

Instructional Program Description

Consortium name	Rochester Adult Education
Staff contact	Nadine Holthaus
Date of last update	3/13/2025
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• Eligible Content Policy• Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning/)

Introduction

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

- ABE students must be enrolled and receive instruction in at least one of the following **core content** areas: reading, writing, math, speaking, listening, ESL, or HSE (GED/HiSET)/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

English language learning courses

ESL Pre-Literacy (Level 0)

Course name	ESL Pre-Literacy (Level 0)	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday – Thursday 10:00 am – 12:00 pm	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Entry: CASAS Steps 621/622 0-169 Completions: CASAS Steps 171+	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<p><u>Reading Foundations</u> RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) Level A RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) Level A RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) Level A</p> <p><u>Reading</u> 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. Level A</p>

	<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Identify the main topic and retell key details of a text. Level A</p> <p>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. Level A</p> <p><u>Speaking and Listening</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Level A</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Level A</p> <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Level A</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Level A</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Speak audibly and express thoughts, feelings, and ideas clearly. Level A</p> <p><u>Language</u></p>
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	<p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print all upper- and lowercase letters. Level A</p> <p>Use common, proper, and possessive nouns. Level A</p> <p>Use singular and plural nouns with matching verbs in basic sentences Level A</p> <p>Use personal, possessive, and indefinite pronouns Level A</p> <p>Use verbs to convey a sense of past, present, and future Level A.</p> <p>Use frequently occurring adjectives. Level A</p> <p>Use frequently occurring nouns and verbs.</p> <p>Level A</p> <p>Use frequently occurring conjunctions Level A</p> <p>Understand and use question words (interrogatives) Level A</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize the first word in a sentence and the pronoun I. Level A</p> <p>Capitalize dates and names of people. Level A</p> <p>Recognize and name end punctuation. Level A</p> <p>Use end punctuation for sentences. Level A</p> <p>Use commas in dates and to separate single words in a series. Level A</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes) Level A.</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Level A</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Level A</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Level A</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent Level A.</p> <p>Define words by category and by one or more key attributes Level A</p> <p>Identify real-life connections between words and their use Level A.</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and</p>
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		<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. Level A</p>
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication b-c</p> <p><u>Learning Strategies (LS)</u></p> <p>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) a-f</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-b, d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content b</p> <p><u>Critical Thinking (CT)</u></p> <p>Skill 2: Solve problems a-c</p> <p><u>Self-Management (SM)</u></p> <p>Skill 1: Set realistic goals and work independently to achieve them a, f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a</p> <p>Skill 3: Manage time effectively to complete tasks a-b</p> <p><u>Developing a Future Pathway (DFP)</u></p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-c</p> <p>Skill 2: Explore available options in order to identify one's future pathway a</p> <p>Navigating Systems (NS)</p> <p>Skill 3: Identify and follow norms of an organizational structure b</p>
	Northstar	<p>Basic Computer Skills</p>

		<p>-Distinguish between different types of devices (desktop, laptop, tablet, smartphone) -Identify specific computer hardware (system unit, monitor, keyboard, mouse or touchpad. -Log on and shut down a computer -Identify power needs and maintain charge.</p> <p>-Identify types of mice: mouse and touchpad.</p> <p>-Turn computer and monitor on and off.</p> <p>World Wide Web</p> <p>-Introduce students to literacy resources.</p> <p>Email -Log into email. -Identify parts of an email. -Create and send an email, including recipient address, subject, and message. -Understand why and how to reply, reply all, and forward an email. -Sign out of email, especially when using shared computers.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Explore personal skills and past experiences and indicate employment possibilities
Course text(s), educational technology, other instructional materials	<p>Bitterlin, Johnson, Price, Ramirez Cambridge <i>Ventures Basic</i></p> <p>Kahn, Charles H. and Hanna, J. Bradley <i>Money Makes Sense</i></p> <p>Cunningham Florez, MaryAnn <i>LifePrints</i> (Literacy level)</p> <p>Massey Holt, Grace and Gaer, Susan <i>English for Success</i> (book 1)</p> <p>Mosteller, Paul <i>Survival English</i> (books 1 and 2)</p> <p>Lynn, Magy, Salas-Isnardi <i>Futures</i> (Intro level)</p> <p>Teacher-created materials</p> <p>www.worksheetfun.com</p> <p>www.superteacher.com</p> <p>www.commoncore.com</p> <p>www.k5learning.com</p>	

ESL Level 0-1

Course name	ESL Level 0-1	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday-Thursday 8:30am-10:00am 12:30pm-2:30pm 4:00pm-6:00pm	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Entry: CASAS Steps 621/622, Below 175 Completions: CASAS Steps, Exit 176 - 183	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<p><u>Reading Foundations</u></p> <p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) Level A</p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) Level A</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) Level A-B</p> <p><u>Reading</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text. Level A-B

	<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> · Identify the main topic and retell key details of a text. Level A-B <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> · Describe the connection between two individuals, events, ideas, or pieces of information in a text. Level A-B <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> · Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Level A-B · Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Level A-B <p><u>Speaking and Listening</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> · Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Level A-B <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> · Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Level A-B <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> · Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Level A
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		<p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> · Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Level A-B <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> · -Speak audibly and express thoughts, feelings, and ideas clearly. Level A-B <p><u>Language</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> · Print all upper- and lowercase letters. Level A · Use common, proper, and possessive nouns. Level A · Use singular and plural nouns with matching verbs in basic sentences Level A · Use personal, possessive, and indefinite pronouns Level A · Use verbs to convey a sense of past, present, and future Level A · Use frequently occurring adjectives. Level A · Use frequently occurring nouns and verbs. Level A · Use frequently occurring conjunctions Level A · Understand and use question words Level A <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> · Capitalize the first word in a sentence and the pronoun <i>I</i>. Level A · Capitalize dates and names of people. Level A · Recognize and name end punctuation. Level A
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		<ul style="list-style-type: none"> · Use end punctuation for sentences. Level A · Use commas in dates and to separate single words in a series. Level A · Write a letter or letters for most consonant and short-vowel sounds Level A · Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Level A· Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Level A</p> <ul style="list-style-type: none"> · Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Level A · Capitalize holidays, product names and geographic names. Level B · Use commas in addresses. Level B · Use apostrophes to form contractions. Level B <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> 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 <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (L.1.6)</p>
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	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication</p> <p>Skill 3: Utilize a variety of technologies for communication</p> <p>Language Strategies</p> <p>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)</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>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</p> <p>Critical Thinking</p> <p>Skill 2: Solve problems</p> <p>Skill 3: Use information to draw conclusions and make decisions</p> <p>Self Management</p> <p>Skill 1: Set realistic goals and work independently to achieve them</p>

		<p>Skill 2: Manage information and materials for one's own learning and goals Skill 3: Manage time effectively to complete tasks</p> <p>Developing a Future Pathway</p> <p>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</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway</p> <p>Navigating Systems</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p> <p>Skill 3: Identify and follow norms of an organizational structure</p>
	Northstar	<p>Basic Computer Skills</p> <ul style="list-style-type: none"> - Distinguish between different types of devices (desktop, laptop, tablet, smartphone) - Identify specific computer hardware (system unit, monitor, keyboard, mouse or touchpad, -Log on to and shut down a computer

		<ul style="list-style-type: none"> - Identify power needs and maintain charge. -Identify types of mice: mouse and touchpad. -Turn computer and monitor on and off. <p>World Wide Web</p> <ul style="list-style-type: none"> -Introduce students to literacy resources. <p>Email</p> <ul style="list-style-type: none"> -Log into email. -Identify parts of an email. -Create and send an email, including recipient address, subject, and message. -Understand why and how to reply, reply all, and forward an email. -Sign out of email, especially when using shared computers.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>Explore personal skills.</p> <p>Identify academic goals.</p>
Course text(s), educational technology, other instructional materials	<p>Bitterlin, Johnson, Price, Ramirez <i>Cambridge Ventures 1</i> Lynn, Magy, Salas-Isnard. <i>Pearson Futures Intro</i>. Student book and Student workbook Teacher-made resources Mosteller, Paul, Prentice Hall <i>Survival English</i> www.CommonCoreSheets.com www.k-5learning.com Peterson-Breyer. Prentice Hall <i>Grammarworks 1</i> Dixon. Prentice Hall-Pearson Education <i>Regents English Workbook 1</i> www.mobymax.com</p>	

ESL Level 1

Course name	ESL Level 1	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday-Thursday @ 10:00 am - 12:00 pm	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Entry criteria: CASAS Tests 621-622 with a score of 171-183 Completion criteria: Achieved the CCRS Level 1 standards CASAS Tests 623-624 with a score of 184	
Course goals	Improve speaking, listening, writing, reading, problem-solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS Level A Reading Foundations	LANGUAGE STANDARDS Demonstrate grammar and usage when writing and speaking in English: <ol style="list-style-type: none"> Print upper and lower case letters. Use common proper and possessive nouns. Use singular and plural verbs in basic sentences. Use personal, possessive and indefinite nouns (I, me, my, they, them, their, anyone, everything) Use verbs to convey a sense of past, present and future (yesterday, today, tomorrow). Use frequently occurring adjectives. Use frequently occurring nouns and verbs. Use frequently occurring conjunctions. Use determiners (articles and demonstratives)

		<p>j. Use frequently occurring prepositions. (during, beyond, toward, over, under, on, in, between...)</p> <p>k. Understand and use question words (are, how, who, what, where, when, why)</p> <p>l. Produce 4 types of sentences in response to prompts.</p> <p>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun "I". Capitalize names and dates of people. Recognize and name ending punctuation. Use end punctuation for sentences. Use commas in dates to separate single words in a series Write a letter/letters for most consonant and short vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Determine or clarify the meaning of unknown words and phrases using context clues, word parts, and reference materials. <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Determine and clarify unknown words using different strategies through context clues, affixes and identify root words with inflections. Sort words by category Define words by category and by one or more key attribute <ul style="list-style-type: none"> (A duck is a bird that swims. A tiger is a large cat with stripes.) Identify real-life connections between words and their use. Distinguish shades of meaning among verbs (look, peek, glance, stare, glare, scowl)
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- Use words and phrases acquired through conversation, reading, and being read to and responding to texts using frequently occurring conjunctions to signal simple relationships.

READING FOUNDATION SKILLS

- A. Demonstrate understanding of spoken words, syllables, and sounds (phonemes and phonological awareness).
- B. Recognize and produce rhyming words.
- C. Distinguish long from short vowel sounds in spoken single syllable words.
 - a. Count, pronounce, blend, and segment syllables in spoken words.
 - b. Blend and segment onsets and rimes of single-syllable spoken words.
 - c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 - e. Isolate and pronounce initial, medial, vowel and final sounds in spoken single-syllable words.
 - f. Add or substitute individual sounds in simple, one-syllable word to make new words.
- D. Know and apply grade-level phonics and word analysis in decoding words.
 - a. Demonstrate one-to-one letter correspondence and the most frequent sound for each consonant.
 - b. Associate long and short sounds with common spellings for five major vowels.
 - c. Know the spelling-sound correspondence for common consonant digraphs.
 - d. Decode regularly spelled one-syllable words.
 - e. Distinguish between similarly spelling 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. words with inflectional endings.

		<ul style="list-style-type: none"> j. Read common high-frequency words by sight (Fry list 1-100) k. Read Recognize and read grade-appropriate irregularly spelling words. <p><i>MATH SKILLS for ELL 1</i></p> <ul style="list-style-type: none"> 1. Read and write numbers to 100 2. Count by 10's to 100 3. Recognize coins and the corresponding value 4. Adding bills and change 5. Addition/subtraction to/from 10 6. Calendar- Ordinals (first through thirty) 7. Number words to one through one hundred 8. Measuring cups: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1 cup 9. Measurement to the inch and half inch.
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	ACES/TIF	<p><u>Effective Communication</u></p> <ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals: a-e <p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> ● Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities: a-f ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall: a, c, d ● Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge <p><u>Self-Management</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them: a-c <p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items and ideas: a, d ● Skill 2: Solve problems: a-e ● Skill 3: Use information to draw conclusions and make decisions: b, d <p><u>Self-Management</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them: a-f ● Skill 2: Manage information and materials for one's own learning and goals: a-c ● Skill 3: Manage time effectively to complete tasks: a-f
	Northstar	<p>Basic Computer Skills</p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (desktop, laptop, tablet, smartphone) ● Identify specific computer hardware (system unit, monitor, keyboard, mouse or touchpad, USB port, printer) ● Log on to and shutdown a computer ● Demonstrate knowledge of function and placement of keys on keyboard: Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock ● Identify types of mice, mouse pointer shapes and their functions. ● Demonstrate knowledge and appropriate use of mouse functions (left and right click, double click, drag and drop, scroll)

		<ul style="list-style-type: none"> ● Access and control audio output features (use of headphones, volume control, mute) ● Identify icons on desktop (e.g. common web browsers, applications) ● Identify mechanisms for storing data (hard drives, network drives, USB drives, cloud) ● Turn computer and monitor on and off <p>Internet Basics</p> <ul style="list-style-type: none"> ● Identify different ways to connect to the Internet. ● Demonstrate knowledge of browsers and identify commonly used browsers. ● Demonstrate familiarity with website structure (home/landing pages, internal pages, hyperlinks, address bar) ● Identify the address bar and demonstrate understanding of its functionality (e.g. web page address, search tool) ● Identify common browser tools and icons (back, forward, refresh, home, favorites) ● Demonstrate ability to scroll up and down, left and right on a webpage as appropriate. ● Identify and use common website interactions (play buttons, hyperlinks, audio links) ● Identify and work with tabs
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Distance Learning - IXL
Course text(s), educational technology, other instructional materials	<ul style="list-style-type: none"> ● Ventures 1 Workbook, Cambridge University Press ● Ventures 1 Student's Book, Cambridge University Press ● Future Intro & Future 1 Workbooks, Pearson Education ● Future Intro & Future 1 Student's Book, Pearson Education ● Great Writing: Foundations, National Geographic Learning ● Regents English Workbook 1 Beginning- New Edition, Prentice Hall Regents ● Very Easy True Stories, Longman Publishing ● Easy True Stories, Longman Publishing 	

	<ul style="list-style-type: none"> • True Stories In The News: A Beginning Reader, Longman Publishing More True Stories: A High-Beginning Reader, Longman Publishing • The New Oxford Picture Dictionary, Oxford University Press • Reading Skills for Today's Adults • Low Beginning Health Stories: Reading and Language Activities for Healthy Choices, Ann Gianola • NewsELA.com • elcivics.com • Rong Chang • Literacy Minnesota: Beginning ESL Story Bank • Wordwall • All Things Topics • Reading Skills for Today's Adults • ReadWorks
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ESL Level 1-2

Course name	ESL Level 1-2
Site and schedule	Rochester Adult Education, Hawthorne Center Monday – Thursday 8:30 – 10:00 am In-person 10:00–11:30 am Online 4:00 – 6:00 pm In-person and Online M,W,TH
Delivery method (In-person, hybrid, DL, combination)	Online and in-person
Target student population	Entry: CASAS STEPS Forms 621/622 171-183 Completion: CASAS STEPS Forms 623/624 196+

(including cut scores, score ranges, completion criteria)	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.
Course content	<p>CCRS</p> <p><u>Reading Foundational Skills</u></p> <p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)</p> <ul style="list-style-type: none"> 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 consonant blends. <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound 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., <i>the, of, to, you, she, my, is, are, do, does</i>).

	<p>k. Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)</p> <p>Reading</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p> <p>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)</p> <p>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)</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>Identify the main topic and retell key details of a text. (RI.1.2)</p> <p>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 10.</i>)</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (<i>Apply this standard to texts of appropriate complexity as outlined by Standard 10.</i>)</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p> <p>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</p>
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and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

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)

Writing

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.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

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

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. (W.1.3)

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.

Participate in collaborative conversations with diverse partners in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- (SL.1.1)

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

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)</p> <p>Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)</p> <p><u>Language</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring nouns and verbs. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
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	<p>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)</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Capitalize dates and names of people. Recognize and name end punctuation. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge) <p><u>ESL Math Competencies</u></p> <p>Level 1</p> <ul style="list-style-type: none"> Write numbers into words Understand whole number place value for tens and ones. (1.NBT.2 through 1.NBT.6) Measure lengths to the nearest inch (1.MD.2) Measure lengths to the nearest centimeter Describe different shapes and their attributes (K.G.4 and 1.G.2) circles, squares, rectangles, triangles Graphing: Interpret simple graphs in which no computations are needed (1.MD.4) <p>Level 2</p> <ul style="list-style-type: none"> Write numbers into words and words into numbers Understand whole number place value for hundreds, tens, and ones (2.NBT.1 through 2.NBT.9) Measure lengths to the nearest $\frac{1}{2}$ inch and $\frac{1}{4}$ inch Measure lengths to the nearest centimeter Describe different shapes and their attributes (K.G.4 and 1.G.2) review circles, squares, rectangles, triangles. Introduce trapezoids, parallelograms
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		<ul style="list-style-type: none"> Graphing: Given a graph, fill in data. Interpret simple graphs in which students must compute how many more or how many less are in one category than in another (2.MD.10)
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a-c</p> <p>Skill 3: Utilize a variety of technologies for communication. a,c</p> <p><u>Learning Strategies (LS)</u></p> <p>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). a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. a,b, d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content. a-c</p> <p><u>Critical Thinking (CT)</u></p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. a-d</p> <p>Skill 2: Solve problems. a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions. a-d</p> <p><u>Self-Management (SM)</u></p> <p>Skill 1: Set realistic goals and work independently to achieve them. a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals. a</p> <p>Skill 3: Manage time effectively to complete tasks. a-d</p>
	Northstar	<p>Basic Computer Skills</p> <ul style="list-style-type: none"> Distinguish between different types of devices (desktop, laptop, tablet, smartphone) Identify specific computer hardware (system unit, monitor, keyboard, mouse or touchpad, USB port, printer) Log on to and shutdown a computer Demonstrate knowledge of function and placement of keys on keyboard: Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock Identify types of mice, mouse pointer shapes and their functions.

		<ul style="list-style-type: none"> • Demonstrate knowledge and appropriate use of mouse functions (left and right click, double click, drag and drop, scroll) • Access and control audio output features (use of headphones, volume control, mute) • Identify icons on desktop (e.g. common web browsers, applications) • Identify mechanisms for storing data (hard drives, network drives, USB drives, cloud) • Turn computer and monitor on and off <p>Internet Basics</p> <ul style="list-style-type: none"> • Identify different ways to connect to the Internet • Demonstrate knowledge of browsers and identify commonly used browsers • Demonstrate familiarity with website structure (home/landing pages, internal pages, hyperlinks, address bar) • Identify the address bar and demonstrate understanding of its functionality (e.g. web page address, search tool) • Identify common browser tools and icons (back, forward, refresh, home, favorites) • Demonstrate ability to scroll up and down, left and right on a webpage as appropriate • Identify and use common website interactions (play buttons, hyperlinks, audio links) • Identify and work with tabs <p>Using Email</p> <ul style="list-style-type: none"> • Define email and identify common email clients • Tell the difference between a URL and an email address • Register for a new email account, using a professional user name and a strong password • Log into email • Create and send an email, including recipient address, subject, and message • Open and reply to an email <p>Windows 10</p> <ul style="list-style-type: none"> • Demonstrate ability to search for a file, program, or document • Start and exit program • Shut down, restart, and log off a computer
	Other (e.g. career/ occupational content, science, social studies,	

	IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<ul style="list-style-type: none"> • Ventures 1 Workbook, Cambridge University Press • Ventures 1 Student's Book, Cambridge University Press • Future Intro & Future 1 Workbooks, Pearson Education • Future Intro & Future 1 Student's Book, Pearson Education • Great Writing: Foundations, National Geographic Learning • Regents English Workbook 1 Beginning- New Edition, Prentice Hall Regents • Very Easy True Stories, Longman Publishing • Easy True Stories, Longman Publishing • True Stories In The News: A Beginning Reader, Longman Publishing More True Stories: A High-Beginning Reader, Longman Publishing • The New Oxford Picture Dictionary, Oxford University Press • Phrases and Short Sentences for Repeated Reading Practice, accessed online from TimRasinski.com • Reading Skills for Today's Adults • Low Beginning Health Stories: Reading and Language Activities for Healthy Choices, Ann Gianola • NewsELA.com • elcivics.com • Rong Chang • Literacy Minnesota: Beginning ESL Story Bank • Wordwall • All Things Topics • MobyMax 	

ESL Level 2

Course name	ESL Level 2	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday – Thursday 10:00 am – 12:00 pm 12:30 pm - 2:30 pm	
Delivery method (In-person, hybrid, DL, combination)	In person	
Target student population (including cut scores, score ranges, completion criteria)	Level 2 CASAS Steps Form 623/ 624 Score 184-196	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
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) CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas Identify the main topic and retell key details of a text. (RI.1.2) 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)

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

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

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.

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)

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

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)

Writing

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

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

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

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

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

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.

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)

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build

	<p>knowledge or to compare the approaches the authors take Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p> <p>Writing</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</p> <p>Speaking and Listening</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p> <p>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.</p> <p>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)</p> <p>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</p> <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p> <p>Writing</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</p> <p>Speaking and Listening</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly</p>
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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
 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

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.
 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)

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
 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)

Writing

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

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

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.
 Participate in collaborative conversations with diverse partners in small and larger groups
 Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

		<p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)</p> <p>Language</p> <p>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. (Level A)</p> <p>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 (Level A)</p>
	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-e</p> <p>Skill 2 : Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a,c</p> <p>Learning Strategies</p> <p>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). a-f</p> <p>Skill 2 : Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. a,b</p> <p>Skill 3 : Apply appropriate strategies to compensate for and fill in gaps in knowledge.a-c</p> <p>Skill 4 :Articulate awareness of what helps one learn language and content. a,b</p> <p>Critical Thinking</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. a,b</p> <p>Skill 2 : Solve problems. a</p> <p>Self-Management</p>

		<p>Skill 1 : Set realistic goals and work independently to achieve them. a-c</p> <p>Skill 2 : Manage information and materials for one's own learning and goals. a</p> <p>Skill 3 : Manage time effectively to complete tasks. a,b</p>
	Northstar	<ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers). ● 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). ● Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). ● Drag and drop.
	Other (e.g. career/occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>Math</p> <p>Write numbers into words and words into numbers</p> <p>Understand whole number place value for hundreds, tens, and ones</p> <p>Measure lengths to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ inch</p> <p>Measure lengths to the nearest centimeter</p> <p>Describe different shapes and their attributes, review circles, squares, rectangles, triangles.</p> <p>Graphing: Given a graph, fill in data. Interpret simple graphs in which students must compute how many more or how many less are in one category than in another.</p>
Course text(s), educational technology, other instructional materials		<p>Ventures 1 Workbook - Cambridge University Press</p> <p>Ventures 1 Students Book - Cambridge University Press</p> <p>Reading for Life – Minnesota Department of Education</p> <p>Oxford Picture Dictionary Third Edition</p> <p>Oxford Picture Dictionary Workbook</p> <p>www.johnmh.com</p>

www.elcivics.com
 www.mnlitacy.org
 www.commoncoresheets.com

ESL Level 3

Course name	ESL Level 3	
Site and schedule	Rochester Adult Education, Hawthorne Center	
Delivery method (In-person, hybrid, DL, combination)	In-person Monday-Thursday 10:00-12:00	
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS Forms 625/626 Scores 197-206 Completion: Reading STEPS Forms 627/628 Score 207+	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<p>Reading</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> 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) Level B <p>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.)</p>

	<ul style="list-style-type: none"> Identify the main topic and retell key details of a text. (RI.1.2) Level A <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> 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) <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) Level A <p>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.</p> <ul style="list-style-type: none"> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Level B <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7) Level A</p> <p><u>Writing</u></p> <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. (W.1.3) Level A <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) Level B
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		<p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) Level A <p><u>Speaking and Listening</u></p> <p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) Level A <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) Level A <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Level A Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6) Level A <p><u>Language</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Level A</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Level A</p>
	ACES/TIF	<u>Effective Communication (EC):</u>

		<ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-c, e, f <ul style="list-style-type: none"> ○ Sub skill a <p><u>Learning Strategies (LS):</u></p> <ul style="list-style-type: none"> ● 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) a-g ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. a, b, d <p><u>Critical Thinking (CT):</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. a-d Subskill b ● Skill 2: Solve problems. a-d <p><u>Self Management (SM):</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them. a-d ● Skill 2: Manage information and materials for one's own learning and goals. a-c
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		<p><u>Developing a Future Pathway (DFP):</u></p> <ul style="list-style-type: none"> ● Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a, b ● Skill 2: Explore available options in order to identify one's future pathway a-c <p><u>Navigating Systems (NS):</u></p> <ul style="list-style-type: none"> ● Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems. a,b ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a
	Northstar	<p>Digital Literacy Routines</p> <p>Basic Computer Skills</p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers). ● 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).

		<ul style="list-style-type: none"> ● 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). 8. 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 desktop. <ul style="list-style-type: none"> ● 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 camera and mic on laptops, tablets. ● Turn computer and monitor on and off. <p>· Internet Basics</p> <ul style="list-style-type: none"> ● Identify the different ways a person can connect to the internet. ● Demonstrate knowledge of browsers and identify commonly used browsers. ● Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
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		<ul style="list-style-type: none"> ● Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. ● Fill out an online form. ● Identify address bar and demonstrate understanding of its functionality. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Perform internet search using clear parameters (terms and filters). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows. ● 17. Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). <p>Email</p> <ul style="list-style-type: none"> ● Define email and identify common email clients. ● Tell the difference between a URL and an email address. ● Log into email. ● Open and reply to an email. ● Sign out of email, especially when using shared computers. <p><u>Math Level 3:</u></p> <ul style="list-style-type: none"> ● Review Measuring lengths to the nearest $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, and centimeter
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	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p><u>Course Texts</u></p> <p>Azar, Betty Schramper, Hagen Stacy A.. <i>Basic English Grammar</i>. 4th Edition, Pearson, 2014.</p> <p>Bitterlin, Gretchen, et al. <i>Ventures</i>. Cambridge University Press, 2014.</p> <p>Broukal, Milada, and Peter Murphy. <i>All about the USA: a Cultural Reader</i>. Pearson Education, 2010.</p> <p>Broukal, Milada, and Peter Murphy. <i>Introducing the USA: a Cultural Reader</i>. Longman.</p> <p>Broukal, Milada. <i>A First Look at the USA: a Cultural Reader</i>. Addison-Wesley, 2009. Dixon,</p> <p>Robert James. <i>Regents English Workbook</i>. Prentice Hall Regents, 1995.</p> <p>Heyer, Sandra. <i>Even More True Stories: an Intermediate Reader</i>. Longman, 1992.</p>	

Heyer, Sandra. *True Stories in the News: a Beginning Reader*. Pearson Education, 1996.

Rogerson, Holly Deemer. *Words for Students of English. a Vocabulary Series for ESL*. University of Michigan Press, 1993.

Pickett, William P. *The Chicken Smells Good Dialogs and Stories*

Educational Technology

Newsela, NewELA, newsela.com/.

ReadWorks, www.readworks.org/

www.allthingstopics.com

www.allthingsgrammar.com

www.readingskills4today.com

www.wordwall.net

www.atlasabe.org

Distance Learning

Platforms

	<p>IXL: www.ixl.com</p> <p>Mobymax: www.mobymax.com</p> <p>Google Classroom, Google Docs</p>

ESL Level 3-4

Course name	ESL Level 3-4	
Site and schedule	Rochester Adult Education, Hawthorne Center	
Delivery method (In-person, hybrid, DL, combination)	4:00 - 6:00 online MW 12:30-2:30 In-person M-Th 1:00 -2:30 online M-Th 4:00- 6:00 In-person M-Th	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Steps Level 3: 625 197-206 Level 4: 627, 207-21	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<u>Reading</u> 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.

	<ul style="list-style-type: none"> · Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. Level B <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> · Determine the main idea of a text; recount the key details and explain how they support the main idea. Level B <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> · 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. Level B <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> · Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Level B <p>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.</p> <ul style="list-style-type: none"> · Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Level B · Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Level B · 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. Level C
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		<p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> · 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). Level B · Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Level B <p>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.</p> <p><u>Writing</u></p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> · Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Level B <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> · 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. Level A <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> · Produce writing in which the development and organization are appropriate to task and purpose. Level B <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
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- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Level B

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

- Conduct short research projects that build knowledge about a topic. Level B

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.

- With guidance and support, recall information from experiences or gather information from provided sources to answer a question. Level A

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.

- Participate in collaborative conversations with diverse partners in small and larger groups. Level A
- 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. Level B

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

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Level A
- 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. Level B

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

	<ul style="list-style-type: none"> · Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Level A · Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Level B <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> · Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Level A · 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. Level B <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> · Speak audibly and express thoughts, feelings, and ideas clearly. Level A · Produce complete sentences when appropriate to task and situation. Level A · Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Level B <p><u>Language</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> · Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Level A · 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. Level C
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		<p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> · 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. Level B <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> · Use knowledge of language and its conventions when writing, speaking, reading, or listening. Level B <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> · Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. Level B <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> · With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. Level A · Demonstrate understanding of word relationships and nuances in word meanings. Level B <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> · Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). Level A
	ACES/TIF	<u>Effective Communication (EC)</u>

		<ul style="list-style-type: none"> · Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-e · Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a-b · Skill 3: Utilize a variety of technologies for communication. a,c <p><u>Learning Strategies (LS)</u></p> <ul style="list-style-type: none"> · 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). a-g · Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. a-d · Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. a-d · Skill 4: Articulate awareness of what helps one learn language and content. a <p><u>Critical thinking: (CT)</u></p> <ul style="list-style-type: none"> · Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. a-d · Skill 2: Solve problems. a-c · Skill 3: Use information to draw conclusions and make decisions. a-c · Skill 4: Recognize bias, assumptions and multiple perspectives. a <p><u>Self-Management (SM)</u></p> <ul style="list-style-type: none"> · Skill 1: Set realistic goals and work independently to achieve them. a-c · Skill 2: Manage information and materials for one's own learning and goals. a · Skill 3: Manage time effectively to complete tasks. a
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		<p><u>Developing a Future Pathway (DFP)</u></p> <ul style="list-style-type: none"> · Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway. a,b,d · Skill 2: Explore available options in order to identify one's future pathway. a-c <p><u>Navigating Systems (NS)</u></p> <ul style="list-style-type: none"> · Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems. a · Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures. a,d · Skill 3: Identify and follow norms of an organizational structure. a
	Northstar	<p style="text-align: center;">Basic Computer Skills</p> <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 computer. 4. 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 touchpad. 6. Deleting text 7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). 8. Drag and drop. 9. 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 desktop. 12. Identify whether or not a computer is connected to the internet. 13. Identify and locate camera and mic on laptops, tablets. 14. Turn computer and monitor on and off. <p style="text-align: center;">Internet Basics</p>

		<p>15. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).</p> <p>16. Fill out an online form.</p> <p>17. Identify address bar and demonstrate understanding of its functionality.</p> <p>18. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).</p> <p>19. Perform internet search using clear parameters (terms and filters).</p> <p>20. Demonstrate ability to scroll up and down a page and left and right on a page.</p> <p>.</p> <p>.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>Math</p> <ul style="list-style-type: none"> · Write numbers into words and words into numbers. · Graphing: Given a graph, fill in data. Interpret simple graphs in which students much compute how many more or how many less are in one category than in another. · Review measuring lengths to the nearest $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, and centimeter. <ul style="list-style-type: none"> · Describe different shapes and their attributes. (K.G.4 and 1.G.2) Review circles, squares, rectangles, triangles, trapezoids, and parallelograms. Introduce cubes, rectangular prisms, cones, and cylinders. · Graphing: Create a graph. Interpret graphs in which students must compute how many more or how many less are in one category than in another. (3.MD.3 and 3.MD.4)
Course text(s), educational technology, other instructional materials	<p>Elbaum, Sandra N. <i>Grammar in Context 2</i>. National Geographic Learning, 2021.</p> <p>Bitterlin, G., et. al. <i>Ventures 2: 3rd edition</i>. Cambridge University Press, 2018.</p> <p>Bitterlin, G., et. al. <i>Ventures 3: Multilevel Worksheets</i>. Cambridge University Press, 2018.</p> <p>Steck Vaughn Company. <i>Steck Vaughn Comprehension Skills Series</i>, Steck-Vaughn, 1993</p>	

	<p>Newsela, Newsela, newsela.com</p> <p>ReadWorks, ReadWorks, www.readworks.org</p> <p>www.typing.com</p> <p>www.Wordwall.net</p> <p>IXL</p> <p>Google Classroom, Google Docs, accessing Chromebooks</p>
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ESL Level 4-5

Course name	ESL Level 4-5	
Site and schedule	<p>Rochester Adult Education, Hawthorne Center</p> <p>8-10 am ONLINE: Monday – Thursday</p> <p>10-12 pm IN-PERSON: Monday – Thursday</p> <p>5:30-7 pm ONLINE: Tuesday/Wednesday</p>	
Delivery method (In-person, hybrid, DL, combination)	Online and in-person	
Target student population (including cut scores, score ranges, completion criteria)	<p>CASAS STEPS Test Forms 627/628 and 629/630</p> <p>*Entry-level score of 207 on 627/628 form</p> <p>*Completion criteria score of 223 on 629/630 form</p>	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<p><u>Reading</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

	<ul style="list-style-type: none"> • 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) Level C <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) Level C <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • 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. (RI.4.3) Level C <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4) Level C <p>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.</p> <ul style="list-style-type: none"> • 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. (RI.4.5) Level C • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (RI5.5) Level C <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI 4.7) Level C • 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. (RI.5.7) Level C <p><u>Writing</u></p>
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CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Write opinion pieces on topics or texts, supporting a point of view with reasons. (W3.1) Level B

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.

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W3.2) Level B

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

- 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) Level B

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

- Produce writing in which the development and organization are appropriate to task and purpose. (W3.4) Level B

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 (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) Level B

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

- Conduct short research projects that build knowledge about a topic. (W.3.7) Level B

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.

- 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. Level C (SL3.1) Level C

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

	<ul style="list-style-type: none"> ● 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. (SL.3.2) Level B <p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> ● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3) Level B <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● 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. (SL.3.4) Level B <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> ● Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (SL.4.6) Level C <p><u>Language</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. (L.2.1 and 3.1 merge) Level B <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2 and 3.2 merge) Level B <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3 and 5.3 merge) Level C <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
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		<ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (L.2.4) Level B <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5) Level B <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). (L.2.6) Level B
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f ● Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a-c ● Skill 3: Utilize a variety of technologies for communication. a-d <p><u>Learning Strategies (LS)</u></p> <ul style="list-style-type: none"> ● 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) a-g ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. b,c ● Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. a-d ● Skill 4: Articulate awareness of what helps one learn language and content. a <p><u>Critical Thinking (CT)</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. a, b, d ● Skill 2: Solve problems. a-c ● Skill 3: Use information to draw conclusions and make decisions. a

		<p><u>Self-Management (SM)</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them. a-d ● Skill 2: Manage information and materials for one's own learning and goals. a,b ● Skill 3: Manage time effectively to complete tasks. a-f <p><u>Developing a Future Pathway (DFP)</u></p> <ul style="list-style-type: none"> ● Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway. a-d ● Skill 2: Explore available options in order to identify one's future pathway. a,b ● Skill 3: Effectively complete the steps needed to enter into a selected pathway. a-c <p><u>Navigating Systems (NS)</u></p> <ul style="list-style-type: none"> ● Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems. a ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures. a ● Skill 3: Identify and follow norms of an organizational structure. a-d
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers). ● 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. ● Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). ● 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 desktop. ● 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).

- Identify whether or not a computer is connected to the internet.
- Identify and locate camera and mic on laptops, tablets.
- Turn computer and monitor on and off.

Internet Basics

- Identify top-level domains (e.g., .edu, .com, .org).
- Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
- Fill out an online form.
- Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
- Demonstrate ability to scroll up and down a page and left and right on a page.
- Identify and work with tabs and windows.
- Turn computer and monitor on and off.

Using Email

- Log into email.
- Create and send an email, including recipient address, subject, and message.
- Open and reply to an email.
- Understand why and how to reply, reply all, and forward an email.

Windows

- Start and exit programs.
- Minimize and maximize windows.
- Open, close and switch between windows.
- Log off, restart, and shutdown a computer.

Google Docs

- Log in and out of a Google account and navigate to Google Docs.
- Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button.
- Open a new or existing Google Docs document.
- Undo the previous action.
- Cut, copy and paste text.

Google Slides

		<ul style="list-style-type: none"> ● Sign in and out of a Google account and navigate to Google Slides. ● Open a new or existing Google Slides presentation. ● Identify the parts of the Google Slides interface, including menu bar, toolbar, slide pane, notes, and slide navigation panel. ● Insert items into a presentation, resize, and adjust them (images, shapes, text boxes, and charts). ● Present a slideshow, advance through the slides, view speaker notes, and exit slideshow. ● Collaborate with others in Google Slides by adding and replying to comments. <p><u>Supporting Distance Learning</u></p> <ul style="list-style-type: none"> ● Understand models of remote instruction offered by schools (including synchronous and asynchronous distance learning, hybrid or blended learning) and strengths and challenges for each model. ● Identify requirements for beginning distance learning successfully, including technology and technology support resources. ● Log in and sign out of a distance learning platform. ● 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). ● Identify the common features of distance learning platforms such as the dashboard, classes, calendar, and assignments. ● Join a synchronous class meeting using a virtual meeting platform. ● Mute, turn on/off video, chat, and change screen view in synchronous class meetings. ● Understand basics of synchronous classroom etiquette. ● Open an assignment in a learning platform and complete it using voice record, video, document upload, or other platform tools. ● Troubleshoot common technical issues encountered during virtual learning, including factors that may impact internet speed, audio and video issues.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>Soft skills in the workplace (e.g taking responsibility for professional growth, researching information, etc.)</p> <p>U.S. holidays (e.g Labor Day, Indigenous Peoples’ Day, Thanksgiving, etc.)</p>

Course text(s), educational technology, other instructional materials	<i>Future 3, Grammar in Context 2, Moby Max, Newsela articles, Commonlit articles, PBS Learning Media, Padlet, Education.com resources, The New York Times Learning Network,</i>
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ESL Level 5-6

Course name	ESL Level 5-6	
Site and schedule	Rochester Adult Education, Hawthorne Center 8:30-10am IN-PERSON: Monday – Thursday 10-12 pm IN-PERSON: Monday – Thursday 12:30-2:30 pm IN-PERSON & ONLINE: Monday – Thursday 4-6 pm IN-PERSON: Monday – Thursday	
Delivery method (In-person, hybrid, DL, combination)	Online and in-person	
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS Test Forms 629/630 *Entry-level score of 217 on 629/630 form *Completion criteria score of 238 (Exit ESL) on 629/630 form	
Course goals	Improve speaking, listening, writing, reading, problem solving and digital literacy skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<u>Reading</u> 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. <ul style="list-style-type: none"> 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) Level D CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none"> 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) Level D

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) Level D

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 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) Level D

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.

- 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) Level D
- 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) Level D

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of the 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. (RI.8.6) Level D
- 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) Level D

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

- 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) Level D
- 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) Level D

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.)

- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) Level C

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.)

- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) Level C
- 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) Level D

Writing

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

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W5.1) Level C

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.

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W4.2) Level C

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

- 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) Level C

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

- Produce writing in which the development and organization are appropriate to task, purpose, and audience. (W5.4) Level C

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- With some guidance and support, use technology, including the Internet, to produce and publish writing (using keyboarding skills) 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. (W.4.6) Level C

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

- Conduct short research projects that build knowledge about a topic. (W.5.7) Level C

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) Level C

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.

- 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. (SL.5.1) Level C

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

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) Level C
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) Level C

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) Level C

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) Level C

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) Level C

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

- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (SL.4.6) Level C

Language

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 and speaking. (L.4.1 and 5.1 merge) Level C

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. (L.4.2 and 5.2 merge) Level C

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.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3 and 5.3 merge) Level C

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.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (L.4.4 and 5.4 merge) Level C

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

- Demonstrate understanding of word relationships and nuances in word meanings. (L.5.5) Level C

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.

- Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:
 - signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).
 - are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

		<ul style="list-style-type: none"> ○ signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.4.6 and 5.6) Level C
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f ● Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a-c ● Skill 3: Utilize a variety of technologies for communication. a-c <p><u>Learning Strategies (LS)</u></p> <ul style="list-style-type: none"> ● 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) a-g ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. b,c ● Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. a-d ● Skill 4: Articulate awareness of what helps one learn language and content. a <p><u>Critical Thinking (CT)</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. a, b, d ● Skill 2: Solve problems. a-c ● Skill 3: Use information to draw conclusions and make decisions. a <p><u>Self-Management (SM)</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them. a-d ● Skill 2: Manage information and materials for one's own learning and goals. a,b ● Skill 3: Manage time effectively to complete tasks. a-f <p><u>Developing a Future Pathway (DFP)</u></p> <ul style="list-style-type: none"> ● Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway. a-d ● Skill 2: Explore available options in order to identify one's future pathway. a,b ● Skill 3: Effectively complete the steps needed to enter into a selected pathway. a-c <p><u>Navigating Systems (NS)</u></p>

		<ul style="list-style-type: none"> ● Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems. a ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures. a ● Skill 3: Identify and follow norms of an organizational structure. a-d
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers). ● 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. ● Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). ● 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 desktop. ● 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). ● Identify whether or not a computer is connected to the internet. ● Identify and locate camera and mic on laptops, tablets. ● Turn computer and monitor on and off. <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● Identify top-level domains (e.g., .edu, .com, .org). ● Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites). ● Fill out an online form. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and work with tabs and windows.

- Turn computer and monitor on and off.

Using Email

- Log into email.
- Create and send an email, including recipient address, subject, and message.
- Open and reply to an email.
- Understand why and how to reply, reply all, and forward an email.

Windows

- Start and exit programs.
- Minimize and maximize windows.
- Open, close and switch between windows.
- Log off, restart, and shutdown a computer.

Google Docs

- Log in and out of a Google account and navigate to Google Docs.
- Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button.
- Open a new or existing Google Docs document.
- Undo the previous action.
- Cut, copy and paste text.

Google Slides

- Sign in and out of a Google account and navigate to Google Slides.
- Open a new or existing Google Slides presentation.
- Identify the parts of the Google Slides interface, including menu bar, toolbar, slide pane, notes, and slide navigation panel.
- Insert items into a presentation, resize, and adjust them (images, shapes, text boxes, and charts).
- Present a slideshow, advance through the slides, view speaker notes, and exit slideshow.
- Collaborate with others in Google Slides by adding and replying to comments.

Supporting Distance Learning

- Understand models of remote instruction offered by schools (including synchronous and asynchronous distance learning, hybrid or blended learning) and strengths and challenges for each model.

		<ul style="list-style-type: none"> ● Identify requirements for beginning distance learning successfully, including technology and technology support resources. ● Log in and sign out of a distance learning platform. ● 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). ● Identify the common features of distance learning platforms such as the dashboard, classes, calendar, and assignments. ● Join a synchronous class meeting using a virtual meeting platform. ● Mute, turn on/off video, chat, and change screen view in synchronous class meetings. ● Understand basics of synchronous classroom etiquette. ● Open an assignment in a learning platform and complete it using voice record, video, document upload, or other platform tools. ● Troubleshoot common technical issues encountered during virtual learning, including factors that may impact internet speed, audio and video issues.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Soft skills in the workplace (e.g taking responsibility for professional growth, researching information, etc.), preparing for an interview and how to answer the most common interview questions, U.S. holidays (e.g Labor Day, Indigenous Peoples' Day, Thanksgiving - comparing stories from more than one perspective, etc.) and civics education
Course text(s), educational technology, other instructional materials	<p><i>Future 4</i> (2nd ed.) by Sarah Lynn, Ronna Magy, & Federic Salas-Isnardi <i>Grammar in Context 3</i> (7th Ed.) by Sandra N. Elbaum <i>Ventures 4</i> (3rd ed.) by Gretchen Bitterlin, Dennis Johnson, Donna Price and Sylvia Ramirez Pearson: https://myenglishlab.pearson-intl.com/sso/login Newsela: https://newsela.com/ PBS Learning Media: https://tpt.pbslearningmedia.org/ Education.com resources: https://www.education.com/ Teachers Pay Teachers resources: https://www.teacherspayteachers.com/ <i>The New York Times</i> Learning Network: https://www.nytimes.com/section/learning Commonlit: https://www.commonlit.org/en/home</p>	

	Moby Max: https://www.mobymax.com/mn14975 IXL: https://www.ixl.com/signin/hawthorneec Padlet: https://padlet.com/dashboard Elli: https://ellii.com/discover English For Everyone: https://englishforeveryone.org/ Word Wall: https://wordwall.net/ EdPuzzle: https://edpuzzle.com/discover
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ESL Pronunciation/Conversation class

Course name	ESL Pronunciation/Conversation class	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday-Thursdays 8:15-10:00	
Delivery method (In-person, hybrid, DL, combination)	Mondays/Wednesdays in person Tuesdays/Thursdays online	
Target student population (including cut scores, score ranges, completion criteria)	CASAS STEPS Form 627 207 and above	
Course goals	Improve speaking, listening, writing, reading and problem solving skills in order to attain individual college and/or career readiness goals.	
Course content	CCRS	<p><u>Speaking and Listening</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. Level D, a-d

		<p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) Level A <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> 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. (SL.3.4) Level B <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <ul style="list-style-type: none"> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) Level D <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Level C <p><u>Language</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Level B, a, c-k <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening Level C, a
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <ul style="list-style-type: none"> Skill 1: Engage positively and actively with individuals in both one-on-one and

		<p>team settings to accomplish goals, a-f</p> <ul style="list-style-type: none"> ● Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication, a-c <p>Critical Thinking (CT)</p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas ● Skill 2: Solve problems, a-e ● Skill 3: Use information to draw conclusions and make decisions, a
	Northstar Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Baker, Ann, Goldstein Sharon; <i>Pronunciation Pairs</i>, 2000</p> <p>Folse, Keith S., Ivone, Jeanine; <i>First Discussion Starters</i>, 2005</p> <p>Folse, Keith S., Ivone, Jeanine; <i>More Discussion Starters</i>, 2005</p> <p>Gilbert, Judy; <i>Clear Speech</i>, 1993</p> <p>Hagen, Stacy, <i>Sound Advantage</i>, 1992</p> <p>Kehe, David & Peggy; <i>Conversation Strategies</i>, 1994</p> <p>Meyers, Colleen & Holt, Sheryl; <i>Pronunciation for Success, 2 nd ed.</i>, 1998</p> <p>Rooks, George; The Non-Stop Discussion Workbook, 1988</p> <p>Local news, World news websites</p> <p>www.rachelsenglish.com</p> <p>window-swap.com</p> <p>procon.org</p> <p>Google Classroom, Google Docs</p>	

Math Courses

Math 1

Course name	Math 1	
Site and schedule	Rochester Adult Education, Hawthorne Education Center 12:00-12:30 M-Th 2:30-3:30 T, Th	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	ESL L2+	
Course goals	Students will be able to fluently add, subtract, multiply, and divide whole numbers. Students will be able to find the perimeter and area of squares and rectangles. Students will be able to interpret pictures and bar graphs.	
Course content	CCRS	<p><u>Number Sense</u></p> <p>3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole part is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$ (Level B)</p> <p>3.NF.2a-b Understand a fraction as a number on the number line; represent fractions on a number line diagram (Level B)</p> <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm (Level C)</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (Level C)</p> <p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm (Level C)</p> <p><u>Geometry</u></p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.17 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Level B)</p>

		<p>2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (Level B)</p> <p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole(Level B)</p> <p>3.MD.6 Measure areas by counting unit squares(Level B)</p> <p>3.MD.7 Relate area to the operations of multiplication and addition(Level B)</p> <p>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(Level B)</p> <p>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(Level B)</p> <p><u>Statistics & Probability</u></p> <p>2.MD.10 Draw a picture graph and a bar graph to represent a data set with up to four categories(Level B)</p> <p><u>Algebra</u></p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. (Level B)</p> <p>3.OA.2 Interpret whole-number quotients of whole numbers(Level B)</p> <p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities(Level B)</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide(Level B)</p> <p>3.OA.6 Understand division as an unknown-factor problem(Level B)</p>
	ACES/TIF	<u>Effective Communication</u>

		<ul style="list-style-type: none"> ● Skill 1 Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-e <p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> ● Skill 1 Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-c ● Skill 2 Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a,d ● Skill 3 Apply appropriate strategies to compensate for and fill in gaps of knowledge a,d <p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> ● Skill 1 Organize, analyze and illustrate relationships between components, items, and ideas a-d ● Skill 2 Solve problems a-e <p><u>Self-Management</u></p> <ul style="list-style-type: none"> ● Skill 1 Set realistic goals and work independently to achieve them a-f ● Skill 3 Manage time effectively to complete tasks a-f
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p><u>Course Texts</u></p> <p>Basic Math-Life Skills Mathematics. AGS, 1997</p> <p>Contemporary's Number Power 2. Contemporary Books, 1988.</p> <p>Achieving TABE Success in Mathematics. McGraw-Hill Companies, Inc.</p> <p>Number Sense- Discovering Basic Math Concepts. Contemporary Book</p>	

	<p>Contemporary's Number Sense Discovering Basic Math Concepts Whole Number Addition & Subtraction, Multiplication, Division</p> <p>Math Mastery Series Multiplication Part 1, Part 2</p> <p>Math Mastery Series Division Part 1, Part 2</p> <p>Steck Vaughn Math Matters for Adults Whole Numbers</p> <p>www.commoncoresheets.com</p> <p>www.mathaids.com</p> <p>IXL</p> <p>Moby Max</p>
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Math 2

Course name	Math 2	
Site and schedule	Rochester Adult Education, Hawthorne Center M-Th 11:45-12:30	
Target student population (including cut scores, score ranges, completion criteria)	<p>Entry: Esl 2+ Must be proficient in whole number Math 1 to 8 questions incorrect on Math check questions #1-12</p> <p>Completion: Proficient in Fraction and Decimal math</p>	
Course goals	<p>Students will be able to add, subtract, multiply, and divide with fractions</p> <p>Students will be able to read, write and compare decimals</p> <p>Students will be able to identify lines and angles and be able to draw conclusions using those definitions</p> <p>Students will be able to find perimeter and area of triangles, squares, and rectangles</p> <p>Students will be able to interpret data and display data on a number line or coordinate system</p> <p>Students will be able to write and evaluate numerical and simple algebraic expressions</p>	
	CCRS	<u>Number Sense</u>

Course content	Level C	<p>5.NBT.3a-b Read, Write, and compare decimals to thousandths(Level C)</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10(Level C)</p> <p>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(Level C)</p> <p>4.NF.2 Compare two fractions with different numerators and different denominators(Level C)</p> <p>4.NF.3c-d Add and subtract mixed numbers with like denominators, e.g, by replacing each mixed number with an equivalent fractions, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions(Level C)</p> <p>4.NF.4a-c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction(Level C)</p> <p>5.NF.1 Add and subtract fractions with unlike denominators(including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators(Level C)</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions(Level C)</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers(Level C)</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction(Level C)</p> <p>5.NF.7a-b Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions(Level C)</p> <p><u>Geometry</u></p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (Level C)</p> <p>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</p>
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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)(**Level C**)

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(**Level C**)

6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation (**Level C**)

Data Statistics

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 (**Level C**)

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.(**Level C**)

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. (**Level C**)

6.SP.4 Display numerical data in plots on a number line(**Level C**)

Algebra

4.OA.1 Interpret a multiplication equation as a comparison(**Level C**)

4.OA.4 Find all factor pairs for a whole number in the range 1-100(**Level C**)

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents(**Level C**)

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers(**Level C**)

6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers(**Level C**)

6.EE.2b Identify parts of an expression using mathematical terms(**Level C**)

6.EE.3 Apply the properties of operations to generate equivalent expressions(**Level C**)

6.EE.4 Identify when two expressions are equivalent(**Level C**)

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(**Level C**)

	ACES/TIF	<u>Critical Thinking</u> Skill 2: Solve problems <ul style="list-style-type: none"> Clearly articulate the component parts of a problem Identify information needed to solve a problem Skill 3: Use information to draw conclusions and make decisions <ul style="list-style-type: none"> Identify information needed to accomplish a task or meet a purpose <u>Self-Management</u> Skill 1: Set realistic goals and work independently to achieve them
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Jacobs, Donald H. and Treff, August V., <u>Basic Math</u> Suter, Allan D., <u>Contemporary's Number Sense series</u> www.commoncoresheets www.math-aids.com	

Math 2/3

Course name	Math 2/3
Site and schedule	Rochester Adult Education, Hawthorne Center M-Th 2:00-3:00; M,W 3:00-4:00
Target student population	Entry: Esl 2+ Must be proficient in whole number Math

(including cut scores, score ranges, completion criteria)	1 to 8 questions incorrect on Math check questions #1-12	
Course goals	<p>Students will be able to add, subtract, multiply, and divide with fractions</p> <p>Students will be able to read, write, compare, round, add, subtract, multiply and divide decimals</p> <p>Students will be able to identify lines, angles, triangles and be able to draw conclusions using those definitions</p> <p>Students will be able to find perimeter and area of triangles, squares, rectangles parallelograms, trapezoids, and circles</p> <p>Students will be able to interpret data and display data on a number line or coordinate system</p> <p>Students will be able to write and evaluate numerical and simple algebraic expressions</p>	
Course content	CCRS Level C & D	<p><u>Number Sense</u></p> <p>5.NBT.3a-b Read, Write, and compare decimals to thousandths (Level C)</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10 (Level C)</p> <p>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 (Level C)</p> <p>4.NF.2 Compare two fractions with different numerators and different denominators (Level C)</p> <p>4.NF.3c-d Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fractions, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions (Level C)</p> <p>4.NF.4a-c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction (Level C)</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum of difference of fractions with like denominators (Level C)</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions (Level C)</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (Level C)</p>

5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction**(Level C)**

5.NF.7a-b Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions**(Level C)**

6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation **(Level C)**

6.NS.7,7c Understand a rational number as a point on the number line. Extend number line from previous grades to represent points on the line and in the plane with negative number coordinates**(Level D)**

7.NS.1a-d 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**(Level D)**

7.NS.2a-d Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers**(Level D)**

Geometry

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

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)**(Level C)**

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**(Level C)**

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into triangles and other shapes**(Level C)**

7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems**(Level D)**

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions**(Level D)**

Data Statistics

		<p>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 (Level C)</p> <p>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.(Level C)</p> <p>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. (Level C)</p> <p>6.SP.4 Display numerical data in plots on a number line(Level C)</p> <p><u>Algebra</u></p> <p>4.OA.1_Interpret a multiplication equation as a comparison(Level C)</p> <p>4.OA.4 Find all factor pairs for a whole number in the range 1-100(Level C)</p> <p>6.EE.1 Write and evaluate numerical expressions involving whole-number exponents(Level C)</p> <p>6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers(Level C)</p> <p>6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers(Level C)</p> <p>6.EE.2b Identify parts of an expression using mathematical terms(Level C)</p> <p>6.EE.3 Apply the properties of operations to generate equivalent expressions(Level C)</p> <p>6.EE.4 Identify when two expressions are equivalent(Level C)</p> <p>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(Level C)</p> <p>8.EE.7 Solve Linear equations in one variable(Level D)</p>
	ACES/TIF	<p><u>Effective Communication</u></p> <p>Skill 1 Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p><u>Learning Strategies</u></p> <p>Skill 1 Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-c, g</p> <p>Skill 2 Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a,b,d</p> <p>Skill 3 Apply appropriate strategies to compensate for and fill in gaps in knowledge a,d</p>

		<u>Critical Thinking</u> Skill 1 Organize, analyze and illustrate relationships between components, items, and ideas a-d Skill 2 Solve Problems a-e Skill 3 Use information to draw conclusions and make decisions b <u>Self-Management</u> Skill 1 Set realistic goals and work independently to achieve them a-f Skill 3 Manage time effectively to complete tasks a-f
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Jacobs, Donald H. and Treff, August V., <u>Basic Math</u> Suter, Allan D., <u>Contemporary's Number Sense series</u> www.commoncoresheets.com www.math-aids.com Number Sense Percent Applications Number Power 3 Teacher Created Materials	

Math 3

Course name	Math 3
Site and schedule	Rochester Adult Education, Hawthorne Center M-Th 8:15-9:30 every other quarter
Target student population	Entry: Level 3 ESL or higher 1 to 5 incorrect on Math Check or CASAS Math ABE 3

(including cut scores, score ranges, completion criteria)	Students should be proficient in whole number math, fractions, and decimals	
Course goals	Students will become proficient in Percents, Ratios, Proportions, Data & Statistics, Basic Geometry, Basic Algebra	
Course content	CCRS Level C & D	<p><u>Number Sense</u></p> <p>6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities (Level C)</p> <p>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 (Level C)</p> <p>6.RP.3a-d Use ratio and rate reasoning to solve real world and mathematical problems (Level D)</p> <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units (Level D)</p> <p>7.RP.2a-d Recognize and represent proportional relationships between quantities (Level D)</p> <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems (Level D)</p> <p>6.NS.7,7c Understand a rational number as a point on the number line. Extend number line from previous grades to represent points on the line and in the plane with negative number coordinates (Level D)</p> <p>7.NS.1a-d 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 (Level D)</p> <p>7.NS.2a-d Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers (Level D)</p> <p><u>Geometry</u></p> <p>6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into triangles and other shapes (Level C)</p> <p>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 (Level C)</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement (Level C)</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume (Level C)</p>

	<p>5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts(Level C)</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale(Level D)</p> <p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems(Level D)</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two-and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms(Level D)</p> <p>8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions(Level D)</p> <p>8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system(Level D)</p> <p>G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures(Level E)</p> <p>G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems(Level E)</p> <p><u>Data & Statistics</u></p> <p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered (Level D) <p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (Level D)</p>
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		<p>7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. (Level D)</p> <p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations(Level D)</p> <p>8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (Level D)</p> <p>8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line(Level D)</p> <p>8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept(Level D)</p> <p>S.ID.1 Represent data with plots on the real number line(dot plots, histograms, and box plots)(Level E)</p> <p><u>Algebra</u></p> <p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients(Level D)</p> <p>8.EE.7 Solve Linear equations in one variable(Level D)</p>
	ACES/TIF	<p><u>Effective Communication</u></p> <p>Skill 1 Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p><u>Learning Strategies</u></p> <p>Skill 1 Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-c, g</p> <p>Skill 2 Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a,b,d</p> <p>Skill 3 Apply appropriate strategies to compensate for and fill in gaps in knowledge a,d</p> <p><u>Critical Thinking</u></p> <p>Skill 1 Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2 Solve Problems a-e</p> <p>Skill 3 Use information to draw conclusions and make decisions b</p>

		<u>Self-Management</u> Skill 1 Set realistic goals and work independently to achieve them a-f Skill 3 Manage time effectively to complete tasks a-f
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	IXL Number Sense Percent Applications Number Power 3 Number Power 4 Steck-Vaughn Mathematics Skill Book Algebra McGraw Hill Contemporary Workplace Skills Applied Mathematics Career Readiness Prep www.CommonCoreSheets.com www.mathworksheets4kids.com American Book Company Passing The Minnesota Basic Skills Test	

Math 4

Course name	Math 4
Site and schedule	Rochester Adult Education, Hawthorne Center M-Th 8:15-9:30 every other quarter
Target student population (including cut scores, score ranges, completion criteria)	Entry: Level 3 ESL or higher Only 1 to 5 incorrect on Math Check Students should be proficient in whole number math, fractions, and decimals Students preparing for GED
Course goals	Students will extend their knowledge in Algebra concepts

Course content	CCRS Level D & E	<p><u>Number Sense</u></p> <p>N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents(Level E)</p> <p><u>Algebra</u></p> <p>8.EE.8,a,b Analyze and solve pairs of simultaneous linear equations(Level D)</p> <p>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(Level D)</p> <p>8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line: give examples of functions that are not linear(Level D)</p> <p>7.EE.4,a,b Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities(Level D)</p> <p>8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions(Level D)</p> <p>8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational(Level D)</p> <p>8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology(Level D)</p> <p>A.SSE.1,a Interpret expressions that represent a quantity in terms of its context(Level E)</p> <p>A.SEE.3,a Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression(Level E)</p> <p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials(Level E)</p> <p>A.APR.6 Rewrite simple rational expressions in different forms(Level E)</p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems(Level E)</p> <p>A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise(Level E)</p>
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	ACES/TIF	<p><u>Effective Communication</u></p> <p>Skill 1 Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p><u>Learning Strategies</u></p> <p>Skill 1 Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-c, g</p> <p>Skill 2 Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a,b,d</p> <p>Skill 3 Apply appropriate strategies to compensate for and fill in gaps in knowledge a,d</p> <p><u>Critical Thinking</u></p> <p>Skill 1 Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2 Solve Problems a-e</p> <p>Skill 3 Use information to draw conclusions and make decisions b</p> <p><u>Self-Management</u></p> <p>Skill 1 Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2 Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3 Manage time effectively to complete tasks a-f</p>
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational	IXL, Khan Academy Number Power 3	

technology, other instructional materials	McDougal Littell Algebra 2 Concepts and Skills Steck Vaughn Mathematics Skill Book Algebra Steck Vaughn Mathematical Reasoning Student Book and Workbook Kaplan GED Test Strategies, Practice and Review Teacher created Worksheets
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Reading Courses

Reading Level 1

Course name	Reading Level 1	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday – Thursday 8:00 am – 10:00 am 10:00 am – 12:00 am	
Delivery method (In-person, hybrid, DL, combination)		
Target student population (including cut scores, score ranges, completion criteria)	Placement: 199+ on CASAS STEPS Form 623/624 Reading Level: CCRS Level A; ATOS 1.0-2.5; Lexile 100L-500L Completion: 206+ on CASAS Goals Form 903/904	
Course goals	Improve critical thinking, reading, writing, speaking, listening, language, and digital literacy skills in order to achieve individual college and/or career readiness goals.	
	CCRS Level A	<u>Reading Standards: Foundational Skills</u> RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Course content	<p>(Phonological Awareness) a-h</p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) a-k</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) a-c</p> <p><u>Reading Standards</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • Identify the main topic and retell key details of a text. <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <p>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.</p> <ul style="list-style-type: none"> • 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. <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
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- Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).

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.

- Identify the reasons an author gives to support points in a text.

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.

- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing

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.

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

- Participate in collaborative conversations with diverse partners in small and larger groups. a-c

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

- Speak audibly and express thoughts, feelings, and ideas clearly.
- Produce complete sentences when appropriate to task and situation.

Language

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

		<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a-l <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a-i
	ACES/TIF	<p>Effective Communication</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-c</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a,c</p> <ul style="list-style-type: none"> • Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately • Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) <p>Learning Strategies</p> <p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p>

		<p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content c</p> <p>Critical Thinking</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 4: Recognize bias, assumptions and multiple perspectives a</p> <p>Self-Management</p> <p>Skill 1: Set realistic goals and work independently to achieve them a,c,d</p> <p>Skill 3: Manage time effectively to complete tasks b,d, e</p>
	Northstar	<p>Basic Computer Use</p> <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 computer (recognize POWER button symbol) 4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab,) 5. Identify mouse and touchpad 6. Identify mouse pointer shapes and the functions they represent (spinning wheel

(loading), iBeam (text)

7. Demonstrate knowledge and appropriate use of the mouse (right-click, left-click, and double click)

8. Drag and drop

10. Access and control audio output features (volume, mute, speakers and headphones)

11. Identify icons on desktop

16. Identify whether or not a computer is connected to the internet

18. Turn computer and monitor on and off (recognize POWER button symbol)

Windows

1. Identify the operating system used by a computer.

2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).

3. Demonstrate knowledge of the Windows Start Menu, including Get Help.

6. Start and exit programs.

7. Minimize and maximize windows.

8. Open, close and switch between windows.

11. Shutdown, restart, and log off a computer.

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, user accounts and

		<p>login and declining to save passwords on shared computers).</p> <p>10. Identify address bar and demonstrate understanding of its functionality.</p> <p>11. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).</p> <p>13. Demonstrate ability to scroll up and down a page and left and right on a page.</p> <p>15. Identify and work with tabs and windows</p> <p>17. Use shortcut keys, or menu or mouse equivalents, to support user experience on the web (e.g., zoom, find text).—</p>
	Other (e.g. career/ occupation al content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials		<p>www.newesla.com</p> <p>www.readtheory.com</p> <p>www.mobymax.com</p> <p>www.ixl.com</p> <p>Teacher created materials</p>

Reading Level 2

Course name	Reading Level 2
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Site and schedule	Rochester Adult Education, Hawthorne Education Center	
Delivery method (In-person, hybrid, DL, combination)	In-person and Online Monday-Thursday 8:00 am-9:30 am Online 10:00 am-12:00 pm 12: 30 pm - 2:30 pm	
Target student population (including cut scores, score ranges, completion criteria)	Placement: Casas Goals 903/904 B Test 206 -216 Reading Level: CCRS Level B; ATOS 2.75-5.14; Lexile 420-820 Completion: Casas Goals 905 or 906 C Test scores 217 or higher.	
Course goals	Improve critical thinking, reading, writing, speaking, listening, language, and digital literacy skills in order to achieve individual college and/or career readiness goals.	
Course content	CCRS	<p>Reading: Foundational Skills, Levels B RF.3. 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)</p> <p>Reading Standards, Level B CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> 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) <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)Level B

	<p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> 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) <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4) <p>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.</p> <ul style="list-style-type: none"> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) 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) <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> 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) <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> 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). (RI.3.7) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)
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	<p>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.</p> <ul style="list-style-type: none"> Describe how reasons support specific points the author makes in a text. <p>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.</p> <ul style="list-style-type: none"> Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9) <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. (ATOS 7.00-9.98; Lexile 925-1185)</p> <p>Writing Standards, Level B</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> 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 1–3 at this level.) (W.3.5) <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) <p>Speaking and Listening Standards, Level B</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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
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	<p>clearly.8 8 To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined. Level B a-d</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ● 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. (SL.3.2) <p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> ● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3) <p>Language Standards, Level B</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Level B, a-k</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. Level B, a-b <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. Level B, a-e <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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		<ul style="list-style-type: none"> ● Demonstrate understanding of word relationships and nuances in word meanings.Level B, a-c <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). (L.2.6) ● Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6)
	ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies</p> <p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical Thinking</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management</p>

		<p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway</p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p> <p>Skill 3: Identify and follow norms of an organizational structure a-d</p>
	Northstar	<p>Basic Computer Skills</p> <ul style="list-style-type: none"> ● 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. ● Utilize common controls for screen interaction (selecting checkboxes, using drop-down menus, scrolling). ● Access and control audio output features (volume, mute, speakers and headphones). ● Identify icons on the desktop. ● Identify whether or not a computer is connected to the internet. ● Turn the computer and monitor on and off. <p>Internet Basics</p> <ul style="list-style-type: none"> ● 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). ● Fill out an online form. ● Identify the address bar and demonstrate understanding of its functionality. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).

- Perform internet search using clear parameters (terms and filters).
- Demonstrate ability to scroll up and down a page and left and right on a page.
- Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
- Identify and work with tabs and windows.
- Enable a specific pop-up window.
- Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text).

Using Email

- Log into email.
- Create and send an email, including recipient address, subject, and message.
- Open and reply to an email.
- Understand why and how to reply, reply all, and forward an email.
- Open and download an email attachment.
- Sign out of email, especially when using shared computers.

Windows

- Start and exit programs.
- Minimize and maximize windows.
- Open, close and switch between windows.
- Shut down, restart, and log off a computer.

Google Docs

- Log in and out of a Google account and navigate to Google Docs.
- Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button.
- Open a new or existing Google Docs document.
- Rename a document.
- Use Spelling and grammar check.
- Format text: size, color and font type.
- Set text spacing and alignment.
- Apply bullets and automatic numbering.
- Undo the previous action.
- Cut, copy and paste text.

		<ul style="list-style-type: none"> ● Share a document, being intentional about the difference between viewer, commenter, and editor. ● Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. ● View and restore a previous version of a document. <p>Google Drive</p> <ul style="list-style-type: none"> ● Sign in and sign out of a Google account and navigate to Google Drive. ● Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. ● Open existing and create new Google Docs, Google Sheets, and Google Slides. ● Demonstrate ability to organize Google Drive by renaming, creating, starring, and moving files and folders.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Soft skills in the workplace (e.g taking responsibility for professional growth, researching information, etc.), preparing for an interview and how to answer the most common interview questions, U.S. holidays (e.g Labor Day, Indigenous Peoples' Day, Thanksgiving - comparing stories from more than one perspective,etc.) and civics education.
Course text(s), educational technology, other instructional materials	<p>Google Apps: Gmail, Drive, and Docs Steck-Vaughn Comprehension Skill Books Levels B-D Teacher created materials Google Images The ABC's of O-G, Multisensory Learning Associates Mega Words Series, Johnson K., Bayard P. Editors Publishing Service. https://wordwall.net www.quizlet.com www.newsela.com www.readtheory.com https://www.mobymax.com/mn14975 https://www.ixl.com/signin/hawthorneec https://www.lexiacore5.com/ (Pilot in 2024-2025) https://www.lexiapowerup.com/?SiteID=7922-1145-1980-7803 (Pilot in 2024-2025)</p>	

Reading Level 2-3

Course name	Reading Level 2-3	
Site and schedule	Rochester Adult Education, Hawthorne Center 6-8 PM Thursdays	
Delivery method (In-person, hybrid, DL, combination)	Online	
Target student population (including cut scores, score ranges, completion criteria)	211+ on a CASAS GOALS 903/904 test or above ATOS 2.75-7.03 Lexile 420-1010	
Course goals	Improve Critical thinking, reading, writing, speaking, listening, language, and digital literacy skills in order to achieve individual college and/or career readiness goals.	
Course content	CCRS Levels B and C	<p><u>Reading Standards: Foundational</u></p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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. (RF.4.3 and 5.3 merge) <p>RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding.

	<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (Level B) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Level C) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Level C)</p> <p>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; recount the key details and explain how they support the main idea. (Level B) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Level C) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Level C)</p> <p>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. (Level B) 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. (Level C)</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape</p>
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	<p>meaning or tone.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (Level B)</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (Level C)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Level C)</p> <p>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.</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (Level B)</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Level B)</p> <p>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. (Level C)</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (Level C)</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (Level B)</p> <p>Distinguish their own point of view from that of the author of a text. (Level B)</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Level C)</p> <p>Describe how a narrator's or speaker's point of view influences how events are described. (Level C)</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in</p>
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	<p>a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (Level B)</p> <p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (Level B)</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Level C)</p> <p>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. (Level C)</p> <p>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. Describe how reasons support specific points the author makes in a text. (Level B)</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (Level C)</p> <p>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. Compare and contrast the most important points and key details presented in two texts on the same topic. (Level B)</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (Level C)</p> <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. Level B and C; ATOS 2.75-7.03; Lexile 420-1010</p> <p>Writing Standards</p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write opinion pieces on topics or texts, supporting a point of view with reasons. (Level B)</p>
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	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Level C)</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce writing in which the development and organization are appropriate to task and purpose. (Level B) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Level C)</p> <p>Speaking and Listening Standards</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 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. (Levels B-C)</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 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. (Level B) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Level C)</p> <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Level B) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (Level C)</p>
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	<p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 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. (Level B) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Level C)</p> <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Level C)</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Level B) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (Level C) See Language Standards 1 and 3 for specific expectations.</p> <p>Language Standards</p> <p>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. (Levels B-C)</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization,</p>
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	<p>punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Levels B-C)</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Levels B-C)</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (Level B) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (Level C)</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of word relationships and nuances in word meanings. (Levels B) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Level C)</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). (Level B) Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Level B)</p>
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		<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered), are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation), signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (Level C)</p>
	ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies</p> <p>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) a-g</p>

		<p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical Thinking</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway</p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p> <p>Skill 3: Identify and follow norms of an organizational structure a-d</p>
	Northstar	<p>Northstar Standards for Reading Classes - ALL</p> <p><u>Basic Computer Use</u></p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers) ● Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen) ● Log on to and shut down a computer (recognize POWER button symbol) ● Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace,

Delete, Arrow Keys, Tab,

- Identify mouse and touchpad
- Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text),
- Demonstrate knowledge and appropriate use of the mouse (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 desktop
- Identify whether or not a computer is connected to the internet
- Turn computer and monitor on and off (recognize POWER button symbol)

Windows

- Identify the operating system used by a computer.
- Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).
- Demonstrate knowledge of the Windows Start Menu, including Get Help.
- Start and exit programs.
- Minimize and maximize windows.
- Open, close and switch between windows.
- Shutdown, restart, and log off a computer.

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).
- Identify top-level domains (e.g., .edu, .com, .org).
- Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g. private browser windows, clearing search history, user accounts and login and declining to save passwords on shared computers).
- Identify address bar and demonstrate understanding of its functionality.
- Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
- Perform internet search using clear parameters (terms and filters).
- Demonstrate ability to scroll up and down a page and left and right on a page.
- Identify and make use of common website interactions (e.g., play buttons, hyperlinks, and audio icon).

		<ul style="list-style-type: none"> • Identify and work with tabs and windows • Use shortcut keys, or menu or mouse equivalents, to support user experience on the web (e.g., zoom, find text).— • <p>Google Docs</p> <ul style="list-style-type: none"> • Log in and out of a Google account and navigate to Google Docs. • Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. • Open a new or existing Google Docs document. • Use Spelling and grammar check. • Format text: size, color and font type. • Set text spacing and alignment. • Undo the previous action. • Cut, copy and paste text. • Print.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Distance Learning using a variety of platforms to meet student needs.
Course text(s), educational technology, other instructional materials	<ul style="list-style-type: none"> • Steck-Vaughn Reasoning Through Language Arts: Test Preparation for the 2014 GED Test (student book and workbook) • Steck-Vaughn Comprehension Skill Books Levels B-F: Fact, Inference, Context, Main Idea, Conclusion, Sequence • Townsend Press Vocabulary Series: Judith Nadell, Beth Johnson, Janet M. Goldstein, Sherrie L. Nist • Six Way Paragraphs: Beginning, Middle, and Advanced Levels. • Timed Readings Plus; Edward Spargo, JamesTown Publishers; Books 1-10 • Various Teacher Created Materials • Google Images • Youtube.com • Newsela.com • IXL.com • Readtheory.org • MobyMax.com 	

Reading Level 3

Course name	Reading Level 3	
Site and schedule	Rochester Adult Education, Hawthorne Center M-Th 8-10, 10-12, 12:30-2:30	
Delivery method (In-person, hybrid, DL, combination)	M-Th 8-10 (Online), 10-12 (In-Person), 12:30-2:30 (In-Person)	
Target student population (including cut scores, score ranges, completion criteria)	Reading Level: CCRS Level C; ATOS 4.97-7.03; Lexile 740-1010 Completion: CASAS GOALS Reading 907-908 228 or above to go on to Reading 0800 CASAS GOALS Reading 907-908 239 or above to go on to Reading 0900	
Course goals	Improve critical thinking, reading, writing, speaking, listening, language, and digital literacy skills in order to achieve individual college and/or career readiness goals.	
Course content	CCRS Level C	<p><u>Reading Standards: Foundational</u></p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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. (RF.4.3 and 5.3 merge) <p>RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding.

	<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Reading Standards:</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> •Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> •Determine the main idea of a text and explain how it is supported by key details; summarize the text. <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> •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. <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> •Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
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	<p>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.</p> <ul style="list-style-type: none"> •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. <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> •Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (<p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> •Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <p>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.</p> <ul style="list-style-type: none"> •Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <p>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.</p> <ul style="list-style-type: none"> •Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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	CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. ⁵						
	Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceReader
	4th – 5th (C)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
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.							
<u>Writing Standards:</u>							
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.							
<ul style="list-style-type: none"> •Write opinion pieces on topics or texts, supporting a point of view with reasons and information.⁶ 							
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
<ul style="list-style-type: none"> •Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 							

	<p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> •Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Speaking and Listening Standards:</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> •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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1) <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> •Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) •Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) <p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
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	<ul style="list-style-type: none"> •Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> •Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> •Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (SL.4.6) <p><u>Language Standards:</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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	<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>f. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>g. Recognize and correct inappropriate shifts in verb tense.</p> <p>h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>i. Form and use prepositional phrases.</p> <p>j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (L.4.1 and 5.1 merge)</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>•Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use punctuation to separate items in a series.</p> <p>d. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>f. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>g. Use a comma before a coordinating conjunction in a compound sentence.</p>
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	<p>h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> •Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>autograph</i>, <i>photograph</i>, <i>photosynthesis</i>). 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 key words and phrases. <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> •Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:
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	<ul style="list-style-type: none"> • signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>). • are basic to a particular topic (e.g., <i>wildlife, conservation</i>, and <i>endangered</i> when discussing animal preservation). • signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (L.4.6 and 5.6 merge).
	<p>ACES/TIF</p> <p><u>Effective Communication:</u> Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a-c</p> <p>Skill 3: Utilize a variety of technologies for communication. a-c</p> <p><u>Learning Strategies:</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). a-g</p> <p>Skill 2 : Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. a-d</p> <p>Skill 3 : Apply appropriate strategies to compensate for and fill in gaps in knowledge.a-d</p> <p>Skill 4 : Articulate awareness of what helps one learn language and content. a-cCritical Thinking:</p> <p>Skill 1 : Organize, analyze and illustrate relationships between components, items, and ideas. a-d</p> <p>Skill 2 : Solve problems. a-e</p> <p>Skill 3 : Use information to draw conclusions and make decisions. a-d</p>

		<p>Skill 4 : Recognize bias, assumptions and multiple perspectives. a-d</p> <p>Self-Management:</p> <p>Skill 1 : Set realistic goals and work independently to achieve them. a-f</p> <p>Skill 2 : Manage information and materials for one’s own learning and goals. a-c</p> <p>Skill 3 : Manage time effectively to complete tasks. a-f</p>
	Northstar	<p>Northstar Standards for Reading Classes - ALL</p> <p><u>Basic Computer Use</u></p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers) ● Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen) ● Log on to and shut down a computer (recognize POWER button symbol) ● Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, ● Identify mouse and touchpad ● Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), ● Demonstrate knowledge and appropriate use of the mouse (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 desktop ● Identify whether or not a computer is connected to the internet ● Turn computer and monitor on and off (recognize POWER button symbol) <p>Windows</p> <ul style="list-style-type: none"> ● Identify the operating system used by a computer. ● Identify the parts of the Windows 10 interface (desktop, taskbar, etc.). ● Demonstrate knowledge of the Windows Start Menu, including Get Help. ● Start and exit programs. ● Minimize and maximize windows.

		<ul style="list-style-type: none"> ● Open, close and switch between windows. ● Shutdown, restart, and log off a computer. <p>Internet Basics</p> <ul style="list-style-type: none"> ● 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). ● Identify top-level domains (e.g., .edu, .com, .org). ● Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g. private browser windows, clearing search history, user accounts and login and declining to save passwords on shared computers). ● Identify the address bar and demonstrate understanding of its functionality. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Perform internet search using clear parameters (terms and filters). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks, and audio icon). ● Identify and work with tabs and windows ● Use shortcut keys, or menu or mouse equivalents, to support user experience on the web (e.g., zoom, find text).— <p>Google Docs</p> <ul style="list-style-type: none"> ● Log in and out of a Google account and navigate to Google Docs. ● Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. ● Open a new or existing Google Docs document. ● Use Spelling and grammar check. ● Format text: size, color and font type. ● Set text spacing and alignment. ● Undo the previous action. ● Cut, copy and paste text. ● Print.
	Other (e.g. career/ occupational content,	Distance Learning using a variety of platforms to meet student needs.

	science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<ul style="list-style-type: none"> • Steck-Vaughn Reasoning Through Language Arts: Test Preparation for the 2014 GED Test (student book and workbook) • Steck-Vaughn Comprehension Skill Books Levels B-F: Fact, Inference, Context, Main Idea, Conclusion, Sequence • Townsend Press Vocabulary Series: Judith Nadell, Beth Johnson, Janet M. Goldstein, Sherrie L. Nist • Six Way Paragraphs: Beginning, Middle, and Advanced Levels. • Timed Readings Plus; Edward Spargo, JamesTown Publishers; Books 1-10 • Various Teacher Created Materials • Google Images • Youtube.com • Newsela.com • IXL.com • Readtheory.org • MobyMax.com 	

Reading Level 4

Course name	Reading Level 4
Site and schedule	Rochester Adult Education, Hawthorne Center Monday – Thursday 10:00 a.m. – 12:00 p.m.
Delivery method (In-person, hybrid, DL, combination)	in-person
Target student population (including cut scores, score ranges, completion criteria)	Placement: NRS ABE 4, 228+ on CASAS GOALS 907 or 908 Completion: NRS ABE 5, 239+ on CASAS GOALS 907 or 908
Course goals	Improve critical thinking, reading, writing, speaking, listening, language, and digital literacy skills in order to achieve individual college and/or career readiness goals.

Course content

Reading: Foundational Skills, Levels B-C

RF.3. 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)

Reading Standards, Level D

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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. (ATOS 7.00-9.98; Lexile 925-1185)

Writing Standards, Level D

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

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

	<p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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.</p> <p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening Standards, Level D</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Language Standards, Level D</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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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.
	ACES/TIF	<p>Effective Communication (EC) Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies 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) a-g Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical Thinking Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d Skill 2: Solve problems a-e Skill 3: Use information to draw conclusions and make decisions a-d Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management Skill 1: Set realistic goals and work independently to achieve them a-f Skill 2: Manage information and materials for one's own learning and goals a-c Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway</p>

		<p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p> <p>Skill 3: Identify and follow norms of an organizational structure a-d</p>
	Northstar	<p>Basic Computer Skills</p> <ul style="list-style-type: none"> ● 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. ● 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 desktop. ● Identify whether or not a computer is connected to the internet. ● Turn computer and monitor on and off. <p>Internet Basics</p> <ul style="list-style-type: none"> ● 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). ● Fill out an online form. ● Identify address bar and demonstrate understanding of its functionality. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Perform internet search using clear parameters (terms and filters). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks).

	<ul style="list-style-type: none"> ● Identify and work with tabs and windows. ● Enable a specific pop-up window. ● Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). <p>Using E mail</p> <ul style="list-style-type: none"> ● Log into email. ● Create and send an email, including recipient address, subject, and message. ● Open and reply to an email. ● Understand why and how to reply, reply all, and forward an email. ● Add an attachment to an email. ● Open and download an email attachment. ● Sign out of email, especially when using shared computers. <p>Windows</p> <ul style="list-style-type: none"> ● Start and exit programs. ● Minimize and maximize windows. ● Open, close and switch between windows. ● Shut down, restart, and log off a computer. <p>Google Docs</p> <ul style="list-style-type: none"> ● Log in and out of a Google account and navigate to Google Docs. ● Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. ● Open a new or existing Google Docs document. ● Rename a document. ● Use Spelling and grammar check. ● Format text: size, color and font type. ● Set text spacing and alignment. ● Apply bullets and automatic numbering. ● Undo the previous action. ● Cut, copy and paste text. ● Share a document, being intentional about the difference between viewer, commenter, and editor.
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		<ul style="list-style-type: none"> Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. View and restore a previous version of a document. <p>Google Drive</p> <ul style="list-style-type: none"> Sign in and sign out of a Google account and navigate to Google Drive. Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. Open existing and create new Google Docs, Google Sheets, and Google Slides. Demonstrate ability to organize Google Drive by renaming, creating, starring, and moving files and folders.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p><i>Prefixes and Suffixes</i>, by Trisha Callella <i>More Prefixes and Suffixes</i>, by Trisha Callella <i>Greek and Latin Roots</i>, by Trisha Callella <i>More Greek and Latin Roots</i>, by Trisha Callella <i>Groundwork for College Reading</i>, Fifth Edition by John Langan <i>Ten Steps to Building College Reading Skills</i>, Sixth Edition by John Langan <i>Ten Steps to Improving College Reading Skills</i>, Sixth Edition by John Langan <i>Ten Steps to Advancing College Reading Skills</i>, Sixth Edition by John Langan Google Apps: Gmail, Drive, and Docs Townsend Press Learning Center www.newsela.com www.readtheory.com www.mobymax.com www.ixl.com</p>	

Writing Courses

Intermediate Writing

Course name	Intermediate Writing	
Site and schedule	Rochester Adult Education, Hawthorne Center	
Delivery method (In-person, hybrid, DL, combination)	In-Person: Monday - Thursday, 9:00-10:00 am (Instructor: Michelle Ackerman) Online: Monday and Wednesday 4:30 pm –6:00 pm (Instructor: Marian Dyck)	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Goals Test Score of 211+ AND must also have a writing score of 64+ Transition to next class by scoring a 80 or higher on Five-Component Writing Rubric: Advanced Writing for College <ul style="list-style-type: none"> ● 80-89 Writing Rubric ● Minimum TABE Score of 5.0 on Form M or 4.0 Form D 	
Course goals	Effective paragraph writing is the focus of this course. Students begin by learning paragraph basics and progress to writing five specific types of paragraphs: definition, process, opinion, and narrative. Finally, students work toward essay writing. Other areas covered include grammar, punctuation, and the writing process. Students will also study vocabulary, keep journals, read, utilize technology to research and publish writing, participate in class discussions, and share their writing orally with the class. MobyMax and/or IXL are used to support student learning. This course covers <i>College and Career Readiness Standards 1-8 for writing at a level B and will help prepare students for Advanced Writing for College.</i>	
Course content	CCRS Level B,C	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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

- 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) Level B

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.)*

- Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) Level B

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.)*

- 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) Level B

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 general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4) Level B

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.)*

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) Level B
- Distinguish their own point of view from that of the author of a text. (RI.3.6) Level B

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.)*

- Describe how reasons support specific points the author makes in a text. (RI.2.8) Level B

Writing

	<p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> · Write opinion pieces on topics or texts, supporting a point of view with reasons. Level B <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> · Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Level B <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</p> <ul style="list-style-type: none"> · 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) Level B <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> · Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) Level B <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> · 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 1–3 at this level.) (W.3.5) Level B <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> · With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) Level B <p>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
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- Conduct short research projects that build knowledge about a topic. (W.3.7) Level B

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) Level B

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.

- 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.8 Level B

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

- 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. (SL.3.2), Level B

Language

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. Level C

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

		<ul style="list-style-type: none"> · Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Level B <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> · Use knowledge of language and its conventions when writing, speaking, reading, or listening. Level B <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> · Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. Level B
	ACES/TIF	<p>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.</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p><i>SWBAT...</i></p> <p><i>a. seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications</i></p>

	<p>c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions</p> <p>e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team</p> <p>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.</p> <p>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)</p> <p>SWBAT:</p> <ul style="list-style-type: none"> a. Make use of background knowledge to understand new information b. Make predictions before and during reading and listening d. Identify main ideas or themes when reading or listening <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>SWBAT...</p> <ul style="list-style-type: none"> 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) <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge</p>
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SWBAT...

- a. Ask for repetition and clarification of unknown language and concepts
- 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 (ask a teacher, consult a dictionary, online search)

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: Organize, analyze and illustrate relationships between components, items, and ideas

SWBAT...

- a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)
- d. Support positions using prior knowledge and supporting evidence

Skill 4: Recognize bias, assumptions and multiple perspectives

SWBAT...

- a. Recognize a speaker or writer's intent or purpose
- c. Identify and evaluate bias and assumptions of self and others

		<p>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 skills in this category will assist the learner in understanding new experiences and help them to become their own best advocate.</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p> <p><i>SWBAT:</i></p> <ul style="list-style-type: none"> a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) d. Actively reflect on personal performance and seek feedback
	<p>Northstar</p> <p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>	<p>Basic Computer Skills</p> <ul style="list-style-type: none"> 3. Log on to and shut down a computer 4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).

	<p>7. Demonstrate knowledge and appropriate use of mouse (right-click, left-click, and double click, drag and drop)</p> <p>8. Open, close and switch between windows.</p> <p>11. Log off, restart, and shutdown a computer.</p> <p>16. Determine whether or not a device is connected to the internet.</p> <p>18. Turn the computer and monitor on and off.</p> <p>Internet Basics</p> <p>10. Identify address bar and demonstrate understanding of its functionality.</p> <p>12. Perform internet search using clear parameters (terms and filters).</p> <p>13. Demonstrate ability to scroll up and down a page and left and right on a page.</p> <p>15. Identify and work with tabs and windows.</p> <p>Google Docs</p> <ol style="list-style-type: none"> 1. Log in and out of a Google account and navigate to Google Docs 2. Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. 3. Open a new or existing Google Docs document. 5. Use Spelling and grammar checks. 6. Format Text: size, color and font type. 7. Set text spacing and alignment. 9. Undo The Previous Action. 10. Cut, copy and paste text. <p>Google Drive</p>
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	<ol style="list-style-type: none"> 1. Create a Google account using a professional username, a strong password, and a phone number. 2. Sign in and sign out of a Google account and navigate to Google Drive. 3. Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. 4. Open existing and create new Google Docs, Google Sheets, and Google Slides. <p>Supporting K-12 Distance Learning:</p> <ol style="list-style-type: none"> 2. Identify requirements for beginning distance learning successfully, including technology and technology support resources. 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. 13. Advocate for your K-12 student's specific needs and/or ask for technical help by making use of virtual communication tools such as email or learning platform messaging.
<p>Course text(s), educational technology, other instructional materials</p>	<ul style="list-style-type: none"> ● Folse, Keith S., et al. <i>Great Writing, Great Paragraphs 2. Fifth ed.</i>, National Geographic Learning, a Part of Cengage Learning, 2020. ● New Readers Press: <ul style="list-style-type: none"> ○ <i>Writing for the GED Test, 1, Grammar, Usage, and Mechanics</i> ○ <i>Scoreboost, Language Arts: Sentence Structure, Usage, and Mechanics</i>, 2013 ● youtube resources: <ul style="list-style-type: none"> ○ Welcome to Sparkle English Learn ESL Channel ○ EasyTeaching.net ○ Khan Academy

- [Write with Mrs. Brown - YouTube](#)
- [Miacademy Learning Channel - YouTube](#)
- [English U](#)
- [Amal Mansour - YouTube](#)
- [English Units - YouTube](#)
- [Teacher Elo English - YouTube](#)
- <https://www.youtube.com/@wiwitrisna7059>
- [Worldwide Speak - YouTube](#)
- [Reading Skills for Today's Adults](#)
- [CommonLit](#)
- [ReadTheory](#)
- [ReadWorks](#)
- [Newsela](#)
- **Distance Learning:**
 - [MobyMax](#)
 - [IXL](#)

Citizenship Courses

Multilevel Citizenship

Course name	Multilevel Citizenship
Site and schedule	Rochester Adult Education, Hawthorne Center 9:00 am-10 am M-TH 4:00 pm-6:00 pm Tues., Thurs
Delivery method (In-person, hybrid, DL, combination)	In-Person Online

Target student population (including cut scores, score ranges, completion criteria)	CASAS Steps score 171+	
Course goals	To navigate the naturalization process. To master the 100 Civics questions, reading, writing and oral parts to successfully pass the naturalization exam.	
Course content	CCRS	<p><u>Reading</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ● Ask and answer such questions about key details in a text. Level A ● Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Level B <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> ● Describe the connection between two individuals, events, ideas, or pieces of information in a text. Level A <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> ● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Level A ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Level B <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> ● Use the illustrations and details in a text to describe its key ideas. Level A

	<ul style="list-style-type: none"> ● Use information gained from illustrations and the words in a text to demonstrate understanding of the text. Level B <p><u>Writing</u></p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of context.</p> <ul style="list-style-type: none"> ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense closure. Level A <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> ● 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. Level A <p>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.</p> <ul style="list-style-type: none"> ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question. Level A <p><u>Speaking and Listening</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners in small and larger groups. Level A
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	<ul style="list-style-type: none"> ● Ask questions to clear up any confusion about the topics and texts under discussion. Level A <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ● Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Level A <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Level A <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal when indicated or appropriate.</p> <ul style="list-style-type: none"> ● Speak audibly and express thoughts, feelings, and ideas clearly. Level A ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Level B <p><u>Language Standards</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar and usage when writing or speaking. Level A, B <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>
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		<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. Level A, B
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-c, e ● Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a ,c ● Skill 3: Utilize a variety of technologies for communication c <p><u>Learning Strategies (LS)</u></p> <ul style="list-style-type: none"> ● Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-c, e, f ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a- d ● Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d ● Skill 4: Articulate awareness of what helps one learn language and content a <p><u>Critical Thinking (CT)</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d ● Skill 2: Solve problems a ● Skill 3: Use information to draw conclusions and make decisions a, b <p><u>Self-Management (SM)</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them a-e ● Skill 2: Manage information and materials for one's own learning and goals a,b

		<ul style="list-style-type: none"> ● Skill 3: Manage time effectively to complete tasks a <p><u>Navigating Systems (NS)</u></p> <ul style="list-style-type: none"> ● Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-c ● Skill 3: Identify and follow norms of an organizational structure b
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>U.S. Citizenship and Immigration Services Adult Citizenship Education Content Standards</p> <p>The Naturalization Pre-Interview Components</p> <ul style="list-style-type: none"> ● Students know the eligibility requirements for naturalization. ● Students know how to apply for naturalization. ● Students know basic information about the naturalization pre-interview and interview process. <p>Speaking Test</p> <ul style="list-style-type: none"> ● Students can respond appropriately during the review of the N-400. <p>Civics Test</p> <ul style="list-style-type: none"> ● Students can respond orally and correctly to civics test items about principles of American democracy. ● Students can respond orally and correctly to civics test items about American history during the colonial period and independence. ● Students can respond orally and correctly to civics test items about U.S. symbols and holidays. ● Students can respond orally and correctly to civics test items about American history during the 1800's and 1900's.

		<ul style="list-style-type: none"> • Students can respond orally and correctly to civics test items about recent history and other important historical Information. • Students can respond orally and correctly to civics test items about geography. • Students can respond orally and correctly to civics test questions about the system of government in the United States. • Students can respond orally and correctly to civics test items about rights and responsibilities. <p>Reading Test</p> <ul style="list-style-type: none"> • Students can correctly read aloud interrogative sentences derived from the reading vocabulary list. <p>Writing Test</p> <ul style="list-style-type: none"> • Students can correctly write dictated declarative sentences derived from the writing vocabulary list. <p>The Naturalization Post-Interview Components</p> <ul style="list-style-type: none"> • Students know the basic information about the naturalization post-interview process.
Course text(s), educational technology, other instructional materials	<p><u>Citizenship: Passing the Test</u> Lynn Weintraub New Readers Press</p> <p><u>Citizenship: Passing the Test- Ready for the Interview</u> Lynn Weintraub New Readers Press</p> <p><u>Citizenship Now! A Complete Guide for Naturalization</u> Karen Hilgeman, Winifred Roderman, Kristin Sherman, Jennifer Cooper McGraw Hill</p> <p>uscis.gov website</p> <p>literacymn.org</p> <p>americanhistory.si.edu/citizenship/</p> <p>USCIS flashcards</p>	

Computer classes

Basic Computer (Northstar Digital Literacy)

Course name	Basic Computer (Northstar Digital Literacy)	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday – Thursday 9:00-10:00 a.m. 3:00-4:00 p.m.	
Delivery method (In-person, hybrid, DL, combination)	in-person	
Target student population (including cut scores, score ranges, completion criteria)	Placement: NRS ABE 2+ and/or NRS ESL 4+ Completion: Scoring 85% or higher on a proctored assessment	
Course goals	Master the digital skills needed to work, learn, and participate fully in daily life.	
Course content	CCRS	Reading Standards, Level B 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. <ul style="list-style-type: none"> 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 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. <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)

	<p>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.</p> <ul style="list-style-type: none"> ● Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) 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) <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> ● 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). (RI.3.7) <p>Speaking and Listening Standards, Level B</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ● 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. (SL.3.2)
ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies</p> <p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p>

		<p>Critical Thinking Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d Skill 2: Solve problems a-e Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Self-Management Skill 1: Set realistic goals and work independently to achieve them a-f Skill 2: Manage information and materials for one's own learning and goals a-c Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d Skill 2: Explore available options in order to identify one's future pathway a-c Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e Skill 3: Identify and follow norms of an organizational structure a-d</p>
	Northstar	<p>Basic Computer Skills</p> <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 computer. 4. 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 touchpad. 6. 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 drop.
9. Utilize common controls for screen interaction (selecting checkboxes, using drop-down menus, scrolling).
10. Access and control audio output features (volume, mute, speakers and headphones).
11. Identify icons on desktop.
12. Demonstrate ability to trash and retrieve items using the trash or recycle bin.
13. 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.
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.
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 E mail

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.

Windows 10

1. Identify the operating system used by a computer.
2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).

	<ol style="list-style-type: none"> 3. Demonstrate knowledge of the Windows Start Menu, including Get Help. 4. Demonstrate ability to search for a file, program, or document. 5. Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Windows programs (Microsoft Edge, Windows Defender, etc.). 6. Start and exit programs. 7. Minimize and maximize windows. 8. Open, close and switch between windows. 9. Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g., OneDrive). 10. Move documents and files, including to and from Recycle Bin. 11. Shut down, restart, and log off a computer. 12. Use Settings to uninstall or modify apps. <p>Windows 11</p> <ol style="list-style-type: none"> 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.). 6. Demonstrate ability to search for a file, program, or document. 7. Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Windows programs (Microsoft Edge, Windows Defender, etc.). 8. Start and exit programs. 9. Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g., OneDrive). 10. Move documents and files, including to and from the Recycle Bin. 11. Demonstrate knowledge of Settings. 12. Use the Microsoft Store to add apps. <p>Mac OS</p> <ol style="list-style-type: none"> 1. Identify the operating system used by a computer. 2. Identify the parts of the Mac OS interface (desktop, Dock, Menu Bar, etc.). 3. Use the Help menu.
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4. Use Finder or Spotlight to locate files and folders.
5. Open applications using Siri, Spotlight, Launchpad, the Dock, or the Applications Folder, and pin apps to the Dock.
6. Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Apple programs.
7. Move documents and files, and create new folders.
8. Delete files and apps, and recover them from the Trash.
9. Identify peripheral devices on a computer (flash drives, camera, etc.) and cloud storage options (e.g. iCloud).
10. Minimize and maximize windows.
11. Close, switch between, and quit applications.
12. Use the App Store to add and update apps.
13. Demonstrate knowledge of System Preferences.
14. Log out of, restart, and shut down a computer.

Microsoft Word

1. Open a new or existing document.
2. Identify the parts of the Word window, including the Ribbon, Status Bar and Quick Access Toolbar.
3. Save a document, being intentional about name and location.
4. Identify file extensions that can be opened by Microsoft Word.
5. Use Spelling and Grammar check.
6. Format text: size, color and font type.
7. Set text spacing and alignment.
8. Apply bullets and automatic numbering.
9. Undo the previous action.
10. Cut, copy and paste.
11. Modify page layout, including margins and orientation.
12. Print.
13. Close a document.
14. Insert objects into a document, including images, shapes, hyperlinks, and tables.

Microsoft Excel

1. Open and close a workbook.
2. Save a workbook, being intentional about name and location.

		<ol style="list-style-type: none"> 3. Identify parts of Excel Screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar. 4. Locate a specific cell. 5. Enter data in a cell. 6. Copy and move cell entries. 7. Format cells and text: bold, underline, size, merge and center, wrap text, number (currency, time, percentages, etc.) 8. Create headings and freeze them. 9. Insert and delete rows and columns. 10. Adjust row and column size. 11. Identify worksheet tabs, create a new tab, rename tabs, and rearrange tabs. 12. Write a formula in the formula bar (-, +, *, /). 13. Select a range. 14. Use Auto Fill and AutoSum (Sum, Average, etc.) and understand the differences between them. 15. Sort (least to greatest, alphabetically, etc.) and filter data. 16. Insert a chart to display data. 17. Select a print area, choose page orientation, and print. <p>Microsoft PowerPoint</p> <ol style="list-style-type: none"> 1. Open a new or existing PowerPoint presentation. 2. Identify parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars). 3. Insert new slides, duplicate, or reuse slides. 4. Manage text (insert, delete, copy, cut and paste, drag and drop, format, and use spellcheck). 5. Apply or change a theme. 6. Use zoom control. 7. Insert items into a presentation, resize, and adjust them (video, chart, pictures, clip art, screenshots). 8. Add a textbox, adjust it, resize it, or delete it. 9. Change the view (normal view, slide sorter, reading view, slideshow view). 10. Insert, delete, and move slides using slide navigation pane. 11. Use the quick access toolbar. 12. Apply and customize slide transitions (select, preview, add sound, automatic advance).
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		<ol style="list-style-type: none"> 13. Understand the basics of PowerPoint etiquette (limited text, text that stands out on background, clear titles). 14. Play a slideshow, advance through the slides, and end slideshow (using screen toolbar features). 15. Save a presentation as a .ppt, .pdf, .png, etc. 16. Create handouts. 17. Print a presentation. <p>Google Docs</p> <ol style="list-style-type: none"> 1. Log in and out of a Google account and navigate to Google Docs. 2. Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. 3. Open a new or existing Google Docs document. 4. Rename a document. 5. Use Spelling and grammar check. 6. Format text: size, color and font type. 7. Set text spacing and alignment. 8. Apply bullets and automatic numbering. 9. Undo the previous action. 10. Cut, copy and paste text. 11. Modify page setup, including margins and orientation. 12. Insert objects into a document, including images, links, and tables. 13. Print. 14. Download a document in another file format, such as Word or PDF. 15. Share a document, being intentional about the difference between viewer, commenter, and editor. 16. Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. 17. View and restore a previous version of a document. <p>Social Media</p> <ol style="list-style-type: none"> 1. Identify different types of social media and their primary functions (especially Facebook, LinkedIn, Instagram, Twitter). 2. Create a new account on a social media network and log in.
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3. Recognize social media interactions that may present a risk in order to make informed decisions (e.g., using a Facebook account to log in to third-party websites, identifying scams, sharing personal information)
4. Demonstrate knowledge of managing “friends” on Facebook: adding friends, accepting/declining “friend” requests, and the difference between that and “following” someone.
5. Understand and change privacy settings.
6. Demonstrate an understanding of the consequences of “liking” or commenting on something.
7. Share and delete content, including photos, videos, and links.
8. Identify information that is unwise to post and/or upload on a social media (too much personal sharing, inappropriate photos/comments).
9. Distinguish between public and private “spaces” on social media sites (e.g., Facebook messages vs. Facebook timeline).
10. Post, share, like, or comment on content.
11. Demonstrate knowledge of the permanence of anything posted on the internet.

Information Literacy

1. Define a problem, formulate a question, or identify a decision that needs to be made.
2. Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective).
3. Define the kind of information needed to complete the task.
4. Identify types and formats of information found online (articles, databases, images, videos, etc.).
5. Plan steps required to solve the problem or accomplish the task.
6. Recognize the costs, in time or money, and benefits of accessing different sources of information (article, newspaper, consumer reports).
7. Demonstrate use of efficient search strategies to hone in on relevant information.
8. Locate relevant information in media found online, including text, video, images, etc. Locate the source of the information.
9. Make use of hyperlinks to follow desired/required path of information.
10. Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheets, etc).
11. Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.

		<ol style="list-style-type: none"> 12. Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 13. File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 14. Monitor extent to which information solves a problem and know when additional information is needed. 15. Synthesize relevant information from one or more sources. 16. Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. 17. Act on information to solve basic problems or answer a question. 18. Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience. 19. Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? <p>Career Search Skills</p> <ol style="list-style-type: none"> 1. Identify tools for determining career aptitude (self-assessment, interest inventories, skill identification, and values awareness). 2. Identify features and timeline of a job search plan. 3. Identify resources that aid in finding a job (internet resources, social media websites, job listings, targeted employment, job fairs, networking clubs, etc.) 4. Demonstrate the ability to use search and filter functions in job search sites. 5. Distinguish between skills sets (job skills, transferable skills, self-management skills, and emotional intelligence). 6. Demonstrate understanding of the value of volunteering. 7. Identify steps to prepare for a career or job fair (posting resume, preparing introduction, reading schedule/calendar). 8. Identify ways to research employers, labor markets, and salary ranges. 9. Identify elements of a strong portfolio including work samples and other supportive documents. 10. Identify elements of a cover letter and distinguish between weak and strong cover letters. 11. Identify elements of a resume and best practices for writing one (including employment history, hard and soft skills, accomplishments, job search goals, gaps in employment, etc.)
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12. Identify best practices for sending and following up with resumes.
13. Demonstrate understanding of hiring processes (including recruitment, screening, and selecting).
14. Identify the basic principles of direct employer contact (in-person, telephone, video calls, social media, and email).
15. Identify key steps in preparing for an interview including identifying common interview questions; distinguish between strong and weak answers to interview questions; how to practice for an interview, giving answers for gaps in employment or previous incarceration.
16. Distinguish between different types of interviews (such as screening, selection, informational, work sample, peer group, group, luncheon/coffee, stress, video conference, etc.).
17. Distinguish between legal and illegal job interview questions; appropriately respond to illegal questions in an interview.
18. Identify key post-interview steps (contacting references, thank you notes, social media).
19. Demonstrate understanding of proper etiquette throughout the job search process, including when you are not hired.
20. Demonstrate understanding of negotiables: salary, schedule, benefits, professional development, training, and vacation time.
21. Distinguish between job types (temporary, seasonal, part-time, full-time, and unpaid internships)
22. Identify best practices to be successful on the job (including meeting employer expectations, making arrangements so that responsibilities and problems outside of work do not interfere with the job, learning new skills, dressing professionally, showing appreciation, and accepting constructive criticism).

Accessing Telehealth Appointments

1. Activate an account for an online health portal in order to access telehealth appointments. (e.g. by changing a temporary password, or by accessing a website and entering an activation code provided by clinic staff via text or email).
2. Create a secure password.
3. Log in and sign out of an online health portal.
4. Organize links and passwords for quick access using browser favorites, password managers, or other tools.

	<ol style="list-style-type: none"> 5. Navigate multiple pages using the back, home and menu buttons to view and manage virtual telehealth appointments (e.g. view scheduled appointments, reschedule appointments, cancel upcoming appointments, complete pre-visit questions). 6. Prepare a device for a virtual visit (e.g. allow an online health portal access to camera and microphone, download an app on a smartphone or other device, to access telehealth appointments). 7. Demonstrate understanding of how to create an environment for an effective telehealth visit. (e.g. being in a quiet, private, well-lit space, adjusting camera view, ensuring space to walk/move, positioning camera at eye level) 8. Join a scheduled virtual telehealth appointment with a medical provider via a shared link or an online health portal, including completion of any check-in questions. 9. Use virtual meeting features including mute, video, and chat. 10. Troubleshoot common technical issues encountered during telehealth appointments, including factors that may impact audio and video (e.g. updating software, checking internet speed, switching locations, closing and reopening apps) 11. Recognize the difference between using mobile data versus wifi and be able to switch between the two. 12. Recover or reset a password for an online health portal. 13. Demonstrate knowledge of accessibility features that can be requested prior to a virtual health appointment. (e.g. interpreters, captions). 14. Identify help or contact-us button in order to access tech support. <p>Your Digital Footprint</p> <ol style="list-style-type: none"> 1. Define digital footprint. 2. Understand why a digital footprint is important. 3. Understand the potential benefits of having a digital footprint. 4. Understand the sources of a digital footprint (browsing, job search, shopping, social media). 5. Understand that actions online can have unintentional impacts to your digital footprint. 6. Identify consequences of a digital footprint (permanent, real-life, employment-related). 7. Demonstrate how to manage an online identity responsibly. 8. Demonstrate ability to manage privacy settings. 9. Understand breaches of privacy and the dangers these represent.
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		<ol style="list-style-type: none"> 10. Identify the different organizations interested in a digital footprint and what they might use it for (employers, retail, government). 11. Define cookies and understand how these are used to track a digital footprint. <p>Supporting K-12 Distance Learning</p> <ol style="list-style-type: none"> 1. Understand models of remote instruction offered by schools (including synchronous and asynchronous distance learning, hybrid or blended learning) and strengths and challenges for each model. 2. Identify requirements for beginning distance learning successfully, including technology and technology support resources. 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). 5. Understand the benefits and uses of parental control settings to create a safer online learning environment for children. 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. 11. Organize links and passwords for quick access using browser favorites, password managers, or other tools. 12. Troubleshoot common technical issues encountered during virtual learning, including factors that may impact internet speed, audio and video issues. 13. Advocate for your K-12 student's specific needs and/or ask for technical help by making use of virtual communication tools such as email or learning platform messaging. 14. Identify ways to provide support for K-12 students' social emotional development while participating in distance learning.
	Other	<ul style="list-style-type: none"> ● Mousercise! - Used to help students master basic mouse skills ● Typing.com - Used for students who want to improve their keyboarding skills

	(e.g. career/occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	https://www.digitalliteracyassessment.org https://www.typing.com/student/login https://pbc.gov/mousercise/mousercise.htm	

GED Courses

GED English Language Arts

Course name	GED English Language Arts	
Site and schedule	Rochester Adult Education, Hawthorne Center In-Person: Wednesday, 11:00 - 2:30 Online: Wednesday 6 - 7:30 PM	
Delivery method (In-person, hybrid, DL, combination)	Online and in-person	
Target student population (including cut scores, score ranges, completion criteria)	Students who need to complete their high school credential GED Prep: CASAS Goals 905 or 906 C test 217+ 907 or 908 D test 228-238 (NRS 4) GED Ready: CASAS Goals 907 or 908 D test 239+ (NRS 5) Completion criteria: Student will pass the GED ELA test with a score of 145 or higher.	
Course goals	To increase students' skills in reading, writing, grammar, punctuation, and test taking so they can pass the GED ELA test.	
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 (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

	<ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI/RL.9-10.1) Level E <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas particular details; provide a summary of the text distinct from personal opinions. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p> <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.(RI/RL.9-10.2) ● Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms (RST.11- 12.2) Level E <p>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.)</p> <ul style="list-style-type: none"> ● Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) Level D <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p> <ul style="list-style-type: none"> ● 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) Level D <p>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.</p> <ul style="list-style-type: none"> ● 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) Level D <p>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.)</p>
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- 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) Level D

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), Level D

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) Level D
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8) Level E

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) Level D
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”) including how they address related themes and concepts. (RI.9-10.9) Level E

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

Levels B and E

Writing:

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

- Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)

Level D

CCR Anchor2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.] Level D
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.

		<p>f. Provide a concluding statement or section that follows from and <u>supports</u> the information or explanation presented. (W/WHST.6-8.2)</p> <p>Level D</p> <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well structured, even sequences.</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, <u>and style</u> are appropriate to task, purpose, and audience. (W/WHST.6-8.4) Level D <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <ul style="list-style-type: none"> With <u>some</u> guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6- 8.5) Level D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on addressing what is most</u> significant for a specific purpose and audience (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6- 8.5) Level E <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <ul style="list-style-type: none"> Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources</u> as well as to interact and collaborate with others, <u>including linking to and citing sources</u>. (W.7.6) Level D <p>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7.7)</p> <ul style="list-style-type: none"> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Level D <p>CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each sources, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> <u>Gather</u> relevant information from <u>multiple</u> print and digital sources, <u>using search terms effectively</u>; assess the credibility and accuracy of each source; and <u>quote or paraphrase</u>
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the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W/WHST.6-8.8) Level D

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply Reading standards from this level to literature (e.g., “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”).
 - b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). (W/WHST.6-8.9) Level D

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. Engage effectively in a range of collaborative discussions 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.
Level D

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 and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2) Level D
- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) Level E

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) Level D

Language Standards:

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

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns.
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague or unclear pronouns.
 - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - Form and use verbs in the active and passive voice.
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Recognize and correct inappropriate shifts in verb voice and mood.
 - Recognize and correct inappropriate shifts in verb voice and mood.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)
- Level D


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.

		<ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). c. Use an ellipsis to indicate an omission. d. Spell correctly. (L.6.2 through 8.2 merge) Level D <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2) <p>Level E</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge) <p>Level D</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</p> <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
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		<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)</p> <p>Level D</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) <p>Level C</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.</p> <ul style="list-style-type: none"> • Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) Level D • Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) Level E
	ACES/TIF	<p>Self-Management:</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway:</p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p>

		Navigating Systems: Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c Skill 2: Identify and comply with rules, policies and performance
	Northstar	Basic Computer Skills: <ul style="list-style-type: none"> Utilize common controls for screen interaction (e.g., selecting checkboxes, using drop-down menus, scrolling). Access and control audio output features (e.g., volume, mute, speakers and headphones). Google Drive: <ul style="list-style-type: none"> Open existing and create new Google Docs, Google Sheets, and Google Slides. Google Docs: <ul style="list-style-type: none"> Sign in and out of a Google account and navigate to Google Docs. Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. Open a new or existing Google Docs document. Rename a document. Use Spelling and grammar check. Format text: size, color and font type Cut, copy and paste text. Apply bullets and automatic numbering. Undo the previous action. Cut, copy and paste text. Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. Information Literacy: <ul style="list-style-type: none"> Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. Determine the quality of information by identifying bias, assessing the reliability of

		<p>sources, and identifying the impact of context.</p> <ul style="list-style-type: none"> ● Synthesize relevant information from one or more sources. ● Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. ● Act on information to solve basic problems or answer a question.
<p>Course text(s), educational technology, other instructional materials</p>	<p>New Readers Press Books:</p> <ul style="list-style-type: none"> ● <i>Writing for the GED Test:</i> <ul style="list-style-type: none"> ○ Book 1 (<i>Grammar, Usage, and Mechanics</i>) ○ Book 2 (<i>Reading Comprehension</i>) ○ Book 3 (two versions of Book 3): <ul style="list-style-type: none"> ■ <i>Extended Response and Short Answers</i>, copyright 2014 ■ <i>Extended Response</i>, copyright 2018 ○ Book 4: <i>Writing for the GED</i> ● <i>New Readers Press, Scoreboost</i> consumable workbooks: <ul style="list-style-type: none"> ○ <i>Language Arts: Sentence Structure, Usage, and Mechanics</i> ○ <i>Language Arts: Extended Response and Reading Comprehension</i> ○ <i>Thinking Skills for Reading, Science, and Social Studies</i> ● YouTube:  Welcome to Sparkle English Learn ESL Channel ● Websites: <ul style="list-style-type: none"> ○ Vocabulary.com (see specific GED related vocabulary lists) ○ GED, https://www.ged.com/ ○ Free GED Practice Test on GED Website: https://www.ged.com/practice-test/en/rl ○ Reading Skills for Today's Adults ○ CommonLit ○ Khan Academy ○ Merriam-Webster ○ Dictionary.com ○ Wikipedia ○ Newsela ○ ReadWorks ○ IXL, specific ELA test materials 	

- MobyMax

Open/GED Math/GED online

Course name	Open/GED Math/GED online	
Site and schedule	Rochester Adult Education, Hawthorne Center M-Th 9:30-11:15 ; T,Th 3:00-4:00 online	
Target student population (including cut scores, score ranges, completion criteria)	Students preparing for GED or Math I and II for College and Careers Must meet the requirements set for to be in GED programming or College programming Completion: Pass GED Test or move into College Math classes.	
Course goals		
Course content	CCRS Level C	<p><u>Number Sense</u></p> <p>6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities (Level C)</p> <p>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 (Level C)</p> <p>6.RP.3a-d Use ratio and rate reasoning to solve real world and mathematical problems (Level D)</p> <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units (Level D)</p> <p>7.RP.2a-d Recognize and represent proportional relationships between quantities (Level D)</p> <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems (Level D)</p> <p>6.NS.7,7c Understand a rational number as a point on the number line. Extend number line from previous grades to represent points on the line and in the plane with negative number coordinates (Level D)</p> <p>7.NS.1a-d 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 (Level D)</p>

	<p>7.NS.2a-d Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers(Level D)</p> <p><u>Geometry</u></p> <p>6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into triangles and other shapes(Level C)</p> <p>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(Level C)</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement(Level C)</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume(Level C)</p> <p>5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts(Level C)</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale(Level D)</p> <p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems(Level D)</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two-and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms(Level D)</p> <p>8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions(Level D)</p> <p>8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system(Level D)</p> <p>G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures(Level E)</p> <p>G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems(Level E)</p> <p><u>Data & Statistics</u></p> <p>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 (Level C)</p>
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	<p>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. (Level C)</p> <p>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. (Level C)</p> <p>6.SP.4 Display numerical data in plots on a number line (Level C)</p> <p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered (Level D) <p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (Level D)</p> <p>7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. (Level D)</p> <p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations (Level D)</p> <p>8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (Level D)</p> <p>8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line (Level D)</p> <p>8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept (Level D)</p>
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	<p>S.ID.1 Represent data with plots on the real number line(dot plots, histograms, and box plots)(Level E)</p> <p>Algebra</p> <p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients(Level D)</p> <p>8.EE.7 Solve Linear equations in one variable(Level D)</p> <p>8.EE.8,a,b Analyze and solve pairs of simultaneous linear equations(Level D)</p> <p>8.F.1 Understand that a function is a rule that assigns to each input exactly on output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output(Level D)</p> <p>8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line: give examples of functions that are not linear(Level D)</p> <p>7.EE.4,a,b Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities(Level D)</p> <p>8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions(Level D)</p> <p>8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know the $\sqrt{2}$ is irrational(Level D)</p> <p>8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.(Level D)</p> <p>A.SSE.1,a Interpret expressions that represent a quantity in terms of its context(Level E)</p> <p>A.SEE.3,a Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression(Level E)</p> <p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials(Level E)</p> <p>A.APR.6 Rewrite simple rational expressions in different forms(Level E)</p>
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		<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems(Level E)</p> <p>A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise(Level E)</p> <p>A.REI.3 Solve Linear equations and inequalities in one variable, including equations with coefficients represented by letters(Level E)</p> <p>A.REI.4 Solve quadratic equations in one variable(Level E)</p> <p>A.REI.6 Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables(Level E)</p>
	ACES/TIF	<p><u>Learning Strategies</u></p> <p>Skill 1 Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-c, g</p> <p>Skill 2 Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a,b,d</p> <p>Skill 3 Apply appropriate strategies to compensate for and fill in gaps in knowledge a,d</p> <p>Skill4 Articulate awareness of what helps one learn language and content a-c</p> <p><u>Critical Thinking</u></p> <p>Skill 1 Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2 Solve Problems a-e</p> <p>Skill 3 Use information to draw conclusions and make decisions b</p> <p><u>Self-Management</u></p> <p>Skill 1 Set realistic goals and work independently to achieve them a-f</p> <p>Skill 3 Manage time effectively to complete tasks a-f</p>
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	

Course text(s), educational technology, other instructional materials	IXL Number Sense Percent Applications AGS Basic Math Life Skills Mathematics Steck Vaughn Math Matters for Adults Fractions Steck Vaughn Math Matters for Adults Decimals and Percents Number Power 3 Number Power 4 Steck-Vaughn Mathematics Skill Book Algebra Steck Vaughn Mathematical Reasoning Student Book and Workbook Kaplan GED Test Strategies, Practice & Review American Book Company Passing The Minnesota Basic Skills Test Teacher created worksheets
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GED Science

Course name	GED Science	
Site and schedule	Rochester Adult Education, Hawthorne Center M/W 3:00-4:15	
Delivery method (In-person, hybrid, DL, combination)	On-line	
Target student population (including cut scores, score ranges, completion criteria)	GED Prep CASAS Goals 905/906 217+ GED Ready CASAS Goals 907/908 D 239+ (NRS 5)	
Course goals	To increase student knowledge of science concepts and test taking skills to pass the GED Science test.	
Course Content	CCRS	<u>Reading</u> 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) Level E

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.)

- Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) Level C

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.)

- 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. (RI.4.3) Level C

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 and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7) Level E

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.)

- Explain how an author uses reasons and evidence to support particular points in a text, identifying

		<p>which reasons and evidence support which point(s). (RI.5.8)</p> <p><u>Language</u></p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Level C, a, b <p><u>Math</u></p> <p>7.EE.4 Use variables to represent quantities in a real world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Level D</p> <p>8.EE.7 Solve linear equations in one variable.</p>
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <p>Skill 3: 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) c</p> <p><u>Learning Strategies (LS)</u></p> <p>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) a-e, g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall c,d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a, c, d</p> <p><u>Critical Thinking (CT)</u></p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d</p>

		<p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions b</p> <p>Self-Management (SM)</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Navigating Systems (NS)</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems b</p>
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> • Utilize common controls for screen interaction (e.g., selecting checkboxes, using drop-down menus, scrolling). • Access and control audio output features (e.g., volume, mute, speakers and headphones).
Course text(s), educational technology, other instructional materials	<p>Science Steck-Vaughn student book and workbook</p> <p>Khan Academy</p> <p>Moby Max</p> <p>CommonLit</p> <p>Youtube</p>	

GED Social Studies

Course name	GED Social Studies
Site and schedule	<p>Rochester Adult Education, Hawthorne Center</p> <p>Tuesdays – Thursdays</p> <p>4:00 -5:00 pm</p>
Delivery method (In-person, hybrid, DL, combination)	On-line Instruction

Target student population (including cut scores, score ranges, completion criteria)	Placement: Casa Goals D test score of 239+ Completion: GED Passing score of 145.	
Course goals	Course Goals: Understand, and make inferences, problem solve in response to text images, graphs and charts of social studies topics including, Civics and Government, US History. Economics and Geography of the world.	
Course content	CCRS	<p><u>Reading Standards: RH Reading Historical Text/Social Studies Text</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <ul style="list-style-type: none"> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2) Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11- 12.2) <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> 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)

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)

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.

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)

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

- 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)
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)

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

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)

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

		<ul style="list-style-type: none"> • Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9) • Application: compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)
	ACES/TIF	<p>Effective Communication</p> <p>Learning Strategies Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities a-d,f,g Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall, d Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. D</p> <p>Critical Thinking Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d Skill 2: Solve problems a-e Skill 3: Use information to draw conclusions and make decisions a-d Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management Skill 1: Set realistic goals and work independently to achieve them a-f Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Critical Thinking Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d Skill 2: Solve problems d,e Skill 3: Use information to draw conclusions and make decisions d</p>
	Northstar	
	Other	

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Teacher made materials. Iowa PBS on-line resources. Steck-Vaughn Social Studies Test Preparation for the 2014 GED Test Student Book Steck-Vaughn Social Studies Test Preparation for the 2014 GED Test Workbook Steck-Vaughn Social Studies Test Preparation for the GED Test Second Edition Workbook Kaplan GED Test 2016 Strategies, Practice & Review Steck-Vaughn American Government Freedom, Rights, Responsibilities Steck-Vaughn Economics Concepts and Applications www.econlib.org http://economics.about.com www.feedthepig.org www.mymoney.gov www.360financialliteracy.org www.ixl.com</p>	

State Diploma classes

ADP State Diploma English Language Arts

Course name	ADP State Diploma English Language Arts
Site and schedule	Rochester Adult Education, Hawthorne Center Times and schedule vary

	<p>Students may also take the following classes to meet ELA requirements: (Please see course templates.)</p> <ul style="list-style-type: none"> ● GED English Language Arts ● Reading for College and Careers 1 (RCC1) ● Reading for College and Careers 2 (RCC2) ● Writing for College and Careers 1 (RCC1) ● Writing for College and Careers 2 (RCC2)
Delivery method (In-person, hybrid, DL, combination)	Combination
Target student population (including cut scores, score ranges, completion criteria)	<p>Students who haven't graduated from high school and are also unable to pass the GED ELA test.</p> <p>GED Prep:</p> <ul style="list-style-type: none"> ● 905 or 906 C test 217+ ● 907 or 908 D test 228-238, (NRS 4) <p>GED Ready:</p> <ul style="list-style-type: none"> ● 907 or 908 D test 239+ (NRS 5) <p>State Competency Diploma:</p> <ul style="list-style-type: none"> ● Must be 19 or older and meet MN Competency requirements for entry
Course goals	Students will demonstrate competency in Reading, Writing, Speaking & Listening, and Language

Course content	CCRS	<p>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</p> <ul style="list-style-type: none"> · Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Level D RCC1, WCC1 · Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Level E RCC2, WCC2 <p>CCR 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <ul style="list-style-type: none"> · 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 judgements Level D RCC1, WCC1 · Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms Level E RCC2, WCC2 <p>CCR3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <ul style="list-style-type: none"> · Analyze how a text makes connections among and distinctions between individuals, ideas or events. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks Level D RCC1 · Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or
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		<p>performing technical tasks, attending to special cases or exceptions defined in the text Level E RCC2, WCC2</p> <p>CCR4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone Level D RCC1, WCC1 • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone Level E RCC2, WCC2 <p>CCR5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <ul style="list-style-type: none"> · 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. 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. Level D RCC1 · Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging Level E RCC2, WCC2 <p>CCR6 Assess how point of view or purpose shapes the content and style of a text</p> <ul style="list-style-type: none"> · 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. Identify aspects of a text that reveal an author’s point of view or purpose Level D RCC1 · Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Analyze a case in
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		<p>which grasping point of view requires distinguishing what is directly state in a text from what is really meant. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective account Level E RCC2, WCC2</p> <p>CCR7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words</p> <ul style="list-style-type: none"> · Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually Level D RCC1, WCC2 <p>CCR8 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</p> <ul style="list-style-type: none"> · 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 Level D RCC1 · Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning Level E RCC1, WCC2 <p>CCR9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p> <ul style="list-style-type: none"> · 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 Level D RCC1 · Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. Analyze foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Compare and contrast findings presented in a text to those from other sources noting when the findings support or contradict previous explanations or account Level E RCC2, WCC2
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		<p><u>Writing</u></p> <p>CCR1 Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence</p> <ul style="list-style-type: none"> · Write arguments to support claims with clear reasons and relevant evidence Level D WCC1, RCC1 · Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence Level E WCC2, RCC2 <p>CCR2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <ul style="list-style-type: none"> · Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Level D WCC1 · Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content Level E WCC2 <p>CCR3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well structured, even sequences Level D WCC1, Level E WCC2</p> <p>CCR4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience Level D WCC1, RCC1 Level E WCC2, RCC2</p> <p>CCR5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <ul style="list-style-type: none"> · With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed Level D WCC1
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	<ul style="list-style-type: none"> · Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience Level E WCC2 <p>CCR6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <ul style="list-style-type: none"> · Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources Level D WCC1 · Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically Level E WCC2 <p>CCR7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <ul style="list-style-type: none"> · Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation Level D WCC1 · Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation Level E WCC2 <p>CCR8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each sources, and integrate the information while avoiding plagiarism</p> <ul style="list-style-type: none"> · Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation Level D WCC1, RCC1 · Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source
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	<p>in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation Level E WCC2, RCC2</p> <p>CCR9 Draw evidence from literary or informational texts to support analysis, reflection, and research Level D WWC1 Level E WCC2</p> <p><u>Speaking and Listening</u></p> <p>use appropriate eye contact, adequate volume, and clear pronunciation Level D</p> <p>WCC1, RCC1</p> <ul style="list-style-type: none"> · Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task Level E WCC2, RCC2 <p>CCR5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p> <ul style="list-style-type: none"> · Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest Level D WCC1, RCC1 · Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest Level E WWC2, RCC2 <p>CCR6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate Level D RCC1 Level E RCC2, WCC2</p> <p><u>Language</u></p> <p>CCR1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking Level D WCC2,RCC1 Level E WCC2, RCC2</p>
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		<p>CCR2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Level D WCC1, RCC1 Level E WCC2, RCC2 CCR3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <ul style="list-style-type: none"> · Use knowledge of language and its conventions when writing, speaking, reading, or listening. Level D RRC1, RRC2, WCC1, WCC2 <p>CCR4 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· Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies Level D RCC1 Level E RCC2, WCC2</p> <p>CCR6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression</p> <ul style="list-style-type: none"> · Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression Level D RCC1 · Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression Level E WCC2, RCC2
	ACES/TIF	<p><u>Self-Management</u></p> <p>Skill 1 Set realistic goals and work independently to achieve them a-f</p>

		<p>Skill 2 Manage information and materials for one's own learning and goals a-c Skill 3 Manage time effectively to complete tasks a-f</p> <p><u>Developing a Future Pathway</u></p> <p>Skill 1 Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2 Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3 Effectively complete the steps needed to enter into a selected pathway a-c</p> <p><u>Navigating Systems</u></p> <p>Skill 1 Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p> <p>Skill 2 Identify and comply with rules, policies and performance expectations within institution</p> <p>Skill 3 Identify and follow norms of an organizational structure a-d</p> <p><i>Competency is demonstrated through passing of Career Pathways class</i></p> <p>ns and organizational structures a-e</p>
	Northstar	<p>Add Google skills</p> <p>Email</p> <p>Basic Computer World</p> <p>Wide Web Word?</p> <p>Windows OR Mac OS</p> <p>Information Literacy</p>

		<i>Competency is demonstrated by passing Northstar Digital Assessments</i>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Please see course templates <ul style="list-style-type: none"> • GED English Language Arts • Reading for College and Careers 1 (RCC1) • Reading for College and Careers 2 (RCC2) • Writing for College and Careers 1 (RCC1) • Writing for College and Careers 2 (RCC2) 	

College and Career Courses

Writing and Reading for College I

Course name	Writing and Reading for College I
Site and schedule	Rochester Adult Education, Hawthorne Center
Delivery method (In-person, hybrid, DL, combination)	In-person, Distance learning

Target student population (including cut scores, score ranges, completion criteria)	Reading 0800: 228 or above on CASAS GOALS 907 or 908	
Course goals	Writing and Reading for College and Careers synchronizes college-level writing, reading, speaking, listening, and thinking. Ultimately, students will learn skills for writing more effective sentences and paragraphs. Reading for College I (Read 800) will also prepare students for Writing for College and Careers II, and Reading for College II (Read 900). This course will focus on the development of proficient readers with the capacity to comprehend varied texts across a range of disciplines.	
Course content	CCRS	<p>Reading</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> ● 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. <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact</p> <ul style="list-style-type: none"> ● Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ● Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> ● 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.

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.

- 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.
- 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.

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

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

- 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.

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.

- 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.

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.

- 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.

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

Level D; ATOS 7.00-9.98; Lexile 925-1185

Writing:

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCRW1D)

- Write arguments to support claims with clear reasons and relevant evidence.

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCRW2D)

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (CCRW3D)

- Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts. (Level D)

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCRW4D)

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Level D-E).

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCRW5D)

- With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (Level D)

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCRW6D)

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (Level D)

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCRW7D)

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Level D)

	<p>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.(CCRW8D)</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paragraphs the data while avoiding plagiarism and following a standard format for citation. (Level D) <p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) (CCRW9D)</p> <ul style="list-style-type: none"> ● Draw evidence from literary or informational texts to support analysis, reflection, and research. (Level D) <p>Speaking and Listening</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.(CCRS1D)</p> <ul style="list-style-type: none"> ● 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. (Level D) <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCRS4D)</p> <ul style="list-style-type: none"> ● Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Level D) <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCRS5D)</p> <ul style="list-style-type: none"> ● Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Level D) <p>Language</p>
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		<p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCRL1B and C)</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Levels B and C) <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCRL2D)</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Level D) <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCRL3D)</p>
	ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies</p> <p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical Thinking</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p>

		<p>Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management Skill 1: Set realistic goals and work independently to achieve them a-f Skill 2: Manage information and materials for one's own learning and goals a-c Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d Skill 2: Explore available options in order to identify one's future pathway a-c Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p>
	Northstar	<p>Basic Computer Skills Distinguish between different types of devices (tablets, desktop and laptop computers).</p> <ul style="list-style-type: none"> ● Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). ● 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. ● 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 and locate camera and mic on laptops, tablets. ● Turn computer and monitor on and off.

Internet Basics

- Identify the different ways a person can connect to the internet.
- Identify top-level domains (e.g., .edu, .com, .org).
- 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).
- Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
- Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).
- Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.
- Identify address bar and demonstrate understanding of its functionality.
- Perform internet search using clear parameters (terms and filters).
- Demonstrate ability to scroll up and down a page and left and right on a page
- Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
- Identify and work with tabs and windows.
- 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.

Using Email

- Create and send an email, including recipient address, subject, and message
- Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
- 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

Microsoft PowerPoint

- Open a new or existing PowerPoint presentation.

Information Literacy

- Define the kind of information needed to complete the task.
- Identify types and formats of information found online (articles, databases, images, videos, etc.).
- Demonstrate use of efficient search strategies to hone in on relevant information
- Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.
- Synthesize relevant information from one or more sources

		Google Docs <ul style="list-style-type: none"> • Rename a document. • Use Spelling and grammar check. • Format text: size, color and font type. • Set text spacing and alignment. • Apply bullets and automatic numbering. • Undo the previous action. • Cut, copy and paste text. • Modify page setup, including margins and orientation. • Insert objects into a document, including images, links, and tables. • Share a document, being intentional about the difference between viewer, commenter, and editor. • Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. • View and restore a previous version of a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	www.mobymax.com www.ixl.com www.commonlit.org Quizlet.com Google Apps: Gmail, Drive, Docs, Slides, etc.

Reading for College and Careers II

Course name	Reading for College and Careers II
Site and schedule	Rochester Adult Education, Hawthorne Center 9:30am-11:30am
Delivery method (In-person, hybrid, DL, combination)	In person and online

Target student population (including cut scores, score ranges, completion criteria)	239 or above on CASAS GOALS 907 or 908	
Course goals	Improve critical thinking, reading, writing, speaking, listening, language, and digital literacy skills in order to achieve individual college and/or career readiness goals.	
Course content	CCRS	<p>Reading</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> ● 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. ● Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact</p> <ul style="list-style-type: none"> ● Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ● Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

- 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.

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.

- 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.
- 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.

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

- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.

- 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.

	<p>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.</p> <ul style="list-style-type: none"> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. <p>CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <ul style="list-style-type: none"> Level E; ATOS 9.67-14.10; Lexile 1185-1385
	<p>Writing Standards</p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>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.</p> <ul style="list-style-type: none"> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Level D) <p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

		<ul style="list-style-type: none"> ● Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Speaking and Listening Standards</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> ● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ● Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> ● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> ● See Language Standards 1 and 3 for specific expectations.
	ACES/TIF	Effective Communication (EC)

	<p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies</p> <p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical Thinking</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway</p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p>
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		Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e
	Northstar	<p>Basic Computer Skills</p> <p>Distinguish between different types of devices (tablets, desktop and laptop computers).</p> <ul style="list-style-type: none"> ● Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). ● 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. ● 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 and locate camera and mic on laptops, tablets. ● Turn computer and monitor on and off. <p>Internet Basics</p> <ul style="list-style-type: none"> ● Identify the different ways a person can connect to the internet. ● Identify top-level domains (e.g., .edu, .com, .org). ● 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). ● Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites). ● Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks). ● Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. ● Identify address bar and demonstrate understanding of its functionality. ● Perform internet search using clear parameters (terms and filters). ● Demonstrate ability to scroll up and down a page and left and right on a page ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows.

	<ul style="list-style-type: none"> ● 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. <p>Using Email</p> <ul style="list-style-type: none"> ● Create and send an email, including recipient address, subject, and message ● Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information. ● 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 <p>Microsoft PowerPoint</p> <ul style="list-style-type: none"> ● Open a new or existing PowerPoint presentation. <p>Information Literacy</p> <ul style="list-style-type: none"> ● Define the kind of information needed to complete the task. ● Identify types and formats of information found online (articles, databases, images, videos, etc.). ● Demonstrate use of efficient search strategies to hone in on relevant information ● Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. ● Synthesize relevant information from one or more sources <p>Google Docs</p> <ul style="list-style-type: none"> ● Rename a document. ● Use Spelling and grammar check. ● Format text: size, color and font type. ● Set text spacing and alignment. ● Apply bullets and automatic numbering. ● Undo the previous action. ● Cut, copy and paste text. ● Modify page setup, including margins and orientation. ● Insert objects into a document, including images, links, and tables. ● Share a document, being intentional about the difference between viewer, commenter, and editor. ● Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. ● View and restore a previous version of a document.
Course text(s), educational	www.mobymax.com www.ixl.com

technology, other instructional materials	www.commonlit.org Quizlet.com Google Apps: Gmail, Drive, Docs, Slides, etc.
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Writing for College and Career II

Course name	Writing for College and Career II	
Site and schedule	Rochester Adult Education, Hawthorne Center ONLINE or IN-PERSON (alternates quarterly) Monday through Thursday <ul style="list-style-type: none"> 12:30 pm – 2:30 pm 	
Delivery method (In-person, hybrid, DL, combination)	In-person and online synchronous (alternates quarterly)	
Target student population (including cut scores, score ranges, completion criteria)	Students are required to have tested at or above ABE 5 on 907/908 CASAS Goals.	
Course goals	Students will learn and practice writing effective sentences, paragraphs, and essays within a context, for an audience, and in a variety of rhetorical modes. Students will learn and apply correct punctuation and grammar for writing. Students will engage in the recursive writing process: planning, drafting, conferencing, revising, editing, word processing, and publishing their own work. This course is articulated with the Rochester Community and Technical College course English 0960.	
Course content	CCRS	<u>Reading</u> 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. <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) Level E CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2) Level E
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2) Level E

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) Level E
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3) Level E

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 words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (RI/RL.9-10.4) Level E

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.

- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (RI.9-10.5) Level E
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5) Level E

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

- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6) Level E
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. (RL.11-12.6) Level E
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6) Level E

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

- 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) Level D
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually. (RST.6-8.7) Level D
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7) Level E

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.

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8) Level E

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.

- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9) Level E
- Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9) Level E

Writing

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

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W/WHST.9-10.1) Level E

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.

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W/WHST.9-10.2) Level E

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

- Incorporate narrative elements effectively into their arguments and informative/explanatory texts. Level E

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, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4) Level E

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

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) Level E

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6) Level E

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

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7) Level E

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.

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8) Level E

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

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W/WHST.11-12.9) Level E

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.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1) Level E

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) Level D
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) Level E

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) Level D
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3) Level E

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4) Level E

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5) Level E

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

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6) Level E

Language

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. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge) Level D
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1) Level E

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. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2) Level E

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.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in

		<p>style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge) Level D</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4) Level E <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) Level C <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) Level E
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <ul style="list-style-type: none"> Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a, b, c, d, e, f

- Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. **a, b, c**
- Skill 3: Utilize a variety of technologies for communication. **a, b, c**

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). **a, b, c, d, e, f, g**
- Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. **a, b, c, d**
- Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. **a, b, c, d**
- Skill 4: Articulate awareness of what helps one learn language and content. **a, b, c**

Critical thinking: (CT)

- Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas. **a, b, c, d**
- Skill 2: Solve problems. **a, b, c, d, e**
- Skill 3: Use information to draw conclusions and make decisions. **a, b, c, d**
- Skill 4: Recognize bias, assumptions and multiple perspectives. **a, b, c, d**

Self-Management (SM)

- Skill 1: Set realistic goals and work independently to achieve them. **a, b, c, d, e, f**
- Skill 2: Manage information and materials for one's own learning and goals. **a**
- Skill 3: Manage time effectively to complete tasks. **a, b, c, d, e, f**

Developing a Future Pathway (DFP)

- Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway. **a, b, c**
- Skill 2: Explore available options in order to identify one's future pathway. **a**
- Skill 3: Effectively complete the steps needed to enter into a selected pathway. **a**

Navigating Systems (NS)

- Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems. **a, b, c**

		<ul style="list-style-type: none"> ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures. a, b, c, d, e
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers). ● 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 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 camera and mic on laptops, tablets. ● Turn computer and monitor on and off. <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● 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).

- Identify top-level domains (e.g., .edu, .com, .org).
- 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).
- Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
- Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).
- Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.
- Fill out an online form.
- Identify address bar and demonstrate understanding of its functionality.
- Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
- Perform internet search using clear parameters (terms and filters).
- Demonstrate ability to scroll up and down a page and left and right on a page.
- Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
- Identify and work with tabs and windows.
- Enable a specific pop-up window.
- Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text).

Using Email

- Define email and identify common email clients.
- Tell the difference between a URL and an email address.
- Register for a new email account, using a professional user name and a strong password.
- Log into email.
- Create and send an email, including recipient address, subject, and message.
- Open and reply to an email.
- Understand why and how to reply, reply all, and forward an email.
- Add an attachment to an email.
- Open and download an email attachment.
- Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.

- 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.).
- Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
- Sign out of email, especially when using shared computers.

Windows 10

- Identify the operating system used by a computer.
- Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).
- Demonstrate knowledge of the Windows Start Menu, including Get Help.
- Demonstrate ability to search for a file, program, or document.
- Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Windows programs (Microsoft Edge, Windows Defender, etc.).
- Start and exit programs.
- Minimize and maximize windows.
- Open, close and switch between windows.
- Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g., OneDrive).
- Move documents and files, including to and from Recycle Bin.
- Shut down, restart, and log off a computer.
- Use Settings to uninstall or modify apps.

Google Docs

- Log in and out of a Google account and navigate to Google Docs.
- Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button.
- Open a new or existing Google Docs document.
- Rename a document.
- Use Spelling and grammar check.
- Format text: size, color and font type.
- Set text spacing and alignment.
- Apply bullets and automatic numbering.
- Undo the previous action.
- Cut, copy and paste text.

- Modify page setup, including margins and orientation.
- Insert objects into a document, including images, links, and tables.
- Print.
- Download a document in another file format, such as Word or PDF.
- Share a document, being intentional about the difference between viewer, commenter, and editor.
- Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments.
- View and restore a previous version of a document.

Social Media

- Identify different types of social media and their primary functions (especially Facebook, LinkedIn, Instagram, Twitter).
- Recognize social media interactions that may present a risk in order to make informed decisions (e.g., using a Facebook account to log in to third-party websites, identifying scams, sharing personal information)
- Understand and change privacy settings.
- Demonstrate an understanding of the consequences of “liking” or commenting on something.
- Share and delete content, including photos, videos, and links.
- Identify information that is unwise to post and/or upload on social media (too much personal sharing, inappropriate photos/comments).
- Distinguish between public and private “spaces” on social media sites (e.g., Facebook messages vs. Facebook timeline).
- Post, share, like, or comment on content.
- Demonstrate knowledge of the permanence of anything posted on the internet.

Information Literacy

- Define a problem, formulate a question, or identify a decision that needs to be made.
- Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective).
- Define the kind of information needed to complete the task.
- Identify types and formats of information found online (articles, databases, images, videos, etc.).
- Plan steps required to solve the problem or accomplish the task.
- Recognize the costs, in time or money, and benefits of accessing different sources of information (article, newspaper, consumer reports).

- Demonstrate use of efficient search strategies to hone in on relevant information.
- Locate relevant information in media found online, including text, video, images, etc. Locate the source of the information.
- Make use of hyperlinks to follow desired/required path of information.
- Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheets, etc).
- Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.
- Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.
- File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.)
- Monitor extent to which information solves a problem and know when additional information is needed.
- Synthesize relevant information from one or more sources.
- Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
- Act on information to solve basic problems or answer a question.
- Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience.
- Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?

Google Drive

- Create a Google account using a professional username, a strong password, and a phone number.
- Sign in and sign out of a Google account and navigate to Google Drive.
- Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons.
- Open existing and create new Google Docs, Google Sheets, and Google Slides.
- Demonstrate ability to organize Google Drive by renaming, creating, starring, and moving files and folders.
- Demonstrate understanding of how moving shared files and folders can impact access privileges for others.
- Demonstrate ability to search for and find files and folders in different sections of Google Drive, including Shared with me, Recent, and Starred, or by using the search box.

		<ul style="list-style-type: none"> ● Upload and download files to and from Google Drive. ● Share files and folders using email addresses or direct links, being intentional about the difference between Viewer, Commenter, and Editor. ● Remove files and Restore files from trash. ● Recover your username and/or reset the password on a Google account. <p><u>Google Slides</u></p> <ul style="list-style-type: none"> ● Sign in and out of a Google account and navigate to Google Slides. ● Open a new or existing Google Slides presentation. ● Rename a presentation. ● Identify the parts of the Google Slides interface, including menu bar, toolbar, slide pane, notes, and slide navigation panel. ● Choose a presentation theme. ● Insert new slides, duplicate, or reuse slides. ● Apply a layout for a new slide, or change the layout of an existing slide. ● Manage text (insert, delete, copy, cut and paste, format, and use spell check). ● Insert items into a presentation, resize, and adjust them (images, shapes, text boxes, and charts). ● Insert, delete, and move slides using the slide navigation pane. ● Add slide transitions and animations. ● Understand the basics of presentation etiquette and accessibility (limited text, legible text, clear titles). ● Present a slideshow, advance through the slides, view speaker notes, and exit slideshow. ● Download a presentation in another file format, such as PowerPoint or PDF. ● Preview print settings and select a format to print a presentation (slide with notes, without notes, handouts). ● Share a presentation, being intentional about the difference between Viewer, Commenter, and Editor. ● Collaborate with others in Google Slides by adding and replying to comments. ● View and restore a previous version of a presentation.
	Other (e.g. career/ occupational content, science, social studies,	Teamwork/collaborative skills; academic and behavioral expectations of college; responsible communication with instructors and advisors; introduction to future college instructor(s).

	IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p><u>Course texts/materials</u></p> <ul style="list-style-type: none"> ● Reading and discussion materials are gathered from current online sources, including but not limited to the following: <ul style="list-style-type: none"> ○ Pew Research Center: https://www.pewresearch.org/ ○ Huff Post: https://www.huffpost.com/ ○ Science Daily: https://www.sciencedaily.com/ ○ Harvard Business Review: https://www.hbr.org/ ○ The Conversation: https://www.theconversation.com/ ○ Success Consciousness: https://www.successconsciousness.com/ ○ TED: https://www.ted.com/ ○ Intelligence Squared: https://www.intelligencesquared.com/ ○ Classic Short Stories: https://www.classicshorts.com/ ○ Owl Eyes: https://www.owleyes.org/ ○ Poetry Foundation: https://www.poetryfoundation.org/ ○ Khan Academy: https://khanacademy.org/ ● Instructor creates all lecture notes, presentations, and other supplemental teaching materials. <p><u>Reference texts</u></p> <ul style="list-style-type: none"> ● Brandon, Lee E. <i>At a Glance</i>. Houghton Mifflin, 2006. ● Axelrod, Rise B., and Charles Raymond Cooper. <i>Axelrod and Cooper's Concise Guide to Writing</i>. Bedford/St. Martins, 2012. ● Scarry, Sandra, and John Scarry. <i>The Writer's Workplace with Readings: Building College Writing Skills</i>. Thomson Higher Education, 2008. ● Yarber, Mary Laine, and Robert E. Yarber. <i>Reviewing Basic Grammar: A Guide to Writing Sentences and Paragraphs</i>. Pearson/Longman, 2007. <p><u>Educational technology</u></p> <ul style="list-style-type: none"> ● Google Classroom ● Google Meet (for online classes) ● Google Docs ● Google Slides ● <i>IXL.com</i> 	

Certified Nursing Assistant Prep Course

Course name	Certified Nursing Assistant Prep Course	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday - Thursday Various Times	
Delivery method (In-person, hybrid, DL, combination)	In-person and online	
Target student population (including cut scores, score ranges, completion criteria)		
Course goals	Students will gain a knowledge and understanding of CNA basic skills, OBRA standards, and gerontology. Students need to pass this prep course with a 'B' or better to move on to the skills training course with the certified nurse instructor. Upon completion of skills, students take the certification exams and move on to gainful employment and/or furthering their education.	
Course content	CCRS	<p><u>Reading</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • 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) • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1) <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)

	<p><u>Speaking and Listening</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. (CCRSL1C) <p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCRSL3B) <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> 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. (CCRSL4B) <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <ul style="list-style-type: none"> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCRSL5D) <p><u>Language Standards</u></p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCRLS2A: a-i)
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		<p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCRLS3B: a,b) <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (CCRLS4B: a-e) <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings. (CCRLS5B: a, b)
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals; a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication; a-c</p> <p><u>Learning Strategies (LS)</u></p> <p>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); a-g</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge ; a-d</p>

		<p><u>Critical Thinking (CT)</u></p> <p>Skill 2: Solve problems; a-e</p> <p><u>Self-Management (SM)</u></p> <p>Skill 3: Manage time effectively to complete tasks; a-f</p> <p><u>Navigating Systems</u></p> <p>Skill 2: Identify and comply with rules, policies and performance expectations with institutions and organizational structures; a-e</p> <p>Skill 3: Identify and follow norms of an organizational structure; a-c</p>
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● 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). <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● Demonstrate familiarity with website structure (e.g., landing pages, internal pages). ● Fill out an online form. ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows. <p><u>Google Docs</u></p> <ul style="list-style-type: none"> ● Log in and out of a Google account and navigate to Google Docs. ● Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. ● Open a new or existing Google Docs document. ● Undo the previous action.

		<ul style="list-style-type: none"> • Cut, copy and paste text. • Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. <p><u>Google Drive</u></p> <ul style="list-style-type: none"> • Sign in and sign out of a Google account and navigate to Google Drive. • Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. • Open existing and create new Google Docs, Google Sheets, and Google Slides. • Upload and download files to and from Google Drive. <p><u>Google Slides</u></p> <ul style="list-style-type: none"> • Open a new or existing Google Slides presentation.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Science, health, career, interpersonal relations
Course text(s), educational technology, other instructional materials	<p><u>Text resource:</u> Hartman's Nursing Assistant Care: Long Term Care (5th Edition); Hedman, S.A., Fuzy, J., Howard, K. (2022)</p> <p><u>Website Resources:</u> Reading Skills for Healthcare Workers MyPlate Plan </p>	

State CNA Skills Course

Course name	State CNA Skills Course
Site and schedule	Rochester Adult Education, Hawthorne Center

Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)		
Course goals	Upon completion of this course, students will be able to pass the MN State CNA State Exam in knowledge and skills.	
Course content	CCRS	<p><u>Reading</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCRR1E)</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCRR2E)</p> <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (CCRR3D)</p> <ul style="list-style-type: none"> ● Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

	<p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCRR4E)</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <p><u>Speaking and Listening</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCRS1E)</p> <ul style="list-style-type: none"> ● 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. ● Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ● Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCRS6E)</p> <ul style="list-style-type: none"> ● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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		<p><u>Language</u></p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCRL3B)</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (CCRL4C)</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (CCRL6E)</p> <ul style="list-style-type: none"> • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies (LS)</p>

	<p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical thinking (CT)</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, & ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Self-Management (SM)</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway (DFP)</p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems (NS)</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p>
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	Northstar	<p>Skill 3: Identify and follow norms of an organization structure a-d</p> <p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● 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). ● 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). <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. ● Fill out an online form. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows. ● Enable a specific pop-up window. ● Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). <p><u>Using Email</u></p> <ul style="list-style-type: none"> ● Tell the difference between a URL and an email address. ● Register for a new email account, using a professional user name and a strong password. ● Log into email.
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		<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> ● Define a problem, formulate a question, or identify a decision that needs to be made. ● Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective). ● Define the kind of information needed to complete the task. ● Plan steps required to solve the problem or accomplish the task. ● Make use of hyperlinks to follow desired/required path of information. ● Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheets, etc). ● Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. ● Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. ● Act on information to solve basic problems or answer a question. ● Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience. ● Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? <p><u>Career Search Skills</u></p> <ul style="list-style-type: none"> ● Distinguish between skills sets (job skills, transferable skills, self-management skills, and emotional intelligence). ● Identify best practices to be successful on the job (including meeting employer expectations, making arrangements so that responsibilities and problems outside of work do not interfere with the job, learning new skills, dressing professionally, showing appreciation, and accepting constructive criticism). <p><u>Google Drive</u></p> <ul style="list-style-type: none"> ● Sign in and sign out of a Google account and navigate to Google Drive.
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		<ul style="list-style-type: none"> Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. Open existing and create new Google Docs, Google Sheets, and Google Slides. Demonstrate ability to search for and find files and folders in different sections of Google Drive, including Shared with me, Recent, and Starred, or by using the search box. Upload and download files to and from Google Drive. <p><u>Google Slides</u></p> <ul style="list-style-type: none"> Open a new or existing Google Slides presentation.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials		

Career Pathways

Course name	Career Pathways
Site and schedule	Rochester Adult Education, Hawthorne Center Monday-Thursday Various times
Delivery method (In-person, hybrid, DL, combination)	In-person, online

Target student population (including cut scores, score ranges, completion criteria)	<p>Entry criteria: CASAS Tests 621-622 with a score of 171-183</p> <p>Completion criteria: Achieved the CCRS Level 1 standards CASAS reading score of 184 on a level 623-624 test</p>	
Course goals	<ul style="list-style-type: none"> ● Students will set goals to begin their journey along their career pathway. ● Students will obtain the skills necessary to: <ul style="list-style-type: none"> ○ Help them identify potential careers ○ assemble a career portfolio including a resume, cover letter, and reference list ○ complete a successful “mock job interview” 	
Course content	CCRS Level D, E	<p>Reading</p> <p>Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ● 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) <p>Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> ● 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) <p>Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p>

	<ul style="list-style-type: none"> ● Assess how point of view or purpose shapes the content and style 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. (RI.8.6) <p>Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.(RI.4.7) <p>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.</p> <ul style="list-style-type: none"> ● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) <p>Writing</p> <p>Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1) <p>Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>
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	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2) <p>Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4) <p>Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> • With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5) <p>Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) <p>Speaking and Listening Anchor</p> <p>Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. (SL.5.1)
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		<p>Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) <p>Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) <p>Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (SL.4.6) <p>Language Anchor</p> <p>Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1 and 5.1 merge)
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		<p>Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2 and 5.2 merge) <p>Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3 and 5.3 merge) <p>Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ● Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: <ul style="list-style-type: none"> ● signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) ● are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) ● signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (L.4.6 and 5.6 merge).
	ACES/TIF	<p><u>Effective Communication</u></p> <ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals a-f ● Skill 2: Use language style, level of formality, and nonverbal cues,

		<p>appropriate to context and task, in oral and written communication a-c</p> <ul style="list-style-type: none"> ● Skill 3: Utilize a variety of technologies for communication a-c <p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> ● 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) y of technologies for communication a, c-g ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d ● Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d ● Skill 4: Articulate awareness of what helps one learn language and content a-c <p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas a-d ● Skill 2: Solve problems a-e ● Skill 3: Use information to draw conclusions and make decisions a-d ● Skill 4: Recognize bias, assumptions and multiple perspectives a-d <p><u>Self-Management</u></p> <ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them a-f ● Skill 2: Manage information and materials for one's own learning and goals a-c ● Skill 3: Manage time effectively to complete tasks a-f <p><u>Developing a Future Pathway</u></p> <ul style="list-style-type: none"> ● Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d ● Skill 2: Explore available options in order to identify one's future pathway a-c ● Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c
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		<p><u>Navigating Systems</u></p> <ul style="list-style-type: none"> ● Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e ● Skill 3: Identify and follow norms of an organizational structure a-d
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock). ● Drag and Drop. ● Utilize common controls for screen interaction (selecting checkboxes, using drop-down menus, scrolling). ● Access and control audio output features (volume, mute, speakers, and headphones) ● Identify icons on desktop. ● 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 camera and mic on laptops, tablets. ● Turn computer and monitor on and off. <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● Demonstrate familiarity with website structure (e.g., landing pages, internal pages). ● Fill out an online form. ● Identify address bar and demonstrate understanding of its functionality. ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Perform internet search using clear parameters (terms and filters). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows. ● Enable a specific pop-up window.

		<ul style="list-style-type: none"> ● Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). <p><u>Using Email</u></p> <ul style="list-style-type: none"> ● Tell the difference between a URL and an email address. ● Log into email. ● Create and send an email, including recipient address, subject, and message. ● Open and reply to an email. ● 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.). <p><u>Google Docs</u></p> <ul style="list-style-type: none"> ● Log in and out of a Google account and navigate to Google Docs. ● Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. ● Open a new or existing Google Docs document. ● Rename a document. ● Use Spelling and grammar check. ● Format text: size, color and font type. ● Set text spacing and alignment. ● Apply bullets and automatic numbering. ● Undo the previous action. ● Cut, copy and paste text. ● Modify page setup, including margins and orientation. ● Insert objects into a document, including images, links, and tables. ● Print. ● Download a document in another file format, such as Word or PDF. ● Share a document, being intentional about the difference between viewer, commenter, and editor.
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	<ul style="list-style-type: none"> ● Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments. ● View and restore a previous version of a document. <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> ● Define a problem, formulate a question, or identify a decision that needs to be made. ● Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective). ● Define the kind of information needed to complete the task. ● Monitor extent to which information solves a problem and know when additional information is needed. ● Synthesize relevant information from one or more sources. ● Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. ● Act on information to solve basic problems or answer a question. ● Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience. ● Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? <p><u>Career Search Skills</u></p> <ul style="list-style-type: none"> ● Identify tools for determining career aptitude (self-assessment, interest inventories, skill identification, and values awareness). ● Identify features and timeline of a job search plan. ● Identify resources that aid in finding a job (internet resources, social media websites, job listings, targeted employment, job fairs, networking clubs, etc.) ● Demonstrate the ability to use search and filter functions in job search sites. ● Distinguish between skills sets (job skills, transferable skills, self-management skills, and emotional intelligence). ● Demonstrate understanding of the value of volunteering.
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		<ul style="list-style-type: none"> ● Identify steps to prepare for a career or job fair (posting resume, preparing introduction, reading schedule/calendar). ● Identify ways to research employers, labor markets, and salary ranges. ● Identify elements of a strong portfolio including work samples and other supportive documents. ● Identify elements of a cover letter and distinguish between weak and strong cover letters. ● Identify elements of a resume and best practices for writing one (including employment history, hard and soft skills, accomplishments, job search goals, gaps in employment, etc.) ● Identify best practices for sending and following up with resumes. ● Demonstrate understanding of hiring processes (including recruitment, screening, and selecting). ● Identify the basic principles of direct employer contact (in-person, telephone, video calls, social media, and email). ● Identify key steps in preparing for an interview including identifying common interview questions; distinguish between strong and weak answers to interview questions; how to practice for an interview, giving answers for gaps in employment or previous incarceration. ● Distinguish between different types of interviews (such as screening, selection, informational, work sample, peer group, group, luncheon/coffee, stress, video conference, etc.). ● Distinguish between legal and illegal job interview questions; appropriately respond to illegal questions in an interview. ● Identify key post-interview steps (contacting references, thank you notes, social media). ● Demonstrate understanding of proper etiquette throughout the job search process, including when you are not hired. ● Demonstrate understanding of negotiables: salary, schedule, benefits, professional development, training, and vacation time.
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		<ul style="list-style-type: none"> • Distinguish between job types (temporary, seasonal, part-time, full-time, and unpaid internships) • Identify best practices to be successful on the job (including meeting employer expectations, making arrangements so that responsibilities and problems outside of work do not interfere with the job, learning new skills, dressing professionally, showing appreciation, and accepting constructive criticism). <p><u>Google Drive</u></p> <ul style="list-style-type: none"> • Sign in and sign out of a Google account and navigate to Google Drive. • Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. • Open existing and create new Google Docs, Google Sheets, and Google Slides. • Demonstrate understanding of how moving shared files and folders can impact access privileges for others. • Upload and download files to and from Google Drive. • Share files and folders using email addresses or direct links, being intentional about the difference between Viewer, Commenter, and Editor. • Remove files and Restore files from trash. 	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Goal setting Communication Career exploration Attendance, Absenteeism and Time Management Professionalism and employer expectations Professional portfolios and resume building Stress management After the interview negotiation and decision making	Financial literacy Being promoted Transferable skills Cover letters Job References Job interviews College transitions Thank you notes
Course text(s), educational technology, other	<p><u>Website Resources</u></p> <p>How to Write SMART Goals in 5 Steps (With Examples)</p> <p>Career One Stop - Learn about Careers</p>		

instructional materials	<p> U.S. Bureau of Labor Statistics Indeed website 45 Company Values Examples and Steps To Identify Yours 16Personality - Personality Test and Types Hard Skills vs. Soft Skills: What's the Difference Hard Skills vs. Soft Skills: What's the Difference? Indeed How to Conquer Interview Anxiety (Plus 12 Techniques) Practice Job Application by CareerOneStop How to Write a Post Interview Thank You Note </p> <p> <u>Video Resources</u> How to Write a SMART Goal Resume Basics How to Analyze a Job Posting When Applying Cover Letters The Powerful Formula to Answer the Most Common Interview Questions (Story Toolbox) What to Do During An Interview What to Do Before An Interview I Ramble! How to be Concise and Give a Perfect Interview 3 Mindset Tricks to Calm Interview Anxiety Video Interview Tips - How to Stand Out in Video Interview for Jobs! What to Do After an Interview Negotiating an Offer </p>
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Intro to Health Science Careers (Medical Term prep)

Course name	Intro to Health Science Careers (Medical Term prep)
	Rochester Adult Education, Hawthorne Center

Site and schedule	Monday - Thursday Various times	
Delivery method (In-person, hybrid, DL, combination)	In-person and online	
Target student population (including cut scores, score ranges, completion criteria)		
Course goals	<p>To prepare students with an understanding and basic medical knowledge through a comprehensive guide to learning the body systems and medical terminology. Through guided instructions, students will:</p> <ul style="list-style-type: none"> • Study medical terms and learn body systems, body organs, cells, and pathological information understand terms and their relationships to the human body's function • Participate, interact with, and speak medical terminology to create a better understanding of terms as they relate you the human body understand basic word structure, organization of the body, suffixes, prefixes, medical specialists and case reports, body systems, diagnostic tests and procedures, abbreviations, acronyms, symbol, and eponyms, and health careers 	
Course content	CCRS	<p><u>Reading</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCRR1E)</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCRR2E)</p> <ul style="list-style-type: none"> • Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

	<ul style="list-style-type: none"> ● Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (CCRR3D)</p> <ul style="list-style-type: none"> ● Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCRR7E)</p> <ul style="list-style-type: none"> ● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <p><u>Writing</u></p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCRW1D/E)</p> <ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence.
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	<ul style="list-style-type: none"> ● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCRW2E)</p> <ul style="list-style-type: none"> ● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● Use precise language and domain-specific vocabulary to manage the complexity of the topic. <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (CCRW3D/E)</p> <ul style="list-style-type: none"> ● 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. Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts. <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCRW4D)</p> <ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCRW6E)</p>
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	<ul style="list-style-type: none"> ● Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. <p>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCRW7E)</p> <ul style="list-style-type: none"> ● Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <p>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. (CCRW8E)</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCRW9E)</p> <ul style="list-style-type: none"> ● Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Speaking and Listening</u></p>
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	<p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCRS1E)</p> <ul style="list-style-type: none"> ● 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. ● Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ● Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCRS2D)</p> <ul style="list-style-type: none"> ● 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 <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCRS4E)</p> <ul style="list-style-type: none"> ● Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCRS5E)</p>
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		<ul style="list-style-type: none"> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p><u>Language</u></p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCRL3D)</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (CCRL6E)</p> <ul style="list-style-type: none"> • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies (LS)</p>

	<p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical thinking (CT)</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, & ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management (SM)</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Developing a Future Pathway (DFP)</p> <p>Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway a-d</p> <p>Skill 2: Explore available options in order to identify one's future pathway a-c</p> <p>Skill 3: Effectively complete the steps needed to enter into a selected pathway a-c</p> <p>Navigating Systems (NS)</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p>
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		<p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p> <p>Skill 3: Identify and follow norms of an organization structure a-d</p>
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● 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). <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● Fill out an online form. ● Perform internet search using clear parameters (terms and filters). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows. <p><u>Google Docs</u></p> <ul style="list-style-type: none"> ● Log in and out of a Google account and navigate to Google Docs. ● Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. ● Open a new or existing Google Docs document. ● Rename a document. ● Use Spelling and grammar check. ● Format text: size, color and font type. ● Set text spacing and alignment. ● Apply bullets and automatic numbering. ● Undo the previous action. ● Cut, copy and paste text.

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- Share a document, being intentional about the difference between viewer, commenter, and editor.
- Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments.
- View and restore a previous version of a document.

Information Literacy

- Define a problem, formulate a question, or identify a decision that needs to be made.
- Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective).
- Define the kind of information needed to complete the task.
- Identify types and formats of information found online (articles, databases, images, videos, etc.).
- Plan steps required to solve the problem or accomplish the task.
- Demonstrate use of efficient search strategies to hone in on relevant information.
- Locate relevant information in media found online, including text, video, images, etc. Locate the source of the information.
- Make use of hyperlinks to follow desired/required path of information.
- Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.
- Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.
- Monitor extent to which information solves a problem and know when additional information is needed.
- Synthesize relevant information from one or more sources.
- Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
- Act on information to solve basic problems or answer a question.

	<ul style="list-style-type: none"> ● Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience. ● Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met? <p><u>Google Drive</u></p> <ul style="list-style-type: none"> ● Sign in and sign out of a Google account and navigate to Google Drive. ● Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. ● Open existing and create new Google Docs, Google Sheets, and Google Slides. ● Demonstrate understanding of how moving shared files and folders can impact access privileges for others. ● Demonstrate ability to search for and find files and folders in different sections of Google Drive, including Shared with me, Recent, and Starred, or by using the search box. ● Upload and download files to and from Google Drive. ● Share files and folders using email addresses or direct links, being intentional about the difference between Viewer, Commenter, and Editor. ● Remove files and Restore files from trash. <p><u>Google Slides</u></p> <ul style="list-style-type: none"> ● Sign in and out of a Google account and navigate to Google Slides. ● Open a new or existing Google Slides presentation. ● Rename a presentation. ● Choose a presentation theme. ● Insert new slides, duplicate, or reuse slides. ● Apply a layout for a new slide, or change the layout of an existing slide. ● Manage text (insert, delete, copy, cut and paste, format, and use spell check). ● Insert items into a presentation, resize, and adjust them (images, shapes, text boxes, and charts).
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		<ul style="list-style-type: none"> ● Insert, delete, and move slides using the slide navigation pane. ● Add slide transitions and animations. ● Present a slideshow, advance through the slides, view speaker notes, and exit slideshow. ● Share a presentation, being intentional about the difference between Viewer, Commenter, and Editor. ● Collaborate with others in Google Slides by adding and replying to comments.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Science, health, career, interpersonal relations, cultural relevance
Course text(s), educational technology, other instructional materials	<p>Text Resources Medical Terminology Express: A Short-Course Approach by Body System (3rd Edition); Gylys, B. A., Masters, R.M. (2021)</p> <p>Website Resources: EdPuzzle Quizlet Purpose Games Blooket Recommended Vaccines for Health Care Personnel The Vaccine Makers Project CDC.gov - Vaccines and Immunizations National Library of Medicine: Native People's Concepts of Health and Illness What is Cancer? What causes cancer and how is it treated? </p> <p>Video Resources: Memorization Methods and Why They Work 11 Secrets to Memorize Things Quicker Than Others Blood Flow through the Heart in 2 Minutes Heart Structure - Memorize in 5 Minutes or Less! The Ethics of Mandatory Vaccinations </p>	

Keyboarding for College

Course name	Keyboarding for College	
Site and schedule	Rochester Adult Education, Hawthorne Center Monday - Thursday Various time	
Delivery method (In-person, hybrid, DL, combination)	In-person and online	
Target student population (including cut scores, score ranges, completion criteria)		
Course goals	This course introduces the learner to basic skills necessary to improve individual knowledge of the keyboard as it interacts with the computer to input and retrieve data. Students will demonstrate the ability to type 40 Words per Minute (WPM) for five minutes with three or less errors with correct hand positioning for successful completion of the course. Students will be taught the touch-type method of alphabetic, numeric and symbol keyboarding with opportunities within the course to increase both speed while demonstrating accuracy. College – level reading and writing skills are recommended for this course.	
Course content	CCRS	<p><u>Writing</u></p> <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCRW6D)</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. <p><u>Language</u></p>

		<p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCRL1D)</p> <ul style="list-style-type: none"> • Demonstrate command of the convention of standard English grammar and usage when writing or speaking. <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCRL2E)</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (CCRL6D)</p> <ul style="list-style-type: none"> • Acquire and use accurately level-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	ACES/TIF	<p>Effective Communication (EC)</p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f</p> <p>Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication a-c</p> <p>Skill 3: Utilize a variety of technologies for communication a-c</p> <p>Learning Strategies (LS)</p> <p>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) a-g</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall a-d</p>

		<p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge a-d</p> <p>Skill 4: Articulate awareness of what helps one learn language and content a-c</p> <p>Critical thinking (CT)</p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, & ideas a-d</p> <p>Skill 2: Solve problems a-e</p> <p>Skill 3: Use information to draw conclusions and make decisions a-d</p> <p>Skill 4: Recognize bias, assumptions and multiple perspectives a-d</p> <p>Self-Management (SM)</p> <p>Skill 1: Set realistic goals and work independently to achieve them a-f</p> <p>Skill 2: Manage information and materials for one's own learning and goals a-c</p> <p>Skill 3: Manage time effectively to complete tasks a-f</p> <p>Navigating Systems (NS)</p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems a-c</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures a-e</p> <p>Skill 3: Identify and follow norms of an organization structure a-d</p>
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● 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. ● Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).

		<ul style="list-style-type: none"> ● Access and control audio output features (volume, mute, speakers and headphones). <p><u>Internet Basics</u></p> <ul style="list-style-type: none"> ● Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). ● Demonstrate ability to scroll up and down a page and left and right on a page. ● Identify and make use of common website interactions (e.g., play buttons, hyperlinks). ● Identify and work with tabs and windows. ● Enable a specific pop-up window. <p><u>Using Email</u></p> <ul style="list-style-type: none"> ● Log into email. ● Create and send an email, including recipient address, subject, and message. ● Open and reply to an email. ● Understand why and how to reply, reply all, and forward an email. ● Add an attachment to an email. ● Open and download an email attachment. ● 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.). <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> ● Define a problem, formulate a question, or identify a decision that needs to be made. ● Plan steps required to solve the problem or accomplish the task. ● Make use of hyperlinks to follow desired/required path of information.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	

Course text(s), educational technology, other instructional materials	Website Resources: Typing Club
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Transitions to College and D2L

Course name	Transitions to College and D2L	
Site and schedule	Rochester Adult Education, Hawthorne Center; Rochester Community and Technical College (for campus tour) ONLINE or IN-PERSON (alternates quarterly) Monday and Wednesday <ul style="list-style-type: none"> 11:30 am – 12:30 pm 	
Delivery method (In-person, hybrid, DL, combination)	In-person and online synchronous (alternates quarterly)	
Target student population (including cut scores, score ranges, completion criteria)	Students are required to have tested at or above ABE 5 on 907/908 CASAS Goals.	
Course goals	This course introduces the D2L Brightspace learning management system, helping students to familiarize themselves with the common course information pertinent to their college success. In addition, students will also complete all necessary documentation and relevant course registration to become a student at RCTC. Financial information and individual planning strategies will be addressed. Students will explore various courses and career choices to determine their academic pathway, along with completing documents, coursework, and quizzes, and viewing grades on D2L Brightspace to gain first-hand experience.	
Course content	CCRS	<u>Reading</u> 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. <ul style="list-style-type: none"> 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) Level D

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

- 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) Level D

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (RI.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.

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (RI/RL.9-10.4) Level E

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

- 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) Level D
- 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) Level D

Writing

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

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W/WHST.9-10.1) Level E

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

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, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4) Level E

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

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) Level E

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6) Level E

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.

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W/WHST.6-8.8) Level D

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.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1) Level E

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

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6) Level E

Language

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. (L.9-10.1) Level E

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. (L.9-10.2) Level E

		<p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3 and 7.3 merge) Level D <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ● Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) Level E
	ACES/TIF	<p><u>Effective Communication (EC)</u></p> <ul style="list-style-type: none"> ● Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. a-f ● Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. a, b, c ● Skill 3: Utilize a variety of technologies for communication. a, b, c <p><u>Learning Strategies (LS)</u></p> <ul style="list-style-type: none"> ● 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). a-g ● Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall. a-d ● Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge. a-d ● Skill 4: Articulate awareness of what helps one learn language and content. a, b, c <p><u>Critical thinking (CT)</u></p> <ul style="list-style-type: none"> ● Skill 1: Organize, analyze and illustrate relationships between components, items, & ideas. a-d ● Skill 2: Solve problems. a-e ● Skill 3: Use information to draw conclusions and make decisions. a-d ● Skill 4: Recognize bias, assumptions and multiple perspectives. a-d <p><u>Self-Management (SM)</u></p>

		<ul style="list-style-type: none"> ● Skill 1: Set realistic goals and work independently to achieve them. a-f ● Skill 2: Manage information and materials for one's own learning and goals. a, b, c ● Skill 3: Manage time effectively to complete tasks. a-f <p><u>Developing a Future Pathway (DFP)</u></p> <ul style="list-style-type: none"> ● Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway. a-d ● Skill 2: Explore available options in order to identify one's future pathway. a, b, c ● Skill 3: Effectively complete the steps needed to enter into a selected pathway. a, b, c <p><u>Navigating Systems (NS)</u></p> <ul style="list-style-type: none"> ● Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems. a, b, c ● Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures. a-e ● Skill 3: Identify and follow norms of an organization structure. a-d
	Northstar	<p><u>Basic Computer Skills</u></p> <ul style="list-style-type: none"> ● Distinguish between different types of devices (tablets, desktop and laptop computers). ● 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 checkboxes, using drop-down menus, scrolling). ● Access and control audio output features (volume, mute, speakers and headphones). ● Identify icons on 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 camera and mic on laptops, tablets.
- Turn 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).
- Identify top-level domains (e.g., .edu, .com, .org).
- 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).
- Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
- Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).
- Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.
- Fill out an online form.
- Identify address bar and demonstrate understanding of its functionality.
- Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
- Perform internet search using clear parameters (terms and filters).
- Demonstrate ability to scroll up and down a page and left and right on a page.
- Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
- Identify and work with tabs and windows.
- Enable a specific pop-up window.
- Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text).

Using Email

- Define email and identify common email clients.
- Tell the difference between a URL and an email address.
- Register for a new email account, using a professional user name and a strong password.
- Log into email.
- Create and send an email, including recipient address, subject, and message.
- Open and reply to an email.
- Understand why and how to reply, reply all, and forward an email.
- Add an attachment to an email.
- Open and download an email attachment.
- Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.
- 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.).
- Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
- Sign out of email, especially when using shared computers.

Windows 10

- Identify the operating system used by a computer.
- Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).
- Demonstrate knowledge of the Windows Start Menu, including Get Help.
- Demonstrate ability to search for a file, program, or document.
- Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Windows programs (Microsoft Edge, Windows Defender, etc.).
- Start and exit programs.
- Minimize and maximize windows.
- Open, close and switch between windows.
- Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g., OneDrive).
- Move documents and files, including to and from Recycle Bin.
- Shut down, restart, and log off a computer.
- Use Settings to uninstall or modify apps.

Google Docs

- Log in and out of a Google account and navigate to Google Docs.
- Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button.
- Open a new or existing Google Docs document.
- Rename a document.
- Use Spelling and grammar check.
- Format text: size, color and font type.
- Set text spacing and alignment.
- Apply bullets and automatic numbering.
- Undo the previous action.
- Cut, copy and paste text.
- Modify page setup, including margins and orientation.
- Insert objects into a document, including images, links, and tables.
- Print.
- Download a document in another file format, such as Word or PDF.
- Share a document, being intentional about the difference between viewer, commenter, and editor.
- Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments.
- View and restore a previous version of a document.

Social Media

- Identify different types of social media and their primary functions (especially Facebook, LinkedIn, Instagram, Twitter).
- Recognize social media interactions that may present a risk in order to make informed decisions (e.g., using a Facebook account to log in to third-party websites, identifying scams, sharing personal information)
- Understand and change privacy settings.
- Demonstrate an understanding of the consequences of “liking” or commenting on something.
- Share and delete content, including photos, videos, and links.
- Identify information that is unwise to post and/or upload on social media (too much personal sharing, inappropriate photos/comments).
- Distinguish between public and private “spaces” on social media sites (e.g., Facebook messages vs. Facebook timeline).
- Post, share, like, or comment on content.

- Demonstrate knowledge of the permanence of anything posted on the internet.

Information Literacy

- Define a problem, formulate a question, or identify a decision that needs to be made.
- Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective).
- Define the kind of information needed to complete the task.
- Identify types and formats of information found online (articles, databases, images, videos, etc.).
- Plan steps required to solve the problem or accomplish the task.
- Recognize the costs, in time or money, and benefits of accessing different sources of information (article, newspaper, consumer reports).
- Demonstrate use of efficient search strategies to hone in on relevant information.
- Locate relevant information in media found online, including text, video, images, etc. Locate the source of the information.
- Make use of hyperlinks to follow desired/required path of information.
- Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheets, etc).
- Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.
- Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.
- File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.)
- Monitor extent to which information solves a problem and know when additional information is needed.
- Synthesize relevant information from one or more sources.
- Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
- Act on information to solve basic problems or answer a question.
- Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience.
- Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?

Google Drive

		<ul style="list-style-type: none"> ● Create a Google account using a professional username, a strong password, and a phone number. ● Sign in and sign out of a Google account and navigate to Google Drive. ● Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons. ● Open existing and create new Google Docs, Google Sheets, and Google Slides. ● Demonstrate ability to organize Google Drive by renaming, creating, starring, and moving files and folders. ● Demonstrate understanding of how moving shared files and folders can impact access privileges for others. ● Demonstrate ability to search for and find files and folders in different sections of Google Drive, including Shared with me, Recent, and Starred, or by using the search box. ● Upload and download files to and from Google Drive. ● Share files and folders using email addresses or direct links, being intentional about the difference between Viewer, Commenter, and Editor. ● Remove files and Restore files from trash. ● Recover your username and/or reset the password on a Google account.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Completion of FAFSA application; completion of Rochester Community and Technical College application; review of community college degrees; review Degree Audit Reporting System (DARS) report; program specific discernment; RCTC orientation; registration for courses; review of credits; career exploration with Minnesota Career Information System (MCIS); introduction to Trio and Disability Student Services; review of Financial Aid documents and award letters; review of scholarship information and applications.
Course text(s), educational technology, other instructional materials	Google Classroom Google Meet (for online classes) D2L Brightspace learning management system RCTC website FAFSA form (<i>studentaid.gov</i>) Scholarship applications (various) DARS website MCIS website	

