate lengths in standard units

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and

masses of objects.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Convert like measurement units within a given measurement system.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Measurement & Geometry: Plane Shapes

Students will be able to recognize, identify, classify, and describe quadrilaterals, triangles, and circles and solve for their perimeter and area.

SWABT:

Classify two-dimensional figures into categories based on their properties.

Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Understand concepts of area and relate to area of multiplication and addition.

Solve real-world and mathematical problems involving areas.

Solve real-life and mathematical problems involving angle, measure, and area.

Data & Statistics: Graphs & Typical Values

Read, interpret, and create charts and graphs, dot plots, histograms; describe data sets and solve for mean, median, mode, and range.; Use benchmarks to describe and determine basic probability.

SWABT:

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Develop understanding of statistical variability.

	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
Course content	CCRS	Level B/C 4.NBT.1; 5.NBT.3A; 5.NBT.3B; 5.NVT.7; 6.NS.2; 6.NS.3;4.NF.1; 4.NF.2; 4.NF.3; 4.NF.3b; 4.NF.4; 5.NF.4; 5.NF.5; 5.NF.7 6.RP.1; 6.RP.2 6.NS.5-6c, 7b, c, d; 7.NS.1; 5.G.1; 5.G.2 4.OA.1; 4.OA.2; 4.OA.3; 4.OA.4; 4.OA.5; 5.OA.1; 6.NS.5-6c, 7b, c, d;2.MD.2-4; 3.MD.1-2; 4.MD.2; 5.MD.1 8.F.1 1.OA.3; 5.OA.1; 5.OA.2; 6.EE.1-9 4.G.1; 4.MD.5; 4.MD.7; 4.G.1; 4.MD.6; 5.MD.2 3.MD.5-8; 4.MD.3; 5.G.3; 6.G.1,3-4; 6.G.4; 7.G.4 6.SP.1-4
	ACES/TIF	Effective Communication Numeracy Critical Thinking Self-Management
	Northstar	Basic Computer Standards World Wide Web Email
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Online Resources: KhanAcademy.org Math Worksheets 4 Kids Learn Zillion Jeopardy Online Kahoot	

	Which One Doesn't Belong (WODB) Visual Number Patterns MathTV.com Mr. Nussbaum Padlet IXL
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Instructional Program Description – Course Descriptions

Course name	Math 1
Site and schedule	Hubbs Center
Delivery method (In-person, hybrid, DL, combination)	Hyflex
Target student population (including cut scores, score ranges, completion criteria)	TABE Math E/M 449 - 470 ELL students must be at level C1 or higher in reading Completion Criteria: TABE Math E/M 471+
Course goals	Math 1 establishes a strong foundation in number sense and number theory. This is a combination of CCRS Level A and B. The focus is Level B. Units introduce Real (Positive Rational) Numbers, Data, Statistics, Geometry; and the instructor focuses on students developing basic understanding and number relations with whole numbers. The level goals for students are as follows: in Number Sense, students will apply the four operations to whole numbers. They will analyze the relationships between quantities, look at number patterns, and establish strong conceptual understanding of foundational skills. They will learn benchmark shapes/forms (Geometry), benchmark fractions, benchmark measurements; as well as analyzing key parts of graphs, interpreting information from graphs, reading charts, and extracting information from graphs.

SWABT:

- Identify names of each whole number place in the base ten system to thousands place and how the places move from one place to the next.
- Identify and interpret values of the whole number place, i.e. “In the number 524 what is the value of the 2?”
- Write numbers in both standard notation, expanded notation, and word form.
- Compare whole number values - introduce symbols $>$, $<$, $=$ illustrate on a number line with single digit then move to 2- and 3-digit numbers.
- Add 2-digit and 1-digit numbers, no regrouping (carrying).
- Add 2-digit and multiples of 10 using concrete models, drawings, & strategies based on place value.
- Commutative Property - define and illustrate.
- Adding 10s to 10s, 1s to 1s, “Composing a 10”.
- Mentally find 10 more than a number without counting.
- Regrouping - illustrate using models (base-ten blocks) and connect to written notation.
- Add 3-digit numbers using concrete models, drawings, & strategies based on place value.
- Subtract 2-digit and 1-digit no regrouping (borrowing).
- Subtract 2-digit and multiples of 10 using concrete models, drawings, & strategies based on place value
- Subtract 10s to 10s, 1s to 1s, “decomposing a 10”
- Mentally find 10 less than a number without counting.
- Regrouping (borrowing) - illustrate using models (base-ten blocks) and connect to written notation.
- Subtract 3-digit numbers using concrete models, drawings, & strategies based on place value.
- Inverse Property - define and illustrate that subtraction is an inverse operation of addition. “Check your answer” .

- Define multiplication as repeated addition; illustrate multiplication with arrays and manipulatives.
- Skip count by 2s, 5s, and 10s; notice patterns within the numbers ie: 2, 4, 6, 8, 10 are all even numbers/ skip counting by 5's results in one's place always containing a 5 or a 0. etc...
- Skip count by 3, 4, 6, 7, 8 and 9; notice patterns within the numbers.
- Write multiplication number sentences representing models and arrays.
- Memorize multiplication facts 1 - 10.
- Multiply 2-digit numbers by 1-digit using partial products (distributive property - also called "break apart method" at this level), i.e. 15×8 : break apart 15 to $10 + 5$, then multiply both addends by 8, $(10 \times 8) + (5 \times 8)$ then add the products. $80 + 40 = 120$.
- Standard algorithm for multiplication - introduce and practice solving 2-digit x 1-digit. When fluent, move to 2-digit x 2-digit and so on.
- Define division as repeated subtraction - illustrate using arrays and manipulatives.
- Inverse Property - define and illustrate that division is an inverse operation of multiplication.
- Define meaning of a fraction.
- Define numerator and denominator using visuals/manipulatives.
- Identify a numerator and a denominator with benchmark fractions $\frac{1}{10}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 from visuals to symbolic.
- Identify measurement of length, weight, capacity and time with the tools used to measure them.
- Measure in benchmark (the length of your first knuckle to your second knuckle is about an inch) and estimated measurements - how many paperclips long is the pencil?
- Identifying logical measurements: what makes sense? i.e., the amount of oil in a car would be measured in cups or quarts?
- Identify polygons by characteristics - Triangles: basic 3 sides, 3 angles; Common Quadrilaterals: Rectangle, Square, Parallelogram, Rhombus, & Trapezoid; Pentagons, Hexagon, and Circles.

	○ Fractional Values: Partition Circles and Rectangles into 2, 3, 4 equal parts/shares. Vocabulary: halves, thirds, half of, a third of, a quarter of... describe the whole as 2 halves, 3 thirds, four fourths. ○ Solids: Identify cubes by characteristics - # of faces, edges, vertices. ○ Finding perimeter without formulas. ○ Calculating the area of squares & rectangles. ○ Compose 2D shapes to create composite shapes - use this to discuss what new areas might consist of. (Exploratory Math 2 gets into procedures to solve). ○ Introduction to Graphs & Charts - Simple graphs of Pictographs, Charts/Tables, Bar Graphs that have computations with whole numbers. Describe the parts of a graph, how to read a graph to find an answer, how to apply a computation to the data- “evaluate”, make predictions, and write questions about the data studied.		
Course content	<table border="1"> <tr> <td data-bbox="510 691 821 1370">CCRS</td><td data-bbox="821 691 2001 1370"> 1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 3.NF.1 3.NF.2 3.NF.2a 3.NF.2b 3.NF.3 3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d 1.OA.2 3.OA.1 </td></tr> </table>	CCRS	1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 3.NF.1 3.NF.2 3.NF.2a 3.NF.2b 3.NF.3 3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d 1.OA.2 3.OA.1
CCRS	1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 3.NF.1 3.NF.2 3.NF.2a 3.NF.2b 3.NF.3 3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d 1.OA.2 3.OA.1		

		3.OA.2 3.OA.3 3.OA.4 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 3.OA.5 3.OA.6 3.OA.8 3.OA.9 K.G.4 1.G.2 1.MD.2 1.MD.4
	ACES/TIF	Numeracy Navigating Systems Effective Communication Critical Thinking Self-Management
	Northstar	
	Other (e.g. career/ occupational content, science, social studies,	

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	TABE E, M Test Preparation Materials, MobyMax, Teacher-Generated Content	

Instructional Program Description – Course Descriptions 2026

Course name	Math 2
Site and schedule	Hubbs, Hubb @ Harding, Online Morning and evening
Delivery method (In-person, hybrid, DL, combination)	In-person, HyFlex, and online
Target student population (including cut scores, score ranges, completion criteria)	TABE Math test scores 472E - 515M ABE levels 2 - 3 Completion criteria: TABE M Math 516+
Course goals	SWBAT Read, Write, say place value & decimals to the millionths Compute with fractions, including identifying which operation to use in various situations (word problems); simplify fractions; convert improper fractions to mixed numbers and vice versa · Identify ratios and set up and solve proportions · Compute with signed numbers

	· Define Functions- use In/Out Tables · Identify number properties: Identity, Commutative, Associative, Distributive, Inverse · translate algebraic expressions · Solve 1- and 2-Step Equations ● Convert and Compute Measurements – Add, Subtract, Multiply, and Divide ● Identify types of Angles and Angle Relationships ● Identify angles formed by pairs of lines (transversals) ● Identify and describe Characteristics of polygons- Triangle, Square, Rectangle, Parallelogram, Trapezoid - Find the Perimeter and Area of these polygons -Identify the parts of a circle and find circumference and area -Identify and Solve Mean, Median, Mode, and Range -Read and solve questions using information from charts/Tables, Line Graphs, Bar Graphs, Dot Plots, Histograms, Circle Graphs -Solve simple probability		
Course content	<table border="1"> <tr> <td data-bbox="527 824 722 1362">CCRS</td><td data-bbox="722 824 1990 1362"> 4.NBT.1 (Number and Operations in Base Ten); Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 5.NBT.3A; Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. 5.NBT.3B; Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 5.NBT.7; Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or </td></tr> </table>	CCRS	4.NBT.1 (Number and Operations in Base Ten); Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 5.NBT.3A; Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. 5.NBT.3B; Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 5.NBT.7; Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or
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decompose tens or hundreds.

6.NS.2; Fluently divide multi-digit numbers using the standard algorithm.

6.NS.3; Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

4.NF.1; Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2; Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3; Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

4.NF.3b; Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

4.NF.4; Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

5.NF.4; Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.5; Interpret multiplication as scaling (resizing), by:

- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating

the principle of fraction equivalence $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1.

5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

6.RP.1; Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

6.RP.2; Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7.NS.1; 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

4.OA.1; Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2; Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.3; Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA.4; Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.5; Generate a

number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

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6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number

8.F.1; Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

1.OA.3; Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

5.OA.1; Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2; Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

6.EE.1-9:

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.

6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.

6.EE.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.

6.EE.3 Apply the properties of operations to generate equivalent expressions.

For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y$ to produce the equivalent expression $3y$.

6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions

name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. [NOTE: Plots of numbers other than measurements should also be encouraged.]

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

	3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 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. 4.MD.2 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. 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.7 Relate area to the operations of multiplication and addition. 3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and
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show that the area is the same as would be found by multiplying the side lengths.

3.MD.7b Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.8 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.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

5.G.3 Understand that attributes belonging to a category of two- dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or

		the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. 6.G.4; Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. 7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages. 6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. 6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. 6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. [Also see S.ID.1]
	ACES/TIF	Numeracy Navigating Systems Effective Communication

		Critical Thinking Self-Management
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	TABE Test Prep Books Pear Deck Manipulatives https://www.mathworksheets4kids.com/ Adam's Sandboxes (on Padlet) - I can share if you want.	

Instructional Program Description – Course Descriptions

Course name	Math 3
Site and schedule	Hubbs Center, Online Morning and evening
Delivery method (In-person, hybrid, DL, combination)	In-Person, online
Target student population	TABE test scores 515M - 496D ABE levels 2, 3, 4

(including cut scores, score ranges, completion criteria)	
Course goals	<u>SWABT:</u> • Define and identify rational vs. irrational numbers • Define, identify, and solve Percentages by solving for the part, percent, and whole using different methods • Define and solve exponents • Define and solve radicals • Solve problems involving Scientific Notation • Solve number patterns involving Arithmetic & Geometric Sequences • Evaluate and interpret algebraic expressions including skills of distribution and combining like terms • Identify, simplify, add and subtract Polynomial Expressions • Interpret and solve algebraic equations including skills of distribution and combining like terms • Solve for Constant of Proportionality both in equation form and on the coordinate grid • Identify, graph, solve, and rewrite linear equations • Identify, simplify, and graph simple and compound Inequalities • Identify parts of and use in mapping relations • Define, identify, and solve Functions • Compute between & across Measurement Systems of Customary and Metric • Define and identify types of triangles based on their angles and sides • Calculate missing interior and exterior angles of triangles • Solve for a missing side of a right triangle by using the Pythagorean Theorem • Define, Identify, and Solve for missing side measurements in similar triangles. • Define and identify solids including prisms, pyramids, cones, cylinders, and spheres • Define and solve for volume of solids • Identify what makes a good statistical question

	• Solve for typical values of mean, median, mode, and range • Read, solve, and interpret basic Graphs: charts, line graphs, bar graphs, pie charts (include percentages), histograms & dot plots • Read, interpret, and solve questions regarding Box-Whisker Charts • Read, interpret, and solve questions Scatter-Plots including finding the best fit line. • Solve for simple probability (one event), sequential probability (2 events): dependent & independent • Solve for combinations and permutations	
Course content	CCRS	*CCRS Level D (+6, 7-8) 6.NS.5 6.NS.6a-c 6.NS.7a-d 6.NS.8 7.NS.1a-d 7.NS.2a-d 7.NS.3 8.NS.2 6.RP.3a-d 7.RP.1 7.RP.2a-c 7.RP.3 7.EE.1 7.EE.2 7.EE.3 7.EE.4 a-b 8.EE.1 8.EE.2 8.EE.3

		8.EE.4 8.EE.5 8.EE.7a-b 8.EE.8a-c 8.F.1 8.F.3 8.F.4 8.F.5 7.G.1 7.G.4 7.G.5 7.G.6 8.G.2 8.G.4 8.G.5 8.G.7 8.G.8 6.SP.5 7.SP.1 7.SP.2 7.SP.3 7.SP.4 7.SP.5 7.SP.6 7.SP.7a-b 7.SP.8a-b 8.SP.1 8.SP.2 8.SP.3
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		8.SP.4
	ACES/TIF	Numeracy Navigating Systems Effective Communication Critical Thinking Self-Management
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	TABE 13/14, 11/12, 9/10 Workbooks Kaplan mathworksheets4kids.com Empower Series Teacher-developed materials (low floor, high ceiling activities, i.e. lessons that work for multi-level students)	

Instructional Program Description – Course Descriptions

Course name	Math 4
Site and schedule	Hubbs Center, online Morning, afternoon

Delivery method (In-person, hybrid, DL, combination)	Hyflex	
Target student population (including cut scores, score ranges, completion criteria)	TABE Math D 496+ and English level at C or higher. Completion Criteria: GED Completion and/or College Entrance	
Course goals	Math 4 is College and Career Readiness Level E, high school level math. It builds on Math 3 skills in Algebra and Geometry. It addresses Algebra 2, 3D Geometry, and very basic Trigonometry. Math 4 skills include; Exponents and Radicals with Logarithms, Polynomials, Functions including Linear and Quadratic, Systems of Equations and Inequalities, Compound Solid Volume and Surface Area, Compound Probability, Permutations and Combinations.	
Course content	CCRS	Level E
	ACES/TIF	Numeracy Critical Thinking Self-Management Navigating Systems
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational	Various Khan Academy	

technology, other
instructional
materials

Instructional Program Description – Course Descriptions

Course name	Math Lab	
Site and schedule	Hubbs Center morning	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Students at the Math 1-4 levels Math TABE 13/14 310+	
Course goals	The goal of Math Lab is for students to have a place to work on core math content at each level. Students will be placed into Math lab for different reasons: (1) they may be waiting for the next monthly class start date; (2) more teacher assessment is needed to determine their math level; (3) if they have intermittent attendance and prefer to work more independently.	
Course content	CCRS	Math CCRS A-D
	ACES/TIF	
	Northstar	
	Other	

	(e.g. career/occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Khan Academy	

Instructional Program Description – Course Descriptions

Course name	Computer Basics 1
Site and schedule	Hubbs Center 11:30-1:30, Monday to Thursday
Delivery method (In-person, hybrid, DL, combination)	In person
Target student population (including cut scores, score ranges, completion criteria)	L2 Learners at levels A2 and B1 CASAS STEPS 184 - 206 Students are enrolled in a core course in addition to this class
Course goals	SWBAT... • Apply regular routines to login on Hubbs devices

	• Become familiar with the internet, computer basics, email, Windows 11, Google Docs and Google Classroom • Improve keyboarding skills • Develop their digital resilience and independence by learning how to learn from their mistakes • Develop basic digital skills necessary for everyday activities such as school, work and life • Learn, recognize, and use language and vocabulary associated with digital literacy skills, working online, and using digital tools
Course content	CCRS CCSS.ELA-LITERACY.RF.K.1.d (Reading Foundational Skills) Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-LITERACY.L.K.1.a (Language) Print many upper- and lowercase letters. CCSS.ELA-LITERACY.RF.K.2 (Reading Foundational Skills) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.RF.1.3.a (Reading Foundational Skills) Know the spelling-sound correspondences for common consonants and vowels. CCRS.ELA.SL.A.1.a: Participate in collaborative conversations with diverse partners, building on others' ideas and expressing their own clearly. CCRS.ELA.SL.A.3: Ask and answer questions in order to seek help, clarify something not understood, or seek other information. CCRS.ELA.RI.C.7 / RI.D.7: Interpret information presented visually, quantitatively, and orally CCRS.ELA.L.C.6 / L.D.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCRS.ELA.L.C.4.c / L.D.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of words and phrases.

		CCRS.ELA.SL.C.6 / SL.D.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	ACES/TIF	Effective Communication (EC): Skill 1: a. Seek and offer clarification in spoken communication, b. Repair communication breakdowns respectfully and effectively, c. Acknowledge and affirm others and their contributions, e. Participate, make contributions, and acknowledge an understanding or acceptance of the expectations of others in order to accomplish the shared goal of a team EC: Skill 3: a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, cell phone), c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (silencing phone, not texting in class, not playing computer games in class) Learning Strategies (LS): Skill 1: a. Make use of background information to understand new information LS: Skill 2: a. Employ a variety of strategies for categorizing information (sorting words and ideas), b. Use graphic organizers appropriate for a task (T-charts) LS: Skill 3: a. Ask for repetition and clarification of unknown language and concepts Critical Thinking (CT): Skill 2: Identify barriers to accomplishing a task or solving a problem with logging into email Self-Management (SM): Skill 1: c. Use strategies to overcome obstacles in logging into email SM: Skill 2: b. Select and use appropriate tool for a given task such as email and Google Docs Navigating Systems (NS): Skill 1: c. Demonstrate appropriate self-advocacy when faced with barriers with technology

		NS: Skill 2: c. Differentiate formal and informal communication with email
	Northstar	Smartphone Keyboard Basics & Logging In: 1. Identify and distinguish between lowercase letters. 2. Identify and distinguish between uppercase letters. 3. Identify and distinguish between lowercase and uppercase letters. 4. Locate a smartphone keyboard. 5. Identify commonly used special keys on a smartphone keyboard including Enter, Backspace, and Shift. 6. Use the Shift key to type uppercase and lowercase letters on a smartphone keyboard. 7. Identify the numbers 1 – 9 on a smartphone keyboard after reading and hearing the words that represent those numbers. 8. Navigate to the symbols keyboard on a smartphone. 9. Identify common symbols on a smartphone keyboard. 10. Accurately type/copy information (e.g. complete a short form with name, email address and phone number) on a smartphone keyboard using knowledge of keyboard keys. 11. Install an app on a smartphone. 14. Recognize the Wi-Fi symbol to determine if a device is connected to the internet. Windows 11 1 Identify the operating system used by a computer. 2 Minimize and maximize windows. 3 Open, close and switch between windows. 4 Shut down, restart, and log off a computer. 5 Identify the parts of the Windows 11 interface (desktop, taskbar, Start Menu etc.). Internet Basics

	1 Identify the different ways a person can connect to the internet. 2 Demonstrate knowledge of browsers and identify commonly used browsers. 3 Demonstrate familiarity with website structure (e.g., landing pages, internal pages). 4 Identify top-level domains (e.g., .edu, .com, .org). Basic Computer Skills 1 Distinguish between different types of devices (smartphones, tablets, desktop and laptop computers). 2 Identify specific computer hardware (e.g. system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). 3 Log on and log off a computer or device. 4 Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock) 5 Recognize different types of input devices (mouse, touchpad, and touchscreens). 6 Identify mouse pointer shapes and the functions they represent (spinning wheel [loading], iBeam [text], arrow [basic clicking], hand pointer [clickable links]). 7 Select the appropriate mouse click for a given task (right-click, left-click, and double click). 8 Drag and drop. Email 1. Define email and identify common email clients. 3. Register for a new email account, using a professional user name and a strong password. 4. Log into email. 5. Create and send an email, including recipient address, subject, and message. 6. Open and reply to an email.
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		13. Sign out of email, especially when using shared computers.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Students will improve their digital literacy skills within the context of EL civics and daily life, such as: • Registering for school: filling out an online form • Email: Sending an email to a teacher explaining an absence • Internet: Read and understand information on a school website
Course text(s), educational technology, other instructional materials	Burlington English: English in America: Beginners https://www.burlingtonenglish.com/ Northstar Curriculum: https://www.digitalliteracyassessment.org/curriculum/ DART: The Digital Access and Resilience in Texas (DART) curriculum integrates beginning English language learning with foundational digital skills. https://tcall.tamu.edu/dart-DL-ESL-Curriculum.html	

Instructional Program Description – Course Descriptions

Course name	Computer Basics 2
Site and schedule	Hubbs Center Monday-Thursday 2-hours/day (8-hours/week)
Delivery method (In-person, hybrid, DL, combination)	In-person
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS 207+ L1 and L2 Students are enrolled in a core course in addition to this class

Course goals	SWBAT... • Apply regular routines to login/access/use/troubleshoot Hubbs and their device(s) and most used accounts (Gmail, other Google Apps, and DL platforms), with increasing comfort, confidence, speed, and safety • Work independently and collaboratively on assigned DL tasks in the classroom and online • Develop their digital resilience and independence by learning how to learn from their mistakes • Develop their transferable schema for digital skills and literacy (for example, by recognizing universal icons like the Settings icon or the Share icon) • Learn, recognize, and use language and vocabulary associated with digital literacy skills, working online, and using digital tools • Complete the learning modules, then take and pass these three NSDL Assessments: ○ Essential Computer Skills - Basic Computer Skills, Internet Basics, and Using Email	
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. • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) Reading CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) Reading CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Describe the

		relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) Reading 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. • Determine the meaning of general academic and domain-specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4) Reading CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Know and use various text features to locate key facts or information in a text efficiently. (RI.2.5) • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) Reading CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) Writing Standard CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4) Writing CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)
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		Writing CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others. (W.3.6) Writing CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8) Speaking and Listening 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. • Follow agreed-upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion. (SL.3.1) Speaking and Listening CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • Produce complete sentences when appropriate to the task and situation. (SL.1.6)
	ACES/TIF	Effective Communication (LS) Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team Effective Communication (LS) Skill 3: Utilize a variety of technologies for communication Learning Strategies (LS) Skill 1: 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) Learning Strategies (LS) Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Learning Strategies (LS) Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Learning Strategies (LS) Skill 4: Articulate awareness of what helps one learn language and content Critical Thinking (CT) Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Critical Thinking (CT) Skill 2: Solve problems Critical Thinking (CT) Skill 3: Use information to draw conclusions and make decisions Critical Thinking (CT) Skill 4: Recognize bias, assumptions and multiple perspectives Self-Management(SM) Skill 1: Set realistic goals and work independently to achieve them Self-Management(SM) Skill 2: Manage information and materials for one's own learning and goals Developing a Future Pathway (DFP) Skill 3: Effectively complete the steps needed to enter into a selected pathway Navigating Systems (NS) Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems Navigating Systems (NS) Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures
	Northstar	Basic Computer Skills:

	1 Distinguish between different types of devices (smartphones, tablets, desktops, and laptop computers). 2 Identify specific computer hardware (e.g., system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). 3 Log on and log off a computer or device. 4 Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock) 5 Recognize different types of input devices (mouse, touchpad, and touchscreens). 6 Identify mouse pointer shapes and the functions they represent (spinning wheel [loading], iBeam [text], arrow [basic clicking], hand pointer [clickable links]). 7 Select the appropriate mouse click for a given task (right-click, left-click, and double click). 8 Drag and drop. 9 Utilize common controls for screen interaction (e.g., selecting checkboxes, using drop-down menus, scrolling). 10 Access and control audio output features (e.g., volume, mute, speakers, and headphones). 11 Identify icons on the desktop. 12 Demonstrate ability to delete and retrieve items using the trash or recycle bin. 13 Recognize the importance of periodically upgrading a device's software to fix bugs and improve security. 14 Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage) 15 Determine whether or not a device is connected to the internet. 16 Locate a camera on a device and demonstrate knowledge that devices can utilize a microphone and camera for audio recording and communication.
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		17 Turn the computer and monitor on and off. Internet Basics 1 Identify the different ways a person can connect to the internet. 2 Demonstrate knowledge of browsers and identify commonly used browsers. 3 Identify top-level domains (e.g., .edu, .com, .org). 4 Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers). 5 Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites). 6 Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks). 7 Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. 8 Fill out an online form. 9 Identify the address bar and demonstrate understanding of its functionality. 10 Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). 11 Perform an internet search using clear parameters (terms and filters). 12 Demonstrate ability to scroll up and down a page and left and right on a page. 13 Identify and work with tabs and windows. 14 Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). Using Email 1 Define email and identify common email clients.
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		2 Tell the difference between a URL and an email address. 3 Register for a new email account, using a professional user name and a strong password. 4 Log into email. 5 Create and send an email, including the recipient address, subject, and message. 6 Open and reply to an email. 7 Understand why and how to reply, reply all, and forward an email. 8 Add an attachment to an email. 9 Open and download an email attachment. 10 Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists. 11 Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.). 12 Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information. 13 Sign out of email, especially when using shared computers.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	

Course text(s), educational technology, other instructional materials	Northstar Digital Literacy Curriculum: https://www.digitalliteracyassessment.org/curriculum/ ; Typing.com (beginner level lessons/assessments); Burlington English “Using Your Computer for Digital Literacy” Orientation Lessons (13).
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Instructional Program Description – Course Descriptions

Course name	Commercial Driver’s License
Site and schedule	Online evenings
Delivery method (In-person, hybrid, DL, combination)	Synchronous online
Target student population (including cut scores, score ranges, completion criteria)	21+ years old, valid driver’s license, no DWI, no speeding tickets or accidents in last 5 years TABE “M” Reading test (442+) Completion Criteria: Pass the General Knowledge Test
Course goals	Students identify entry-level CDL employment options. Basic CDL concepts and terminology are covered as students develop their academic and study skills. Students will become familiar with truck driving culture and norms. Upon completion of this course, <u>students will be able to (SWBAT):</u> A. Retrieve career specific vocabulary, regulations, and restrictions from the CDL manual and apply them to in-class discussions, scenarios and test taking practice.

	B. Evaluate Blood Alcohol content, following distances, daily individual mileage, and the gross weight of the vehicle using career specific charts, graphs, and formulas to determine whether they are within regulations. C. Simulate safe driving practices and appropriate interactions with other vehicle operators, law enforcement, and the general public through responding appropriately to test questions and scenarios. D. Demonstrate understanding of specific operations, parts, and functions of a commercial vehicle through simulating the points inspection process. E. Prepare for a career in commercial vehicle driving by identifying and selecting a career path, the skills and requirements necessary to follow that path, and evaluating their fitness. F. Navigate computer search engines and websites to access class information, test practice, and communicate with the instructor.
Course content	CCRS CCR Anchor 4: interpret words and phrases as they are used in text, including determining technical meaning <i>CCR4B: determine the meaning of academic and domain-specific words and phrases</i> <i>RF4: read with sufficient accuracy and fluency to support comprehension</i> CCR Anchor 1: read closely to determine what the text says explicitly and to make logical inferences <i>CCR1B: ask and answer questions as who, what, where, when, why and how to demonstrate understanding</i> CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats <i>CCR7D: integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue</i> <i>CCR2E: integrate multiple sources of information in order to make informed decisions and solve problems, evaluating credibility and accuracy of each source</i>

		CCR Anchor 4: determine and clarify the meaning of unknown words and phrases...and consulting general and specialized reference materials CCR4D: use context as a clue to the meaning of a word or phrase CCR Anchor 8: gather relevant information from multiple print and digital sources...integrate the information <i>CCR8D: gather relevant information from multiple print and digital sources, using search terms correctly</i>
	ACES/TIF	EC1: Engage positively and actively with individuals in both one-on-one and team settings <i>EC1e: participate, make contributions, and encourage the contributions of others in order to accomplish a shared goal</i> LS2: apply appropriate strategies to organize, retain and review materials to aid in recall and understanding <i>LS2d: choose and use strategies for reviewing, evaluating, and summarizing information</i> CT1: organize, analyze and illustrate relationships between components, items, and ideas <i>CT1c: synthesize information, ideas, and components in a meaningful and structured way</i>
	Northstar	3. log onto and shut down a computer 9. utilize common controls for screen interaction 9. fill out an online form 12. perform internet search using clear parameters (terms and filters) 3. Log in and sign out of a distance learning platform. 4. Demonstrate internet skills essential for distance learning, including connecting a device to the internet, navigating to a website, closing and enabling pop-ups, and making use of common website interactions (e.g., play buttons, hyperlinks).

		6. Identify the common features of distance learning platforms such as the dashboard, classes, calendar, and assignments. 7. Join a synchronous class meeting using a virtual meeting platform. 8. Mute, turn on/off video, chat, and change screen view in synchronous class meetings. 9. Understand basics of synchronous classroom etiquette. 10. Open an assignment in a learning platform and complete it using voice record, video, document upload, or other platform tools 12. Troubleshoot common technical issues encountered during virtual learning, including factors that may impact internet speed, audio and video issues. 7. demonstrate use of efficient search strategies to hone in on relevant information
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Google Drive: https://drive.google.com/drive/folders/1ajyzleiSHZOk1bqCLZ4PmV6CvdjepLix?usp=sharing Google Classroom Classwork: https://classroom.google.com/cl/NzA1NTI5OTcwMDgz?resourceKey=0260fab2-319c-425a-8648-db50a284323a	

Instructional Program Description – Course Descriptions

Course name	Customer Service	
Site and schedule	Hubbs Center Various Schedules	
Delivery method (In-person, hybrid, DL, combination)	3 hours in person	
Target student population (including cut scores, score ranges, completion criteria)	Students working or planning to work in jobs with the public would benefit most, including retail, nursing, daycare, on-line sales CASAS score 197 on test 23/24 or 25/26 on up, to include those taking TABE tests and native speakers Completion is contingent on completing the course practice session and active group discussion	
Course goals	Students will recognize most jobs have customers, businesses want employees that can attract and retain customers, and a method for solving problems with customers to gain new and retain previous customers.	
Course content	CCRS	CCR SL1: Prepare for and participate effectively in a range of conversations with diverse partners CCR SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric CCR SL4: Present information, findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
	ACES/TIF	Effective Communication
	Northstar	
	Other (e.g. career/ occupational content, science,	career/occupational content

	social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	T.H.A.N.K.S Method for helping customers developed by the National Retail Federation (NRF) curriculum Data from INDEED to identify Top 10 Skills Employers Want Various customer surveys from on-line and in person job sites	

Instructional Program Description – Course Descriptions

Course name	Driver's Education Permit
Site and schedule	Hubbs Center Various Friday Dates
Delivery method (In-person, hybrid, DL, combination)	3 hours in person
Target student population (including cut scores, score ranges, completion criteria)	Students working to pass driver's permit test in Minnesota CASAS score 197 on test 23/24 or 25/26 on up to include those students taking TABE tests and native speakers
Course goals	Students will be able to watch the Student Minnesota Driver's Manual videos and use the adapted study guide manual developed by the International Institute of Minnesota to answer unit questions and identify areas of weakness that require additional study to pass permit test at Dept. of Motor Vehicles

Course content	CCRS	CCR R1: Read closely to determine what the text says explicitly and to make logical inferences from it CCR R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning
	ACES/TIF	Navigating Systems
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Civics (requirements for driving in Minnesota)
Course text(s), educational technology, other instructional materials	Student Minnesota Driver's Manual Adapted Study Guide developed by the International Institute of Minnesota 7 videos to accompany the manual	

Instructional Program Description – Course Descriptions

Course name	Introduction to Nursing Assistant
Site and schedule	Hubbs Center morning

Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	TABE “E” Reading test (460+) TABE “M” Reading test (442+) Completion Criteria: • quiz scores: 80% • final quiz score: 70% • quizzes can be taken more than once	
Course goals	1. Demonstrate via role play and class discussion how healthcare workers can effectively adapt their communication to a variety of contexts and tasks with their clients and team members. 2. Read and discuss informational materials found in the Google Classroom, complete assigned homework, and score 80% on online multiple-choice quizzes that apply to the professional standards of healthcare workers in relation to healthcare workers' roles and responsibilities; resident rights; and basic human needs. 3. In class discussion, homework and quizzes, correctly identify requirements for obtaining certification to work in identified healthcare settings. 4. Correctly use (or describe the use of) equipment and techniques for providing physical and environmental safety in basic skills demonstrations 5. Demonstrate via role play and class discussion problem-solving processes that are effectively applied to various situations in a healthcare setting. 6. Create sentences to demonstrate understanding of key medical vocabulary and concepts used in healthcare settings.	
	CCRS	Basic skills – reading, writing, speaking, listening, numeracy 10. Identify key vocabulary.
	ACES/TIF	a. Transition skills

Course content		14. Identify the requirements for obtaining a nursing assistant certification.
	Northstar	a. Digital literacy skills 15. Be able to access and complete the online exams. 16. Be able to access and navigate Google Classroom, Nearpod and Quizlet
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Textbooks: Susan Alvare; Jetta Fuzy, RN, MS; and Suzanne Rymer, MSTE, RN, C, LSW; Hartman's Nursing Assistant Care - Long- Term Care And Home Health, by Hartman Publishing, Inc., 2018 Fourth Edition Primary online sources of course material: Hartman's Online Instructor's Guide and Skills Videos (password protected) Teacher created materials Equipment: Dependent on which skills the instructor selects to practice. Ideally you would want a hospital bed with linens and pillows, wheelchair, PPE(gloves, gowns, masks), hand sanitizer, alcohol pads, transfer belts, bedpans, urinary catheter, graduates, supplies for bathing and oral care, utensils for feeding).	

Link to state exam skills: Each skill will show you what equipment you will need.
<https://hdmaster.com/testing/cnatesting/Minnesota/forms/MN%20Mock%20Skills.pdf>

Instructional Program Description – Course Descriptions

Course name	IT Tier 1
Site and schedule	Hubbs Center Monday-Thursday 11:30-1:30
Delivery method (In-person, hybrid, DL, combination)	In-person
Target student population (including cut scores, score ranges, completion criteria)	CASAS 207+ Any L1 students Completion Criteria: Northstar Digital Literacy certificates in Basic Computer Skills, Internet Basics and Using Email
Course goals	This is one of two classes for students interested in going into the Information Technology (IT) field. This class fits ELL level B2+ Introduction to IT Single Set of Learning Objectives (SSLO):

	• Given that learners will need to apply for an IT job electronically, students will apply their knowledge of technology, technical vocabulary, basic email etiquette and English language standards to write a formal email cover letter to a potential employer. • Given a scenario in which a client at an IT workplace may ask for suggestions on which computer to buy, students will read and evaluate information about desktops and laptops presented electronically and give advice on which computer is best for the client. • Given that learners may need to choose document software for specific professional and communication purposes such as writing a cover letter to apply for an IT job or to complete an assignment in class, learners will discuss the pros and cons of using Microsoft Word and Google Docs and explain their rationale for choosing a particular document software. • Given that learners need to determine whether pursuing a career pathway in information technology is right for them, learners will read descriptions of IT careers posted on a website and discuss whether these careers match their own values, interests and priorities.	
Course content	CCRS	<u>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) <u>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.</u> Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a topic or subject area. (RI.3.4)

		<u>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
	ACES/TIF	<u>Effective Communication Skill 1:</u> Students will be able to (SWBAT) appropriately seek and offer clarification about technology issues <u>Effective Communication Skill 2:</u> SWBAT choose appropriate register (level of formality) for audience and purpose in emails <u>Learning Strategies Skill 2:</u> SWBAT use graphic organizers appropriate to tasks such as a Venn diagram to compare and contrast Microsoft Word and Google Docs, and compare and contrast laptops and desktops <u>Critical Thinking Skill 2:</u> SWBAT... Identify and evaluate possible consequences for bad typing posture and potential solutions such as learning touch typing <u>Critical Thinking Skill 3:</u> SWBAT... Use information about hardware and software recommendations to make computer purchasing decisions <u>Developing a Future Pathway Skill 1:</u> SWBAT... Identify work interests <u>DFP Skill 2:</u> SWBAT... Link personal skills and interests to career clusters and specific jobs, including jobs in the information technology career cluster <u>Navigation Systems Skill 3:</u> (SWBAT) Identify opportunities for advancement by discussing the concept of career pathways and how one can advance from one level to the next; Explore the IT career cluster on Burlington English Career Exploration Intermediate and complete a career pathways chart listing specific jobs in order of advancement
	Northstar	Basic Computer Skills

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| | | <ol style="list-style-type: none">1. Distinguish between different types of devices (tablets, desktop and laptop computers)2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen)3. Log on to and shut down a computer4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock)5. Identify types of mice: mouse and touchpad6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links))7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click)8. Drag and drop9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling)10. Access and control audio output features (volume, mute, speakers and headphones)11. Identify icons on desktop12. Demonstrate ability to trash and retrieve items using the trash or recycle bin13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor)14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers |
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	15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage) 16. Identify whether or not a computer is connected to the internet 17. Identify and locate camera and mic on laptops, tablets 18. Turn computer and monitor on and off Internet Basics 1. Identify the different ways a person can connect to the internet. 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Demonstrate familiarity with website structure (e.g., landing pages, internal pages). 4. Identify top-level domains (e.g., .edu, .com, .org). 5. Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers). 6. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites). 7. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks). 8. Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. 9. Fill out an online form. 10. Identify address bar and demonstrate understanding of its functionality. 11. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). 12. Perform internet search using clear parameters (terms and filters). 13. Demonstrate ability to scroll up and down a page and left and right on a page.
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	14. Identify and make use of common website interactions (e.g., play buttons, hyperlinks). 15. Identify and work with tabs and windows. 16. Enable a specific pop-up window. 17. Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). Using Email 1. Define email and identify common email clients. 2. Tell the difference between a URL and an email address. 3. Register for a new email account, using a professional user name and a strong password. 4. Log into email. 5. Create and send an email, including recipient address, subject, and message. 6. Open and reply to an email. 7. Understand why and how to reply, reply all, and forward an email. 8. Add an attachment to an email. 9. Open and download an email attachment. 10. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists. 11. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.). 12. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information. 13. Sign out of email, especially when using shared computers.
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	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Burlington English Career Exploration and Soft Skills curriculum is utilized.
Course text(s), educational technology, other instructional materials	<u>Burlington English</u>: 2 Courses - Career Exploration and Soft Skills, Applying for an IT Job (Look under “English for Specific Careers”) <u>Northstar Digital Literacy</u>: Students will earn certificates in Basic Computer Skills, Internet Basics and Email Basics. We do some lessons in class and students practice at home with Northstar Online Learning. Johnson, Staci Sabbagh, and Rob Jenkins. <i>Stand out. 4: Evidence-Based Learning for College and Career Readiness</i>. National Geographic/Cengage Learning, 2017. Bitterlin, Gretchen, et al. <i>Ventures. Level 5, Transitions Student’s Book</i>. Cambridge University Press, 2018. Harris, Angela. <i>Computers: One Click at a Time: A Beginner’s Guide for Using Computers with Ease. Student Workbook with Answers</i>. TGX Development Adult Education, 2017.	

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Instructional Program Description – Course Descriptions

Course name	IT Tier 2
Site and schedule	Google Meet and Google Classroom
Delivery method (In-person, hybrid, DL, combination)	Online synchronous with in-person field trips
Target student population (including cut scores, score ranges, completion criteria)	ELL level C1+ and any L1 learner Completion Criteria: • Coursera: Google Technical Support Fundamentals (6 modules; 80% or higher) • Attendance: 80% or higher • Northstar Digital Literacy Certificates in: Complete these lessons and pass these assessments (score of 85% or higher): 1. Phone and Keyboard Basics and Logging in 2. Computer Basics 3. Internet Basics 4. Windows 10 5. Windows 11 6. Google Docs 7. MS Word 8. Email 9. Your Digital Footprint • Ed Puzzle (Digital Citizenship, 30 videos)

Course goals	This class will focus on Technical Support Fundamentals, an online course in Coursera where students gain skills and knowledge of computer history, hardware and software, and understand basic IT career pathways. This class is for ELL level C1+ or any L1 learner. Students will be able to: • Name hardware, software, and platform components. • Understand different operating systems and how they interact. • Understand concepts around digital citizenship and online privacy and security. • Learn how to perform basic computer (hardware and software) troubleshooting with users. • Learn about the IT field & help desk or support technicians jobs, as well as requirements to enter the IT career field.	
Course content	CCRS	ELA and Literacy: Shift 1 – Complexity: Regular practice with complex text and its academic language Shift 3 – Knowledge: Building knowledge through content-rich nonfiction 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. CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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.
	ACES/TIF	Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring

	progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring. Skill 1: SWBAT... Set realistic goals and work independently to achieve them. Skill 2: SWBAT... Manage information and materials for one's own learning and goals Skill 3: SWBAT... Manage time effectively to complete tasks Developing a Future Pathway Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future. Skill 2: SWBAT... Explore available options in order to identify one's future pathway Sub Skills: a. Link personal skills and interests to various careers or community opportunities b. Explore the job market and current employment trends c. Conduct research on community resources, education, and training options Skill 3: SWBAT... Effectively complete the steps needed to enter into a selected pathway Sub Skills: a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career b. Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information) c. Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)
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Navigating Systems

Navigating Systems (NS): Navigating Systems is the ability to successfully operate within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems Sub Skills: a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services) b. Recognize, develop, and maintain relationships that may provide further or future assistance c. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures Sub Skills: a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages) c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations d. Actively reflect on personal performance and seek feedback e. Acknowledge mistakes, recognize consequences for them, and offer options for redress

Effective Communication

		Skill 3: SWBAT... Utilize a variety of technologies for communication Sub Skills: a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, web meeting, social media, cell phone) b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) EC Skill 3-Sub Skill a: Evaluate and use appropriate technology tools (e-mail, texting, web meeting, social media, cell phone) for clear and meaningful interactions to suit purpose and audience Learning Strategies Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge Sub Skills: a. Ask for repetition and clarification of unknown language and concepts b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word) c. Use context and what you know to figure out or guess the meaning of language d. Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search) LS Skill 3-Sub Skill b: Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)
	Northstar	Coursera: Google IT Support Fundamentals (6 modules) Introduction to IT In the first module of the course, we'll learn about how computers were invented, how they've evolved over time, and how they work today. We will also learn about what an "IT Support Specialist" is and what they do in their

job. By the end of this module, you will know how to count like a computer using binary and understand why these calculations are so powerful for society. So let's get started!

Hardware

In the second module of this course, we'll learn about what's inside a computer. We'll learn all about the hardware components or different pieces inside a computer. We'll discover what each component does and how they work together to make a computer function. By the end of this module, you will also know how to build a computer from scratch!

Operating Systems

In the third module of this course, learners will explore operating systems (OS). They will learn about the common operating systems that are used today and understand how they work with the computer hardware. Learners will review the "boot process" of an operating system and show learners how to install Windows, Linux, and Mac OSX operating systems. Finally, learners will use the hands-on lab environment to interact directly with the Windows and Linux operating systems.

Networking

In the fourth module of this course, we'll learn about computer networking. We'll explore the history of the Internet and what "The Web" actually is. We'll also discuss topics like Internet privacy, security, and what the future of the Internet may look like. You'll also understand why the Internet has limitations even today. By the end of this module, you will know how the Internet works and recognize both the positive and negative impacts the Internet has had on the world.

		Software In the fifth module of this course, we'll learn about computer software. We'll learn about what software actually is and the different types of software you may encounter as an IT Support Specialist. We'll also explore how to manage software and revisit the concept of "abstraction." By the end of this module, you'll use the Qwiklabs environment to install, update and remove software on both Windows and Linux operating systems. Troubleshooting Congratulations, you've made it to the last module of the course! In the final module, learners examine the importance of troubleshooting and customer support. They'll go through some real-world scenarios that they might encounter in a Help Desk or Desktop Support role. They'll also learn why empathizing with users is critical when working in a tech role. Finally, learners will learn why writing effective documentation is an important aspect of any IT role. By the end of this module, learners will be able to utilize soft skills and write documentation in order to communicate effectively with others.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Some instruction on navigating and choosing future independent learning needed if they decide to pursue a career in IT: • IT Tier3 coach class at Hubbs Center • Comp TIA Certifications • Google IT Certifications
Course text(s), educational technology, other instructional materials		• Coursera: Technical Support Fundamentals (6 modules) • Edpuzzle (Digital Citizenship, 30 videos) • Google Classroom and Google Meet • Northstar Lessons and Assessments: ○ 1. Phone and Keyboard Basics and Logging in

	○ 2. Computer Basics ○ 3. Internet Basics ○ 4. Windows 10 ○ 5. Windows 11 ○ 6. Google Docs ○ 7. MS Word ○ 8. Email ○ 9. Your Digital Footprint
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Instructional Program Description – Course Descriptions

Course name	Paraeducator
Site and schedule	Google Meet – daytime and sometimes evening
Delivery method (In-person, hybrid, DL, combination)	Synchronous online
Target student population (including cut scores, score ranges, completion criteria)	TABE “M” Reading test (468+) TABE “M” Math test (449+) High School Diploma or GED Ability to pass a background check Completion Criteria: Paraeducator or ParaPro Assessment
Course goals	This 10-12 week online class will help prepare you for the Paraeducator Certification Exam. The exam is needed if you do not have a two or four-year degree and would like to work in a school setting with kindergarten to 12th grade students. The certification exam is an online multiple choice exam covering reading, writing and math skills, including how to apply those skills in a classroom or school setting.

	You will cover topics on: learning styles, communication with staff, parents, and students, as well as parent and student rights within the school setting. You will also gain a better understanding of racial equity in the classroom. You will study techniques to help support and encourage good behavior in school. Additionally, you will have an opportunity to job shadow a current Educational Assistant (EA) or Teacher Assistant (TA) with St. Paul Public Schools. You will be able to see what the job is like and how an EA or TA interacts with students, school staff, or parents. Single Set of Learning Objectives (SSLOs) SWBAT (students will be able to): 1. In an educational setting, demonstrate and apply professional communication skills (verbal, nonverbal, and written - including digital), using appropriate grammar and mechanics. 2. During a role play, appropriately apply child guidance strategies in accordance with school policies. 3. Explain the responsibilities of a paraprofessional when supporting students who receive special education services. 4. Demonstrate the required academic and instructional support knowledge of a paraprofessional through the successful completion of MasterTeacher's Paraeducator certification exam (minimum scores of 65% on Part 1 and 70% on Part 2).	
Course content	CCRS	RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 Read with sufficient accuracy and fluency to support comprehension. R.1 - Read closely to determine what the text says explicitly and make logical inferences from it. R.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. R. 4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.

	R.5 - Analyze the structure of texts. R.7 - Integrate and evaluate content presented in diverse media and formats. S&L 1 - Participate effectively in a range of conversations. S&L 2 - Integrate and evaluate information presented in diverse media and formats. S&L 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate. L.1 - Demonstrate command of the conventions of English. L.2 - Demonstrate command of the conventions of English capitalization, punctuation and spelling when writing. L.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. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases. W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 1.NBT.4 2.NBT.7 4.NBT.4 4.NBT.5
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	4.NBT.6
	5.NBT.5
	5..NBT.6
	6.NS.2
	1.OA.3
	1.OA.4
	2.OA.1
	3.OA.1
	3.OA.2
	3.OA.4
	3.OA.5
	5.OA.1
	3..NF.1
	3.NF.2b
	3.NF.3a,b,c,d
	5.NBT.3a
	5.NBT.3a
	6.NS.3
	6.NS.4
	4.NF.1
	4.NF.2
	4.NF.3a
	4.NF.3c
	4.NF.3d
	4.NF.4c
	4.NF.6

	4.NF.7
	5.NF.4
	5.NF.5a,b
	5.NF.7
	6.RP.3c
	7.RP.2
	1.OA.7
	1.OA.8
	3.OA.6
	4.OA.1
	5.OA.2
	6.EE.1
	6.EE.2
	6.EE.2a
	6.EE.2b
	A.SSE.1a
	6.EE.1
	6.EE.2c
	8.EE.1
	K.G.4
	2.G.1
	3.G.1
	4.G.1
	5.G.1

		5.G.3 3.MD.5 3.MD.6 3.MD.7 3.MD.7a 3.MD.7b 3.MD.8 4.MD.3 4.MD.5 5.MD.3 5.MD.4 5.MD.5a 5.MD.5b 6.EE.2 (formulas) 6.SP.5 7.SP.4
	ACES/TIF	EC1 - Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. EC2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. LS1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities.

		LS2- Apply appropriate strategies to organize, retain and review materials in order to aid understanding and recall. LS4 - Articulate awareness of what helps one learn language and content. CT1c Synthesize information, ideas, and components in a meaningful and structured way. CT2 - Solve problems (identify barriers and solutions; identify, prioritize and apply steps). CT3 - Use information to draw conclusions and make decisions. SM1- Set realistic goals and work independently to achieve them. SM2 - Manage information and materials for one's own learning and goals SM3-Manage time effectively to complete tasks. DFP1 - Evaluate personal skills, strengths, values and beliefs to inform decisions about one's future pathway. DFP2 - Explore available options in order to identify one's future pathway. DFP3 - Effectively complete the steps needed to enter into a selected pathway NS1 - Identify and utilize resources. NS2- Identify and comply with rules, policies and performance expectations within institutions and organizational structures NS3 - Identify and follow norms of an organizational structure
	Northstar	
	Other (e.g. career/ occupational content, science, social studies,	Positive Behavioral Interventions and Supports (PBIS) training Child Guidance training

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	MasterTeacher website (subscription-based): https://www.masterteacher.com/	

Instructional Program Description – Course Descriptions

Course name	Introduction to Patient Care	
Site and schedule	Hubbs Center Various Friday dates	
Delivery method (In-person, hybrid, DL, combination)	3 hours in person	
Target student population (including cut scores, score ranges, completion criteria)	Students working or planning to work in health care fields such as Personal Care Assistant or Certified Nursing Assistant CASAS score 197 on test 23/24 or 25/26 on up to include those students taking TABE tests and native speakers	
Course goals	Students will practice skills needed in health care careers including taking a pulse, counting respirations, using a transfer belt, helping a patient sit up from bed, feeding a patient, handwashing procedures, using a height scale, using a pain scale, small talk with patients	
Course content	CCRS	CCR SL 1: Prepare for and participate effectively in a range of conversations with diverse partners CCR SL 6: Adapt speech to a variety of contexts and communicative tasks
	ACES/TIF	Effective Communication Navigating Systems

	Northstar	Email Internet
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	career/occupational content
Course text(s), educational technology, other instructional materials	Teacher created dialogues between employees and patients U-Tube videos from World Health Organization <i>Handwashing</i>	

Instructional Program Description – Course Descriptions

Course name	Workplace Health and Safety
Site and schedule	Online evening
Delivery method (In-person, hybrid, DL, combination)	Synchronous online
Target student population	ELL Learners Level B2 and higher CASAS Reading 207+

(including cut scores, score ranges, completion criteria)	Completion Criteria: meet attendance requirement, complete all modules in Career Safe OSHA-10 online course, pass OSHA-10 certification exam.	
Course goals	Learners will: ● Build vocabulary and skills related to workplace health and safety ● Develop speaking, listening, and reading skills for entry level and advanced jobs in a variety of settings: warehouse, construction site, hospital, clinic, kitchen ● Understand the rights of worker and responsibilities of employers as defined by the Occupational Safety and Health Act ● Earn OSHA 10 Certificate for General Industry ● Have access to a counselor who will help with applying for jobs with St. Paul Public Schools or other companies	
Course content	CCRS	● CCR Anchor Standard R.1: Read closely to determine what the text says explicitly and make logical inferences. ● CCR Anchor Standard R.4: Interpret technical vocabulary related to safety regulations and hazard classifications. ● CCR Anchor Standard R.7: Integrate visual information (e.g., workplace safety diagrams, fire exit plans) with written text. ● Example: Workers must read and understand SDS sheets, emergency exit plans, and safety instructions. 2. Writing Standards Alignment

While OSHA 10 doesn't heavily focus on writing, it requires incident reporting and hazard documentation, aligning with:

- CCR Anchor Standard W.2: Write informative texts, such as hazard reports and safety procedures.
 - CCR Anchor Standard W.8: Gather relevant information from multiple sources (e.g., OSHA guidelines) to report workplace incidents.
 - Example: Employees must complete OSHA incident reports or workplace hazard logs.
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3. Speaking & Listening Standards Alignment

OSHA 10 emphasizes effective communication for workplace safety, aligning with:

- CCR Anchor Standard SL.1: Engage in collaborative discussions, such as safety meetings.
 - CCR Anchor Standard SL.3: Evaluate a speaker's point of view, such as a safety trainer or inspector.
 - Example: Workers must report hazards, participate in safety briefings, and communicate emergency procedures.
-

4. Mathematical Reasoning Standards Alignment

OSHA 10 requires workers to understand measurements, calculations, and risk assessments, aligning with:

		- CCR Mathematical Standard N-Q.1: Use quantitative reasoning to assess workplace hazards. - CCR Mathematical Standard G-MG.3: Apply geometric and measurement principles (e.g., calculating ladder angles, load capacities). - Example: Workers need to calculate weight limits for lifting, proper ladder angles, and decibel exposure levels.
	ACES/TIF	1. Critical Thinking OSHA 10 Alignment: - Workers must assess workplace hazards and make informed decisions to prevent accidents. - Training emphasizes problem-solving in emergency situations (e.g., responding to fires, electrical hazards). - Employees learn to evaluate risks and determine appropriate safety measures (e.g., PPE selection). TIF Connection: - Developing analytical and reasoning skills aligns with OSHA's focus on workplace safety assessments. - Applying structured thinking to solve problems mirrors OSHA's hazard identification and prevention training. 2. Developing a Future Pathway

OSHA 10 Alignment:

- Provides certification that improves employability in industries requiring safety training.
- Introduces workplace rights and responsibilities, helping workers navigate career expectations and advocate for their safety and health and work
- Encourages employees to see safety knowledge as a valuable job skill for career advancement.

TIF Connection:

- Supports career goal-setting by providing credentials recognized in various industries.
- Helps workers understand professional expectations and navigate workplace culture.

3. Effective Communication

OSHA 10 Alignment:

- Training emphasizes clear communication in emergencies (e.g., reporting hazards, using safety signs).
- Workers practice following verbal and written instructions related to safety protocols.
- Encourages team collaboration in ensuring a safe work environment.

TIF Connection:

- Reinforces workplace communication skills, including reporting concerns and following procedures.
 - Supports active listening and comprehension, crucial for responding to safety instructions.
-

4. Learning Strategies

OSHA 10 Alignment:

- OSHA 10 requires memorization and application of safety rules in real-world scenarios.
- Encourages workers to seek additional safety resources (e.g., OSHA website, employer handbooks).
- Uses interactive learning techniques (e.g., practice questions, case studies) to reinforce retention.

TIF Connection:

- Promotes self-directed learning by encouraging workers to continually update their safety knowledge.
 - Reinforces information retention techniques, which help employees apply safety protocols correctly.
-

5. Navigating Systems

OSHA 10 Alignment:

	• Educates workers on OSHA regulations, employer responsibilities, and worker rights. • Covers emergency response protocols, ensuring workers can navigate workplace safety systems. • Teaches how to file complaints with OSHA and advocate for a safe work environment. TIF Connection: • Encourages understanding of workplace structures and how to navigate policies effectively. • Helps workers interact with regulatory systems to protect their safety and rights. 6. Self-Management OSHA 10 Alignment: • Reinforces personal responsibility for safety (e.g., wearing PPE, following procedures). • Encourages workers to manage their own risk exposure and make proactive safety decisions. • Covers time management and organizational skills, such as pre-task hazard assessments. TIF Connection: • Supports self-discipline and responsibility, crucial for maintaining workplace safety.
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		Reinforces personal awareness and self-regulation in high-risk environments.
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Realia: Personal Protective Equipment examples such as safety glasses, latex gloves, etc. Safety Signs - examples such as lock out/tag out, caution - hot surface, etc Chemicals - examples such as cleaning solutions used at the school or at home so that safety labels can be studied closely SDS - Safety Data Sheets - examples where available in the setting you're in or from the students' workplaces. Laptops: Used for online learning via CareerSafe or other online certification provider for OSHA 10 exam. Used for career exploration, job search and resume work. Texts: Future 2e Level 4 Sarah Lynn, Ronna Magy, Federico Salas-Isnard ISBN:9780136925378 Published by Pearson, 2021 Key Vocabulary for a Safe Workplace	

Harry Ringel

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[Road to Work: Applying and Interviewing](#)

Ronna Magy

ISBN: 9781564201867

Published by New Readers Pr, 2017

[Road to Work: Succeeding on the Job](#)

Ronna Magy

ISBN: 9781564201874

Published by New Readers Pr, 2017

Websites:

[OSHA.gov](#) - for up most up-to-date OSHA standards and documents

[CareerSafeOnline.com](#) - for OSHA 10 instruction and certification, license needed for each student

Instructional Program Description – Course Descriptions

Course name	Family Literacy
Site and schedule	Wheelock Early Learning Center - morning and afternoon JJ Hill Community Education Center – 10-1 M/T and W/Th

Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Parents or caregivers with children who are not yet in Kindergarten CASAS STEPS 160-217 Students complete when they get 217 or higher on CASAS 25/26 or 27/28. Students who complete are encouraged to join other ELL classes.	
Course goals	Family Literacy classes are taught in collaboration with ECFE and allow parents and children to attend school together. Adults work on English Language Learning (ELL), and participate in parent education, while their children experience an early childhood education.	
Course content	CCRS	Same as ELL A and B classes
	ACES/TIF	Same as ELL A and B classes
	Northstar	Same as ELL A and B classes
	Other (e.g. career/occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Future Intro, Future 1, Future 2	

Course name	Reading 1	
Site and schedule	Hubbs morning	
Delivery method (In-person, hybrid, DL, combination)	Hyflex	
Target student population (including cut scores, score ranges, completion criteria)	L1 learners with reading scores on the TABE 13/14 of 442-501 with either GED, college, or workforce goals.	
Course goals	Students will increase basic reading skills to better prepare them to pursue GED, college, or workforce goals. Students can exit Reading 1 into Reading 2, College Readiness, or a variety of job training classes.	
Course content	CCRS	Ask and answer questions about key details in a text. (RI/RL.1.1) Identify the main topic and retell key details of a text. (RI.1.2) Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a topic or subject area. (RI.3.4) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) Distinguish their own point of view from that of the author of a text. (RI.3.6)

		Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7) Identify the reasons an author gives to support points in a text. (RI.1.8) Describe how reasons support specific points the author makes in a text. (RI.2.8) Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	ACES/TIF	Learning Strategies: Make use of background knowledge to understand new information Make predictions before and during reading and listening Use context clues to understand new information (formatting, pictures, surrounding text) Identify main ideas or themes when reading or listening Scan written text or listen to oral text for specific information and details Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize) Make inferences and logical guesses (read and listen between the lines)
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Variety of teacher-made resources	

Instructional Program Description – Course Descriptions

Course name	Personal Care Assistant Certificate	
Site and schedule	Hubbs	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	ELL and L1 learners CASAS Steps 197+ Any TABE 13/14 score	
Course goals	Personal Care Assistant (PCA) class provides knowledge and skills to pass the Personal Care Assistant/Community First Service and Support exam. This exam is administered through the Minnesota Department of Human Services. It is for individuals interested in working and helping seniors, individuals with disabilities, or those with chronic illnesses live independently by providing essential services in their homes or residential facilities. PCAs assist with daily activities including bathing, grooming, meal preparation, medication reminders, and light housekeeping, while promoting client independence.	
Course content	CCRS	Ask and answer questions about key details in a text. (RI/RL.1.1) Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a topic or subject area. (RI.3.4) Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)
	ACES/TIF	Learning Strategies: Ask for repetition and clarification of unknown language and concepts Self-Management: Identify steps to achieve a goal b. Identify potential obstacles

		Developing a Future Pathway
	Northstar	Fill out an online form. Log into email Forward an email Add an attachment to an email Be able to access and complete the online exams.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Healthcare related vocabulary Work readiness
Course text(s), educational technology, other instructional materials	Online modules from DHS	

Instructional Program Description – Course Descriptions

Course name	IT Tier 3
Site and schedule	Online
Delivery method (In-person, hybrid, DL, combination)	Primarily asynchronous coaching while students complete modules in Coursera
Target student population	Students who have completed IT Tier 2 NRS ABE Level 3 and up

(including cut scores, score ranges, completion criteria)			
Course goals	Tier 3 - Preparation for CompTIA A+ Certification Specialization Course objectives include: ● Students will identify and understand hardware components and their functions. ● Students will be able to build a PC from the ground up, applying best practices for assembly. ● Students will learn and be able to apply troubleshooting methods to laptops, mobile devices and video and resolution issues as well as define motherboard parts and CPU types, configure computer start up and operation settings (BIOS) and understand power supply basics. ● Students will be able to identify common features and commands across computer operating systems. ● Students will understand and be able to explain Microsoft Windows security best practices, such as authentication methods (i.e. two factor authentication), security settings and user management and permissions. ● Students will learn the environmental impacts of disposing of IT equipment and proper material handling procedures. ● Students will demonstrate understanding of CompTIA A+ core concepts through practice exams on the Coursera platform. Both Tier 2 and Tier 3 students have unpaid work experience opportunities. ● They will clean up and reimage computers donated by PCs for People for distribution to other SPPS ABE students. ● They will assist at the Hubbs Center student technology help desk, working with students to troubleshoot computer problems. This will provide the students with customer service experience while they gain understanding of community digital literacy needs. ● They can shadow SPPS technology services field techs and IT service desk support staff. ● Each student could complete 1-4 hours of job shadowing activities.		
	<table> <tr> <td data-bbox="443 1365 688 1398">CCRS</td><td data-bbox="688 1365 1612 1398">Ask and answer questions about key details in a text. (RI/RL.1.1)</td></tr> </table>	CCRS	Ask and answer questions about key details in a text. (RI/RL.1.1)
CCRS	Ask and answer questions about key details in a text. (RI/RL.1.1)		

Course content		Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a topic or subject area. (RI.3.4)
	ACES/TIF	Effective Communication: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals; Utilize a variety of technologies for communication Learning Strategies: 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) Critical Thinking: Organize, analyze and illustrate relationships between components, items, and ideas; solve problems; Self-Management: Set realistic goals and work independently to achieve them Developing a Future Pathway: Effectively complete the steps needed to enter into a selected pathway
	Northstar	Windows and Mac operating systems - all Cybersecurity - all Career Search Skills
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Coursera
Course text(s), educational technology, other instructional materials	Coursera	

Course name	CITIZENSHIP	
Site and schedule	Hubbs Center Fridays 9:00-11:30	
Delivery method (In-person, hybrid, DL, combination)	Hyflex	
Target student population (including cut scores, score ranges, completion criteria)	Adult Immigrants that have resided in the United States for a minimum of five years All students are also enrolled in a core course	
Course goals	Guide and assist students as they prepare for their Naturalization appointments During each class period, students practice for their N-400 interview, study the civics questions, practice reading aloud the sentences, and practice writing the dictated sentences.	
Course content	CCRS	CCR SL 4: Present information, findings, and supporting evidence CCR SL 6: Adapt speech to a variety of contexts and communicative tasks CCR L 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
	ACES/TIF	Navigating Systems
	Northstar	
	Other (e.g. career/occupational content, science, social studies, civics, citizenship prep)	Course content is subdivided into four areas of study to correspond to the four components of the Naturalization appointment and tests. 1. N-400 Interview 2. Civics Test 3. Reading Test 4. Writing Test

Course text(s), educational technology, other instructional materials	Course Materials I. Student Materials A. Course Binder is composed of four sections 1. N-400 Application 2. Civics Test Questions and Answers 3. Reading Test Vocabulary and Sentences 4. Writing Test Vocabulary and Sentences B. USALearns online interactive citizenship course 1. Students work independently, outside of class, to complete the approximately 14 hour course. II. Instructor Materials A. 32 Lesson Plans 1. Powerpoint decks to supplement each of the four areas of study 2. Handouts to supplement civics test topics
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