

Instructional Program Description

Consortium name	SPCLC
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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

OPEN DOOR MINNEAPOLIS & ONLINE

Course name	Pre-GED / Reading & Writing Class
Site and schedule	Open Door Learning Center- Minneapolis Monday & Wednesday 10am - 12:15pm
Delivery method (In-person, hybrid, DL, combination)	Online & In-person (In-person & Zoom classes run concurrently with the same content)
Target student population (including cut scores, score ranges, completion criteria)	Pre-GED, ABE/NRS levels 2 - 4 (GLE: 3 - 6) CASAS GOALS: 211 - 230 Completion criteria: obtain GED OR obtain entrance into partner GED program (Summit OIC) or earn measurable skill gain in reading (increase by at least one NRS Level)
Course goals	Pre-GED Reading and writing is designed to prepare students for a GED Prep Program (ABE Levels 4+) or to study for the GED tests independently. Students above the score range are able to remain in the class and provided supplemental materials, like more advanced readings and a GED Academy account to support them with passing the GED subject tests. Students who are not seeking a GED can still be in the class and work on improving their reading & writing skills. <i>Students will be able to...</i> <u>Reading Goals:</u> ● Read & comprehend complex texts at a 4 - 7GLE and ● build content knowledge about common GED topics, including science, history, civics, and literature. ● figure out a main idea and supporting details of a text ● summarize a reading ● use evidence from the text to answer questions

	● Recognize common syllable types, prefixes, and suffixes ● Use context clues and word-part knowledge to figure out the meaning of a new word ● Organize information from a reading ● Read accurately & smoothly Writing Goals: ● Use evidence from the reading to support my own point in writing ● Identify complete and incomplete sentences ● Write complete long & short sentences with correct grammar & punctuation ● Write well-organized paragraphs that include a topic sentence. Digital Literacy Goals: ● Turn on and log onto a computer ● Use the mouse or touchpad easily to navigate on a computer ● Connect to the internet on a computer ● Go to websites using the address bar or a search engine ● Type with both hands on the keyboard ● Log into my accounts on digital literacy platforms	
Course content	CCRS	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. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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. 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. Anchor 6: Assess how point of view or purpose shapes the content and style of a text. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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 Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. CCRS Writing: Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	ACES/TIF	Effective Communication Skills: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Skill 3: Utilize a variety of technologies for communication

		Learning Strategies Skills: 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) Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Skill 4: Articulate awareness of what helps one learn language and content Critical Thinking Skills Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: Solve problems Skill 3: Use information to draw conclusions and make decisions Skill 4: Recognize bias, assumptions and multiple perspectives Self Management Skill 1: Set realistic goals and work independently to achieve them Skill 2: Manage information and materials for one's own learning and goals Skill 3: Manage time effectively to complete tasks Navigating Systems: Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: Identify and follow norms of an organizational structure
	Northstar	Basic Computer Skills: 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). - Log on to and shut down a computer. - Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock). - Identify types of mice: mouse and touchpad. - Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)). - Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). - Drag and drop. - Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling). - Access and control audio output features (volume, mute, speakers and headphones). - Identify icons on the desktop. - Demonstrate ability to trash and retrieve items using the trash or recycle bin. - 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). - Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers. - Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage). - Identify whether or not a computer is connected to the internet. - Identify and locate the camera and mic on laptops, tablets. - Turn the computer and monitor on and off. Internet Basics: - Identify the different ways a person can connect to the internet. - Demonstrate knowledge of browsers and identify commonly used browsers. - Demonstrate familiarity with website structure (e.g., landing pages, internal pages).
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		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 the 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. 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). Identify and locate camera and mic on laptops, tablets.
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Civics, social studies, and science content is integrated in the reading & writing course.
Course text(s), educational	CILIA-T Curriculum Journey to Success Books 4 - 6	

technology, other instructional materials	Supplemental texts from ReadWorks and CommonLit 6-way paragraph books Megawords Books 2 - 3 GED Testing Service materials, sample essays and readings <i>Seedfolks</i> novel Digital Learning Platforms: Google Classroom ReadTheory GED Academy from Essential Education Quill
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Course name	Pre-GED Math Lab
Site and schedule	Open Door Learning Center- Minneapolis Tuesday & Thursday 10am - 12:15pm
Delivery method (In-person, hybrid, DL, combination)	Online & In-person (In-person & Zoom classes run concurrently with the same content) 50% 1:1 tutoring lab with volunteer tutors 50% Multi-leveled Group lesson
Target student population (including cut scores, score ranges, completion criteria)	Pre-GED, ABE/NRS Math levels 1 - 4 (GLE: 1 - 6) ABE/NRS Reading Level 2+
Course goals	Pre-GED Math Lab is designed to provide individualized math instruction, and to prepare students for a GED Prep Program (ABE Levels 4+) or to study for the GED tests independently. Students can join the math lab at any math level (Math foundations through Algebra & Geometry). Students will complete a pre-assessment and be assigned an appropriate math packet to work on during lab time. Volunteer tutors are available to support

	students. Students who are not seeking a GED can still be in the class and work on improving their math skills. Half of the time is spent in groups, working on high-impact math concepts and math problem solving skills.	
Course content	CCRS	Primarily Math Levels B, C, and D
	ACES/TIF	Effective Communication Skills: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Skill 3: Utilize a variety of technologies for communication Learning Strategies Skills: 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) Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Skill 4: Articulate awareness of what helps one learn language and content Critical Thinking Skills Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: Solve problems Skill 3: Use information to draw conclusions and make decisions Skill 4: Recognize bias, assumptions and multiple perspectives Self Management Skill 1: Set realistic goals and work independently to achieve them Skill 2: Manage information and materials for one's own learning and goals Skill 3: Manage time effectively to complete tasks

		Navigating Systems: Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: Identify and follow norms of an organizational structure
	Northstar	Computer Basics Lessons Basic Internet Skills
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	GED/HiSET Prep Basic Math
Course text(s), educational technology, other instructional materials	● Breakthrough to Math Series from New Readers Press ● Math Sense Books 1 and 2 from New Readers Press ● CALM Math curriculum from TERC ● EMPOWER math books from TERC ● IXL Online Learning Platform ● GED Academy Online Learning Platform from Essential Education	

Course name	Pre-GED Science
Site and schedule	Open Door Learning Center- Minneapolis Monday & Tuesday 12:30 - 2pm
Delivery method (In-person, hybrid, DL, combination)	In-person, volunteer-led class

Target student population (including cut scores, score ranges, completion criteria)	Pre-GED/GED students ABE/NRS Levels 3+	
Course goals	● Establish a familiarity with basic science terms and concepts, including physics, earth & space science, life science, and scientific processes ● Prepare to pass the GED science test ● Improve general reading and test-taking skills	
Course content	CCRS	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. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 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. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. CCRS Math Levels B - D:
	ACES/TIF	Effective Communication Skills: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

		Skill 3: Utilize a variety of technologies for communication Learning Strategies Skills: 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) Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Skill 4: Articulate awareness of what helps one learn language and content Critical Thinking Skills Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: Solve problems Skill 3: Use information to draw conclusions and make decisions Skill 4: Recognize bias, assumptions and multiple perspectives Self Management Skill 1: Set realistic goals and work independently to achieve them Skill 2: Manage information and materials for one's own learning and goals Skill 3: Manage time effectively to complete tasks Navigating Systems: Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: Identify and follow norms of an organizational structure
	Northstar	
	Other	Science Reading Skills

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	GED/HISET Prep
Course text(s), educational technology, other instructional materials	Kaplan GED Prep Book Steck-Vaughn GED Science Student Book Instructor created materials	

Course name	CILIA-T: Learning English through US History and Civics <i>Content Integrated Language Instruction for Adults—with Technology Support (“CILIA-T”)</i>	
Site and schedule	Online (Zoom) • Mon, Tue, Wed 1-3pm • T/Th 5-8pm • M, T, W 6-8 pm	
Delivery method (In-person, hybrid, DL, combination)	Online (Zoom)	
Target student population (including cut scores, score ranges, completion criteria)	ESL Level 4-6 CASAS STEPS 207-227 The curriculum content is appropriate for the intermediate and advanced ELL classrooms and can also be incorporated into pre-High School Equivalency or High School Equivalency classes such as GED or HiSet. Also, while CILIA-T is not an exclusive curriculum for citizenship preparation, it can provide a conceptual understanding for students who are studying citizenship questions.	

Course goals	The CILIA-T curriculum merges U.S. history and civics content with academic English instruction to support adult learners, helping them gain the skills needed to be involved, informed members of their communities. Technology use is interwoven throughout the curriculum, both as an instructional tool and as a way to improve learners’ digital skills.	
Course content	CCRS	CCRS Reading Anchor 1 - Close reading for key details and inferencing Anchor 2 - Determining main ideas and summarizing text Anchor 4 - Interpreting general academic and domain-specific words related to a subject area Anchor 7 - Using information from visuals to demonstrate understanding Anchor 9 - Comparing/contrasting key details of texts on the same topic [most modules] CCRS Speaking & Listening Anchor 1 - Structured collaborative discussions Anchor 2 - Paraphrasing text and determining key ideas and details from oral text or other formats Anchor 6 - Adapting speech to different tasks, demonstrating an understanding of formal English when indicated or appropriate CCRS Language Anchor 1 - Using connective words Anchor 2 - Spelling patterns, syllabication, word parts Anchor 4 - Determining word meanings through context clues, word parts, reference materials—translators Anchor 6 - Using general academic and domain-specific words in literacy tasks
	ACES/TIF	Effective Communication Skills: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

	Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Skill 3: Utilize a variety of technologies for communication Learning Strategies Skills: Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Skill 4: Articulate awareness of what helps one learn language and content Critical Thinking Skills Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: Solve problems Skill 3: Use information to draw conclusions and make decisions Skill 4: Recognize bias, assumptions and multiple perspectives Self Management Skill 1: Set realistic goals and work independently to achieve them Skill 2: Manage information and materials for one's own learning and goals Skill 3: Manage time effectively to complete tasks Navigating Systems: Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: Identify and follow norms of an organizational structure
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	Northstar	Finding Information Online 1. Functional Skills/Navigation Skills 2. Finding and Evaluating Digital Information 3. Responsible Digital Citizenship 5. Comprehension and Integration Zoom 2. Finding and Evaluating Digital Information 4. Technology Troubleshooting 5. Comprehension and Integration 6. Communication, Collaboration, and Creation Smartphone Apps 1. Functional Skills/Navigation Skills 2. Finding and Evaluating Digital Information 3. Responsible Digital Citizenship 4. Technology Troubleshooting 5. Comprehension and Integration 6. Communication, Collaboration, and Creation
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	CILIA-T integrates U.S. history, civics, academic English, and digital literacy.
Course text(s), educational technology, other instructional materials	CILIA-T curriculum: • Welcome to the CILIA-T Curriculum! – CILIA-T: Civics, U.S. History, Academic English and Digital Skills • CILIA-T	

Course name	Introduction to Medical Careers	
Site and schedule	Online (Zoom) M / W 2-3:30 PM (8-12 weeks)	
Delivery method (In-person, hybrid, DL, combination)	Online	
Target student population (including cut scores, score ranges, completion criteria)	Target student population: English language learners scoring 207-227 on CASAS STEPS Completion criteria: To be referred to an official CNA program, learners must: · Be present for 75% of the classes or more AND · Get 75% or higher on the final test	
Course goals	· name and classify Activities of Daily Living · report vital signs (body temp, pulse, blood pressure, respiration, and pain) · describe the responsibilities of a nursing assistant, home health aide, and medical interpreter · use effective communication skills for providing patient care and working on a healthcare team	
Course content	CCRS	(Note: most Anchors cover levels B or C) 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. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

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.

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

Writing:

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

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.

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

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

Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and 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.

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

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.

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

Language:

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

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

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.

Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

		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 Foundations: RF.1 Demonstrate understanding of the organization and basic features of print. RF.2 Demonstrate understanding of spoken words, syllables, and sounds. 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. Math: Measurement & Data, Geometry
	ACES/TIF	Effective Communication Skills Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Learning Strategies Skills

		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) Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Critical Thinking Skills Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: Solve problems Skill 3: Use information to draw conclusions and make decisions Self Management Skill 1: Set realistic goals and work independently to achieve them Skill 2: Manage information and materials for one's own learning and goals Developing a Future Pathway Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway Skill 2: Explore available options in order to identify one's future pathway
	Northstar	
	Other (e.g. career/ occupational content, science, social studies,	Career/occupational content (Activities of Daily Living, Basic Nursing Skills, Restorative Skills, Psychosocial Skills, Client Rights, Medical Interpreting, First Aid, and Duties of Home Health Aide)

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	A student syllabus, two student workbooks that align with the first 6 units, a set of teacher-made PowerPoints that cover vocabulary per unit, and hands-on learning opportunities (e.g. a germ experiment, stations for measuring cc's of urinary output, and recording percentages of meals consumed) <u>Introduction to Nursing Assistant for English Language Learners Book One: Activities of Daily Living</u> by Nikki Carson (updated 2019) https://www.blurb.com/bookstore/invited/8193552/4e818dfcf8cd2b7877d85f7ffa87422eef5bc6d3 <u>Introduction to Nursing Assistant for English Language Learners Book Two: Basic Nursing Skills</u> by Nikki Carson (updated 2019) https://www.blurb.com/bookstore/invited/8193367/870398bd5fda92a249d7f5379bf463fd1e94d481	

Course name	Citizenship Prep	
Site and schedule	Open Door Learning – Raymond/University • 700 Raymond Ave - Suite 180 St. Paul MN 55114 • Saturdays: 10:00 am to 1:30 pm	
Delivery method (In-person, hybrid, DL, combination)	• In-person • Some online 1-on-1 tutoring, at student-instructor discretion, might be delivered based on student scheduling/accessibility issues.	
Target student population (including cut scores, score ranges, completion criteria)	• People who have applied, or intend to apply, for Naturalization. • People who have had a Green Card for at least two years if married to a US citizen or at least four years if not married to a US citizen. • People with ESL English Level 2 to Level 6.	

	Based on instructor discretion, some people who have not yet applied for Naturalization with poor English listening or speaking skills might be referred to English classes to improve listening and speaking abilities before being accepted as enrollees in the class.
Course goals	Prepare students for all aspects of the Naturalization Interview Tests and USCIS Background Review process so they pass and are approved for Citizenship. We do not help people apply for Naturalization by helping fill out or submit USCIS Form N400: Application for Naturalization.
Course content	CCRS Reading Foundations: RF.1 Demonstrate understanding of the organization and basic features of print RF.2 Demonstrate understanding of spoken words, syllables, and sounds. 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 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. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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. 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.

	Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. Writing: 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. Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Speaking and 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. Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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	ACES/TIF	<u>Effective Communication Skills</u> Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication <u>Learning Strategies Skills</u> 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) Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Skill 4: Articulate awareness of what helps one learn language and content <u>Critical Thinking Skills</u> Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: Solve problems Skill 3: Use information to draw conclusions and make decisions
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		<u>Self Management</u> Skill 2: Manage information and materials for one’s own learning and goals Skill 3: Manage time effectively to complete tasks
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Citizenship: Passing the Test by Lynne Weintraub Smithsonian Website: https://americanhistory.si.edu/citizenship/ USCIS materials Teacher-developed curriculum Ensure Student Understands General Naturalization Process • Explain Naturalization eligibility requirements. • Explain how to apply for Naturalization. • Explain basic information about the Naturalization process. • Explain about risks of applying for Naturalization. • Explain about need to be truthful in seeking Naturalization. • Explain how having the help of a lawyer can be beneficial in seeking Naturalization. English Language Preparation • Prepare learners for English Listening, Speaking, Reading, and Writing USCIS test requirements. • Teach English language skills, grammar, and general vocabulary needed to pass Interview and be approved for Naturalization. • Conversation practice for Small Talk and use of general listening and speaking skills to pass English Listening and Speaking Interview requirements.	

- Teach and practice vocabulary from the N400 application and Interview questions.

128 Civics Questions Preparation

- Teach and review the 128 Civics Questions – 2025 version.
- Teach about US Civics—US history and government.
- Teach and practice vocabulary from the 128 Civics Questions.

Form N400 Naturalization Application Question Preparation

I. Practice understanding and answering basic personal background questions asked for Form N400 sections:

- Part 1. Information About Your Eligibility
- Part 2. Information About You
- Part 3. Biographic Information
- Part 4. Information About Your Residence
- Part 5. Information About Your Marital History
- Part 6. Information About Your Children
- Part 7. Information About Your Employment and Schools You Attended
- Part 8. Time Outside the United States

II. Teach and Practice Answers to the N400 Part 9. Additional Information About You Questions

- Morals/Ethics character questions
- Oath Questions

Preparation for Good Moral Character Requirement

- Discuss and prepare learners for complying with the USCIS Good Moral Character Evaluation Standard for Aliens Applying for Naturalization (described in USCIS Policy Memorandum PM-602-0188 dated August 15, 2025).
- Discussing possible questions and answers about personal history. Preparing and practicing a statement to make about personal history to help meet the requirement to affirmatively demonstrate good moral character.
- Preparing applicants to answer questions about why they want to be a US citizen and how it would benefit them.

- Discuss getting affidavits and written statements from others attesting to the applicant's good moral character.

Preparation for Personal Investigations

- Prepare applicants for personal investigations by USCIS: Personal Investigations of Aliens Applying for Naturalization (INA 335(a)) (described in USCIS Policy Memorandum PM-602-0189 dated August 22, 2025) in accordance with section 335(a) of the Immigration and Nationality Act (INA).
- Personal investigations can include Home Visits by USCIS agents and visits to applicant's neighborhood and workplace; interviews with family, acquaintances, neighbors, co-workers, employers, etc.

Reading Test

Practice reading sentences in English for the Reading and Speaking Requirements. This incorporates the use of Civics Vocabulary and the Reading Test sentences published by USCIS.

Writing Test

Practice writing dictated sentences in English for the Listening and Writing Requirements. This incorporates the use of Civics Vocabulary and the Writing Test sentences published by USCIS, grammar teaching, etc.

Other Naturalization Preparation

- Help learners manage relations with legal, medical, and other community resources
- Prepare learners for bringing required documents to Interview.
- Helping learners know about interview location, transportation options, parking, etc.
- Watch USCIS and other Interview preparation videos.
- Help learners create online USCIS accounts.
- Review and advise about USCIS documents and notices received by learners.

Legal and Community Resources

- Assess learner needs for legal help and advice with making decision to apply for Naturalization, completing the Naturalization Application, help with explaining answers to Interview questions, and dealing with Background Review.
- Assess learner needs for medical or other community resources in help with process.
- Refer learners to legal resources as needed or sought.

- Refer learners to medical or other resources if exception or modification to standard Interview is sought or advised and notify them of USCIS Form N-648: Medical Certification for Disability Exceptions.
- Refer learners to community resources for other assistance. E.g., Fee assistance, etc.
- Refer learners to English classes as needed.

Practice Interview Preparation

Conduct Practice Naturalization Interviews with learners.

Tutoring

Arranging one-to-one tutoring for learners as needed for additional help and for learners who can't attend in-person class.

Other Teacher Responsibilities

Federal Government Citizenship-Related Legal Requirements

Keep current about USCIS and other federal government legal matters pertaining to Naturalization process and applicant requirements.

Legal Community Resources

Work and liaise with legal community resources and partners.

Volunteers

Recruit and manage volunteers.

Write Curriculum—and Revise as needed

Prepare Lesson Plans

OPEN DOOR SAINT PAUL

Course name	Beginning ESL	
Site and schedule	Site and schedule: Open Door Saint Paul – 10:00 am- 12:00 pm Monday through Thursday	
Delivery method (In-person, hybrid, DL, combination)	in-person	
Target student population (including cut scores, score ranges, completion criteria)	Beginning literacy (NRS Level 1) Low Beginning ESL (NRS Level 2) High Beginning ESL (NRS Level 3) CASAS STEPS Reading Forms: 621/622 , 623/624, 625/626 CASAS Reading Scores: 160-206 (To progress to intermediate/advanced ESL, students must attain NRS ESL level 4 or demonstrate classroom ability to engage with intermediate level texts with adequate fluency and understanding.)	
Course goals	Students will improve alphabetics/foundational skills, speaking, listening, reading and writing skills in content areas. Content areas include: ● improving use of mobile technologies for learning ● personal information ● community/housing ● consumer economics ● health ● safety ● employment	
Course content	CCRS	Foundational Skills RF.1 Demonstrate understanding of the organization and basic features of print RF.2 Demonstrate understanding of spoken words, syllables, and sounds. 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 Reading / Level A 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. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text. 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. 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. 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. Anchor 6: Assess how point of view or purpose shapes the content and style of a text. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words Writing / Level A 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. Speaking and Listening / Level A Anchor 1: Prepare for and participate effectively in a range of conversations and
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	collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 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. Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language / Level A Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. Anchor 5: With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. 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
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		knowledge when encountering a word or phrase important to comprehension or expression.
	ACES/TIF	Effective Communication Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals ● Skill 1a: Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication ● Skill 2a: Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately Learning Strategies Skill 1: Apply appropriate strategies for comprehending oral and written language in texts and listening activities ● Skill 1a: Make use of background knowledge to understand new information ● Skill 1b: Make predictions before and during reading and listening ● Skill 1c: Use context clues to understand new information ● Skill 1d: Identify main ideas or themes when reading or listening ● Skill 1e: Scan written text or listen to oral text for specific information and details Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall ● Skill 2a: Employ a variety of strategies for categorizing information Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge ● Skill 3a: Ask for repetition and clarification of unknown language and concepts ● Skill 3d: 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 • Skill 1a: Sequence components, items, or ideas in a logical or structured manner Self-Management Skill 1: Set realistic goals and work independently to achieve them • Skill 1e: Preserve and stick with a task until completion Skill 2: Manage information and materials for one's own learning and goals • Skill 2a: Identify and organizational method for the organization of information and/or materials • Skill 2b: Select and use appropriate organizational tool for given task Navigating Systems Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures • Skill 2a: Follow standard procedures and protocols regarding behavior and tasks
	Northstar	Basic Computer Skills
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	English Unlocked, ABC English, UFLI, Word wall	

Course name	Intermediate and Advanced ESL	
Site and schedule	Open Door Saint Paul, 10am-12pm, Monday - Thursday	
Delivery method (In-person, hybrid, DL, combination)	in-person	
Target student population (including cut scores, score ranges, completion criteria)	Low Intermediate ESL (NRS Level 4) High Intermediate ESL (NRS Level 5) Advanced ESL (NRS Level 6) CASAS STEPS Reading Forms: 625/626, 627/628, 629/630 CASAS Reading Scores: 207-238 (Students who complete NRS Level 6 receive counseling on educational goals, next steps in their education and referrals to appropriate programs)	
Course goals	• To practice conversation/speaking clearly and comfortably in English. • Understand English grammar terms and rules to improve intelligibility of writing and speaking • To interpret forms, charts, and graphs. • to develop study skills and independent learning strategies • To increase knowledge of tier 2 vocabulary and use of academic language	
Course content	CCRS	Reading LEVEL B: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Anchor 1: Read closely to determine what the text says explicitly FI Anchor 6: Assess how point of view or purpose shapes the content and style of a text. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	LEVEL B: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) Anchor R10: Read and comprehend complex literary and informational texts independently and proficiently. *Apply this standard to texts of appropriate complexity as outlined by Standard 10 Writing 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. LEVEL A: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. LEVEL A: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 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. Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LEVEL A: With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Speaking and Listening:
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	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: 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. 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. 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. 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. Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. LEVEL A: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 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.
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		Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LEVEL B: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns. Form and use regular and irregular plural nouns. Form and use the past tense. of frequently occurring irregular verbs. Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Ensure subject-verb and pronoun-antecedent agreement. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LEVEL A: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Capitalize dates and names of people. Use end punctuation for sentences. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. LEVEL B: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Capitalize appropriate words in titles. Use commas in dates and to separate single words in a series. Use an apostrophe to form contractions and frequently occurring possessives. 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. LEVEL A: Determine or clarify the meaning of unknown and multiple-meaning words
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		and phrases, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. LEVEL A: With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes. Identify real-life connections between words and their use 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. LEVEL B: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases.
	ACES/TIF	Effective Communication Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Learning Strategies

		Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Self-Management Skill 2: Manage information and materials for one's own learning and goals Skill 3: Manage time effectively to complete tasks
	Northstar	Basic computer skills Internet basics
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Natural history content Financial literacy
Course text(s), educational technology, other instructional materials	English Unlocked, Nature for New Minnesotans, Clear Speech, Megawords	