Cass Lake-Bena-Walker ABE Instructional Program Description - Overview

Staff contact	Laura Malott
Date of last update	May 2026
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): ● 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.mnabe-distancelearning.org/)

Introduction

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

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

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

Alignment to best practices

Best practice instructional area	Course name(s)	Pages number(s)
Adult Basic Education	*ABE Level 1*	*page 3*
Adult Basic Education	*ABE Level 2*	*page 5*
Adult Basic Education	*ABE Level 3*	*page 8*
Adult Basic Education	*ABE Level 4*	*page 12*
Adult Basic Education	*ABE Level 5*	*page 17*
Adult Basic Education	*ABE Level 6*	*page 20*
MN Standard Adult High School Diploma	*ADP Employability and Career Development*	*page 25*
MN Standard Adult High School Diploma	*ADP English / Level E*	*page 27*
MN Standard Adult High School Diploma	*ADP Math Level D & E*	*page 35*
MN Standard Adult High School Diploma	*ADP Science / Level E*	*page 42*
MN Standard Adult High School Diploma	*ADP Social Studies / Level E*	*page 46*
Developmental Math	*Math Foundations (Math 0094)*	*page49*
STAR / EBRI	*STAR/ EBRI*	*page52*
ABE/GED/Adult Diploma	*ABE/GED/Adult Diploma*	*page 52*
Digital Literacy	*Digital Literacy*	*page 55*

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 1
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30--3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	● **TABE Reading** score between at or below 367 ● **TABE Math** score between at or below 313 ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 1 when they reach: ● a CASAS Reading or Math score of 201 or higher ● a TABE Reading score of 368 or higher ● a TABE Math score of 314 or higher
Course goals	**Reading: SWBAT** 1. Read and write the alphabet 2. Read and write numbers 0-100 3. Fill out simple personal information form 4. Find the main idea and details in a story 5. Tell the events of a story in order 6. Read and write money amounts 7. Fill out job applications 8. Key facts about or information in text (table contents, glossaries and menus) 9. To ask and answer questions, to determine meaning of words and phrases in a text 10. Identify author purpose in a text **Writing/Language: SWBAT** 1. Write a story 2. Write short simple sentences 3. Plan, revise, edit and rewrite a story 4. Write the events of a story in order 5. Use a variety of digital tools to publish writing 6. Use standard English grammar and usage when writing and or speaking. 7. Clarify the meaning of unknown words and phrases

	8. Use and understand of word relationships in word meanings. **Speaking/Listening: SWBAT** 1. Participating in collaborative conversation with teacher and classmates 2. Ask and answer questions to get information or clarification. 3. Recall a story about people, places, and things 4. Speak and express thoughts clearly. 5. Use complete sentences when appropriate. **Math: SWBAT** 1. Count to 100 by 2's, 5's, and 10's 2. Read and write numbers 0-100 3. Read and write money amounts 4. Tell time 5. Add and subtract 1- and 2- digit numbers	
Course content	CCRS	**ELA - Reading Informational Text (RI)/Reading Literature (RL)**: Level A, Anchor 1 **ELA - Reading Informational Text (RI)**: Level A, Anchors 2, 4, 5, 7 & 8 **ELA - Writing (W)**: Level A, Anchors 2, 3, 5, 6, 7 & 8 **ELA - Speaking & Listening (SL)**: Level A, Anchors 3, 4 & 6 **ELA - Language (L)**: Level A, Anchors 1, 2, 4,5 & 6 **Math - Numbers and Operations in Base Ten (NBT)**: Level A **Math - Operation and Thinking (OA)**: Level A **Math - Geometry(G)**: Level A **Math - Measure and Data (MD)**: Level A
	ACES/TIF	**Learning Strategies:** Skill 1: a-e; Skill 2: a, Skill 3: a-c; **Effective Communication:** Skill 1 a-e: Skill 3 a; **Critical Thinking:** Skill 1: a, Skill 3: b, Skill 4: a **Developing a Future Pathway:** Skill 1 a, Skill 2 a, Skill
	Northstar	**Basic Computer Skills**: 5, 8,9,10 & 11 **Word**: 1,2,3,9,12 & 14
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	

Course text(s), educational technology, other instructional materials	Number Power 1, Reading Horizons, Journey to Success, Learning Upgrade, Scoreboost for TABE, Short Lessons in U.S. History,

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name Cass Lake-Bena-Walker	**ABE Level 2**
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	• **CASAS Reading score between 201-210** • **CASAS Math score between 201-210** • **TABE Reading score between 368-460** • **TABE Math score between 314-441** ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 2 when they reach: • a CASAS Reading or Math score of 211 or higher • a TABE Reading score of 461 or higher • a TABE Math score of 442 or higher
Course goals	**Reading: SWBAT** 1. Read compound words and words with prefixes and suffixes 2. Read for main idea, details, fact/opinion, cause/effect, compare/contrast, summarizing, and sequencing 3. Use context clues to define new words 4. Ask and answer questions using the 6 W's 5. Interpret words and phrases as they are used in a text 6. Use text features (glossary, index, headings, menus, etc) to locate key facts and information 7. Use text features and search tools (key words, sidebars, hyperlinks, etc) to locate relevant information

8. Use illustrations and words in a text to gain information
9. Read and write numbers 0-100
10. Mock job interview
11. Link personal likes and dislikes to job skills (what do I want to do for work)

Writing/Language - SWBAT:

1. Use standard English grammar and usage when writing or speaking
2. Write sentences with correct punctuation, capitalization, and spelling
3. Clarify the meaning of unknown and multiple meaning words and phrases
4. Have an understanding of word relationships and nuances
5. Write an informative/explanatory text
6. Write a friendly letter with correct punctuation
7. Write instructions
8. Write dates, days of the week and months
9. Use the writing process to create a final product
10. With guidance, use technology to produce and publish writing (keyboarding skills)

Speaking/Listening - SWBAT:

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

Math -SWBAT:

1. Read and write numbers 0-100
2. Know place value of ones, tens, hundreds, tenths, and hundredths
3. Sort numbers as even or odd
4. Multiply and divide numbers 1-100
5. Solve word problems using whole numbers (add, subtract, multiply, divide)
6. Read simple charts, graphs, diagrams, and tables
7. Count money and make change
8. Develop understanding of fractions as numbers
9. Describe ½, ⅓, ½ of, ⅓ of, etc...
10. Know shapes and attributes

Course content	CCRS	**ELA - Reading Informational Text (RI)/Reading Literature (RL)**: Level B, Anchor1 **ELA - Reading Informational Text (RI)**: Level B, Anchor 2, 4, 5 (RI 3.5 only), 7 (RI 3.7 only), 9 **ELA - Writing (W)**: Level B, Anchors 2, 4, 5 & 6 **ELA - Language (L)**: Level B, Anchors 1, 2 & 4 **ELA - Speaking & Listening (SL)**: Level B, Anchors 1, 3, 4, & 6 **Math - Numbers and Operations in Base Ten (NBT)**: Level B **Math - Number and Operations - Fractions**: Level B **Math - Operations and Algebraic Thinking (OA)**: Level B **Math - Geometry(G)**: Level B
	ACES/TIF	**Effective Communication**: Skill 1 a-e; Skill 3 a **Learning Strategies**: Skill 1 a-e; Skill 2 a, b & d; Skill 3 a-d **Critical Thinking**: Skill 1 a-b; Skill 3 b; Skill 4 a **Developing a Future Pathway**: Skill 1 a; Skill 2 a
	Northstar	**Basic Computer Skills**: 5, 8, 9, 10 & 11 **Word**: 1, 2, 3, 9, 12 & 14
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Challenger, Reading Horizons, Laubach, Grammar and Beyond, Vocabulary Basics, Number Power 1 & 2, Journey to Success, Learning Upgrade, Scoreboost for TABE, Short Lessons in U.S. History	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 3
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	• **CASAS Reading score between 211-220** • **CASAS Math score between 211-220** • **TABE Reading score between 461-517** • **TABE Math score between 442-505** • **TABE Language score between 491-523** ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 3 when they reach: • a CASAS Reading or Math score of 221 • a TABE Reading score of 518 • a TABE Math score of 506 • a TABE Language score of 524
Course goals	**Reading-SWBAT:** 1. Refer to details and quote accurately from a text when explaining and drawing inferences 2. Determine the theme or main idea and explain how it supported by key details 3. Summarize a text using supporting details and ideas 4. Explain what happened and why based on specific information in the text 5. Determine the meaning of academic, domain specific, and figurative language in a text 6. Describe the overall organizational structure in single and multiple texts 7. Analyze multiple accounts of the same event or topic and describe how different points of view emerge 8. Use accompanying graphics and text features to help interpret a written text 9. Explain how an author uses reasons and evidence to support a point of view 10. Combine information from several resources to write or speak knowledgeably 11. Read and comprehend complex literary and informational texts independently and proficiently using ATOS level C (4.97-7.03) **Writing-SWBAT:** 1. Write opinion pieces on topics or text, supporting a point of view with reasons and information 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

3. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
4. With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
5. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
6. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
8. Draw evidence from literary or informational texts to support analysis, reflection, and research
9. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing, making effective choices for meaning or style depending on the context
10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
11. Demonstrate understanding of figurative language, word relationships and nuances in word meanings
12. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that show logical relationships

Speaking and Listening-SWBAT:

1. Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly
2. Paraphrase and summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
3. Summarize the points a speaker makes and explain how each claim supported by reasons and evidence
4. 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
5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes
6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation

Math-SWBAT

1. Extend the number system to positive rational numbers and place value understanding of decimals
2. Attain a probable answer using estimation to the nearest place value

	3. Attain fluency with multi-digit operations using whole numbers and decimals 4. Understand fraction equivalence and comparison using factors and multiples 5. Develop fluency with sums, differences, products, and quotients of fractions 6. Connect ratio and rate to whole numbers multiplication and division 7. Alternate between fractions and decimals when comparing numbers to hundredths 8. Write, evaluate, and interpret expressions and equations using one variable 9. Generate and analyze patterns following a given rule 10. Develop understanding of the coordinate plane 11. Classify two-dimensional shapes based on sides and angles 12. Develop an understanding of volume and surface area 13. Solve problems using conversion of measurement and like measurement units 14. Develop understanding of statistical variability and describe distributions	
Course content	CCRS	**ELA - Reading Informational Text (RI)**: Level C, Anchors 1-7 **ELA - Writing (W)**: Level C, Anchors 1-9 **ELA - Speaking & Listening (SL)**: Level C, Anchors 1-6 **ELA - Language (L)**: Level C, Anchors 1-6 **ELA - Reading Foundations (RF)**: Level C, Anchors 3 & 4 **Math - Number and Operations-Base Ten (NBT)**: Level C **Math - The Number System (NS)**: Level C **Math - Number Fractions (NF)**: Level C **Math - Ratios and Proportional Relationships (RP)**: Level C, 6.RP.1 (only) **Math - Operations and Algebraic Thinking (OA)**: Level C **Math - Expressions and Equations (EE)**: Level C **Math - Geometry (G)**: Level C **Math - Measurement and Data (MD)**: Level C **Math - Statistics and Probability (SP)**: Level C
	ACES/TIF	**Learning Strategies**: Skill 1 a, c, d & e; Skill 2a-d; Skill 3 a-d **Learning Strategies**: Skill 1a-d; Skill 3- Reading/Writing a-d; Reading a & h; Skill 4 a-f **Navigating Systems**: Skill 1 f & h; Skill 2 a-d; Skill 3 a-c; Skill 4 a & c; Skill 5 a-e **Critical Thinking**: Skill 1a; Skill 4a
	Northstar	**Basic Computer Skills**: 1-17 **World Wide Web**: 1-18 **Windows**: 1-14 or **Mac OS X**: 1-17 **Word**: 1-16
	Other	

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Newsela website, Number Power 2 & 3, Journey to Success, Learning Upgrade, Scoreboost for TABE, Short Lessons in U.S. History, Readworks website, New Readers Press Online, Learning Upgrade	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 4
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	• **CASAS Reading score between 221-235** • **CASAS Math score between 221-235** • **TABE Reading score between 518-566** • **TABE Math score between 506-565** • **TABE Language score between 524-559** ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 4 when they reach: • a CASAS Reading or Math score of 236 • a TABE Reading score of 567 • a TABE Math score if 566 • a TABE Language score of 560
Course goals	**Reading-SWBAT:** 1. Cite textual evidence within a text to support conclusion 2. Determine the theme or central idea and how it is conveyed through particular details 3. Summarize a text using supporting details and ideas distinct from personal opinion and prior knowledge 4. Explain what happened and why based on specific information in the text following multi-step directions 5. Determine the meaning and impact of tone of academic, domain specific, connotative, and figurative language in a text 6. Analyze the overall organizational structure in a text and how sections contribute to the whole 7. Analyze an author's point of view, how it is revealed and how the author acknowledges conflicting evidence or viewpoints 8. Integrate information expressed in words with information expressed visually to develop an understanding of a topic 9. Assess whether an author's reasoning is sound and evidence is relevant, and recognize when irrelevant evidence is introduced 10. Analyze information from several resources and identify where the texts disagree on interpretation 11. Read and comprehend complex literary and informational texts independently and proficiently using ATOS level D (9.67-12.01) **Writing-SWBAT:** 1. Write arguments to support claims with clear reasons and relevant evidence 2. Write informative texts to examine a topic and convey ideas through organization and analysis of relevant content

3. Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience
4. 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
5. Use technology to publish writing, link and cite sources
6. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accurate of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standards format for citation
8. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing, making effective choices for meaning or style depending on the context
9. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
10. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Speaking and Listening-SWBAT:

1. Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly
2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives
3. Delineate a speaker's argument and specific claims, evaluating and soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
4. 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
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Math-SWBAT:

1. Extend number sense and fluent operations to all rational numbers, including negatives and fractions
2. Know that there are numbers that are not rational and approximate them by rational numbers
3. Understand rate, ratio, and percent and use them to solve problems
4. Apply proportional relationships
5. Work with radicals and integer exponents
6. Work with expressions and linear equations

	7. Solve linear equations and systems of linear equations 8. Develop the concept of function 9. Graph functions in the coordinate plane and analyzing their graphs 10. Classify geometric figures based on properties 11. Solve problems involving scale drawings 12. Solve real life and mathematical problems involving 2-and 3-dimensional figures: area, surface area, and volume 13. Analyze 2- and 3-dimensional shapes using distance and angle measurements, similarity, and congruence 14. Apply the Pythagorean theorem 15. Summarize data and data distributions 16. Draw inference about populations and chance processes based on random samples (probability distributions) 17. Understand patterns of association for bivariate data and describing them with a linear equation, when appropriate	
Course content	CCRS	**ELA - Reading Informational Text (RI)**: Level D, Anchors 1-7 **ELA - Writing (W)**: Level D, Anchors 1-9 **ELA - Speaking & Listening (SL)**: Level D, Anchors 1-6 **ELA - Language (L)**: Level D, Anchors 1-6 **Math - Number and Operations-Base Ten (NBT)**: Level C **Math - The Number System (NS)**: Level D, 6.NS.5-6.NS.8; 7.NS.1-7.NS.3; 8.NS.2 **Math - Ratios and Proportional Relationships (RP)**: Level D, 6.RP.3 - 7.RP.3 **Math - Expressions and Equations (EE)**: Level D **Math - Functions (F)**: Level D **Math - Geometry (G)**: Level D **Math - Statistics and Probability (SP)**: Level D
	ACES/TIF	**Learning Strategies**: Skills 2 & 3 **Critical Thinking**: Skills 1-4 **Self-Management**: Skill 2
	Northstar	**Basic Computer**: 1-17 **World Wide Web**: 1-18 **Windows**: 1-14 or **Mac OS X**: 1-17 **Word**: 1-16
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	

Course text(s), educational technology, other instructional materials	Newsela, Number Power 2 & 3, Journey to Success, Learning Upgrade, Scoreboost for TABE, Short Lessons in U.S. History, Pre HSE Workbooks, Building A Strong Vocabulary for Academic Preparation, Readworks website, New Readers Press Online, Learning Upgrade

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 5
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	• **Reading CASAS Score 236-245** • **Math CASAS Score 236-245** • **Reading TABE Score 567-595** • **Math TABE Score 566-594** ABE students are placed in ABE programming according to their lowest TABE score in reading or math. Students complete ABE Level 5 when they reach: • a CASAS Reading or Math score of 246 • a TABE Reading score of 596 • a TABE Math score if 595 • a TABE Language score of
Course goals	**Reading-SWBAT:** 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 2. Determine 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. 3. 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 and multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or expectations defined in the text. 4. 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. 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts. 7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.

8. 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.
9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.
10. Read and comprehend complex literary and informational texts independently and proficiently using an ATOS range 9.67-12.01

Writing-SWBAT:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. This includes the narration of historical events, scientific procedures and experiments, or technical processes.
3. 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.
4. 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.
5. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening-SWBAT:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. 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.

Mathematics-SWBAT:

1. Extend the properties of exponents to rational exponents.
2. Reason quantitatively and use units to solve problems.
3. Interpret the structure of expressions.
4. Write expressions in equivalent forms to solve problems.
5. Perform arithmetic operations on polynomials.
6. Rewrite rational expressions.
7. Create equations that describe numbers or relationships.

	8. Understand solving equations as a process of reasoning and explain the reasoning. 9. Solve equations and inequalities in one variable. 10. Solve systems of equations. 11. Represent and solve equations and inequalities graphically.	
Course content	CCRS	**ELA - Reading Informational Text (RI)/Reading Literature (RL)/Reading Historical/Social Studies Text(RH)/Reading Scientific and Technical Text(RST)**: Level E, Anchor 1 (RI/RL.9-10.1), Anchor 2 (RI/RL. 9-10.2), Anchor 3 (RH.9-10.3, RST.9-10.3), Anchor 4 (RI/RL.9-10.4), Anchor 5 (RI.9-10.5), Anchor 6 (RI.9-10.6, RH.9-10.6), Anchor 7(RH.9-10.7, RST.9-10.7), Anchor 8 (RI.9-10.8), Anchor 9 (RI.9-10.9, RST.9-10.9), & Anchor 10 **ELA - Writing (W)**: Level E, Anchor 1 (W/WHST.9-10.1, L.9-10.1), Anchor 2 (W/WHST.9-10.2, L.9-10.2), Anchor 6 (W.9-10.6), & Anchor 8 (W/WHST.9-10.8) **ELA - Speaking & Listening (SL)**: Level E, Anchor 1 (SL.9-10.1), Anchor 4 (SL.9-10.4) **Mathematics:** N.RN.2, N.Q.1, N.Q.3, A.SSE.1, A.SSE.2, A.SSE.3, A.APR.1, A.APR.6, A.CED.1, A.CED.2, A.CED.3, A.CED.4, A.REI.1, A.REI.2, A.REI.3, A.REI.6, A.REI.10
	ACES/TIF	Effective Communication Skills 1-3 Learning Strategies Skills 1-4 Critical Thinking Skills 1-4 Self Management Skills 1-3 Developing a Future Pathway Skills 1-3 Navigating Systems Skills 1-3
	Northstar	Basic Computer Skills: 1-17 World Wide Web: 1-20 Windows: 1-16 E-mail: 1-20 Word: 1-17 Social Media: 1-11 Excel: 1-21 Powerpoint: 1-17
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	N/A

Course text(s), educational technology, other instructional materials	Number Power, Common Core Achieve, 6-Way Paragraphs Series, Pre-HSE Bridging Series, Various Fiction/Non-Fiction Texts, ReadWorks, Journey to Success, Learning Upgrade, Scoreboost for TABE, Short Lessons in U.S. History, Pre HSE Workbooks, Building A Strong Vocabulary for Academic Preparation, Readworks website, New Readers Press Online, Learning Upgrade, Plato, Khan Academy

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	ABE Level 6
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population (including cut scores, score ranges, completion criteria)	• **Reading CASAS Score 246+** • **Math CASAS Score 246 +** • **TABE Score 596+ Reading** • **TABE Score 595+ Math**
Course goals	**Students will be able to:** **Reading:** **1.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **2.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **3.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **4.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. **5.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. **6.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. 7. Read and comprehend complex literary and informational texts independently and proficiently using an ATOS range of 11.20-14.10 **Writing:** 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

		3. 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. 4. Draw evidence from literary or informational texts to support analysis, reflection, and research. 5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 6. 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. **Speaking and Listening:** 1. 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. 2. 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. 3. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence to add interest. 4. Adapt speech to a variety of contexts and task, demonstrating a command of formal English when indicated or appropriate. **Mathematics:** 1. Understand the concept of a function and use function notation. 2. Interpret functions that arise in applications in terms of the context. 3. Analyze functions using different representations. 4. Build a function that models a relationship between two quantities. 5. Construct and compare linear, quadratic, and exponential models and solve problems. 6. Interpret expressions for functions in terms of the situation they model. 7. Experiment with transformations in the plane. 8. Prove theorems involving similarity. 9. Explain volume formulas and use them to solve problems. 10. Apply geometric concepts in modeling situations. 11. Summarize, represent, and interpret data on a single count or measurable variable. 12. Summarize, represent, and interpret data on two categorical and quantitative variables. 13. Interpret linear models.
	CCRS	**Reading:** CCR2 (RST.11-12.2), CCR3 (RI.11-12.3), CCR5 (RI.11-12.5), CCR6 (RL.11-12.6), CCR7 (RI.11-12.7), CCR9 (11-12.9), CCR10

Course content		**Writing:** CCR4 (W/WHST.11-12.4), CCR5 (W.11-12.5), CCR7 (W/WHST.11-12.7), CCR9 (W/WHST.11-12.9), CCR4 (L.11-12.4), CCR6 (L.11-12.6) **Speaking and Listening:** CCR 2 (SL.11-12.2), CCR3 (SL.11-12.3), CCR 5 (SL 11-12.5), CCR 6 (SL 11-12.6) **Mathematics:** F.IF.1, F.IF.2, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.IF.8b, F.IF.9, F.BF.1, F.LE.1, F.LE.5, G.CO.1, G.SRT.5, G.GMD.3, G.MG.2, S.ID.1, S.ID.3, S.ID.5, S.ID.7, S.ID.9
	ACES/TIF	Effective Communication Skills 1-3 Learning Strategies Skills 1-4 Critical Thinking Skills 1-4 Self Management Skills 1-3 Developing a Future Pathway Skills 1-3 Navigating Systems Skills 1-3
	Northstar	Basic Computer Skills: 1-17 World Wide Web: 1-20 Windows: 1-16 E-mail: 1-20 Word: 1-17 Social Media: 1-11 Excel: 1-21 Powerpoint: 1-17
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	N/A
Course text(s), educational technology, other instructional materials	Number Power, 6-Way Paragraphs Series, Pre-HSE Bridging Series, Various Fiction/Non-Fiction Texts, Number Power, Common Core Achieve, 6-Way Paragraphs Series, Pre-HSE Bridging Series, Various Fiction/Non-Fiction Texts, ReadWorks, Journey to Success, Learning Upgrade, Scoreboost for TABE, Short Lessons in U.S. History, Pre HSE Workbooks, Building A Strong Vocabulary for Academic Preparation, Readworks website, New Readers Press Online, Learning Upgrade, Plato, Khan Academy	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**ADP Employability & Career Development**	
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.	
Target student population (including cut scores, score ranges, completion criteria)	**TABE 6.0 D and above**	
Course goals	**Student will be able to (SWBAT):** 1. Develop Future pathway goals. 2. Create Resume and cover letter. 3. Explore Careers. 4. Understand self-management strategies and navigating systems. 5. Attain basic computer literacy skills.	
Course content	CCRS	
	ACES/TIF	**Effective Communication:** Skills 1-3 **Learning Strategies:** Skills 1-4 **Critical Thinking:** Skills 1-4 **Self-Management:** Skills 1-3 **Developing Future Pathways:** Skills 1-3 **Navigating Systems:** Skills 1-2
	Northstar	**Required Modules on Northstar Assessment:** **Module 1: Basic Computer** **Module 2: World Wide Web** **Module 3: Windows/Mac Os X**

		Module 4: Email **Module 5: Microsoft Word** **Module 9: Information Literacy** Students may attempt optional modules: **Module 6: Social Media** **Module 7: Excel** **Module 8: Powerpoint**
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by Site. My MN Careers packet from https://careerwise.minnstate.edu/mymncareers/index.html	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**ADP English Literacy 3/ Level E**	
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.	
Target student population (including cut scores, score ranges, completion criteria)	**TABE 6.0 D and above**	
Course goals	**Student will be able to (SWBAT):** To demonstrate reading, language, speaking/listening and writing skills that convey organized thought supported by facts/references.	
Course content	CCRS	**Reading: CCR Anchors 1-8 Levels D and E** Level E 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 SWBAT-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 Anchor 2: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas SWBAT-Determine a theme or central idea of a text and analyze in detail in its development over the course of the text SWBAT-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 Anchor 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text SWBAT- 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 SWBAT -Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them

		SWBAT-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text Level E 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 SWBAT-Determine the meaning of words or 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 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 SWBAT-Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text SWBAT-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 Anchor 6: Assess how point of view or purpose shapes the content and style of a text SWBAT-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 SWBAT- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant SWBAT-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 Level E Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words SWBAT-Integrate quantitative or technical analysis with quantitative analysis in print or digital text SWBAT-Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically SWBAT-Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem Level E 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 SWBAT-Delineate and evaluate the argument and specific claims in a text SWBAT-Assess whether reasoning is valid and the evidence is sufficient SWBAT-Identify false statements and fallacious reasoning Level E Anchor 8: Analyze how two or more texts address similar theme or topics in order to build knowledge or to compare the approaches the authors take

		SWBAT-Analyze seminal US documents of historical and literary significance, including how they address related themes and concepts SWBAT-Analyze 17th, 18th, 19th century foundational US documents of historical and literary significance for their themes, purposes and rhetorical features SWBAT-Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts Level E Anchor 10: Read and comprehend complex literacy and informational texts independently and proficiently SWBAT-Read and comprehend complex literacy and informational texts independently and proficiently ***Artifact fulfilling this competency will be Article Deconstruction*** **Language: CCR Anchors 1-4 Levels D and E** Level E Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking SWBAT-Use parallel structure SWBAT-Use various types of phrases and clauses to convey specific meanings and add variety and interest Level E Anchor 2: Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing SWBAT-Use a semicolon to link two or more closely related independent clauses SWBAT-Use a colon to introduce a list or quotation SWBAT-Spell correctly Level E Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. SWBAT-Use context as a clue to meaning SWBAT-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech SWBAT-Consult general and specialized materials to find pronunciation or determine or clarify its precise meaning SWBAT-Verify the preliminary determination of the meaning of a word or phrase ***Artifact fulfilling this competency will be Narrative writing, research paper or speaking powerpoint/notes***

		Speaking/Listening: CCR Anchors 1-6 Levels 3 and E Level E 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 SWBAT-Initiate and participate SWBAT-Express persuasively SWBAT-Refer to evidence from texts and other research to stimulate a thoughtful, well-reasoned exchange of ideas SWBAT-Work with peers to set rules and clear goals SWBAT-Propel conversations by posing and responding to questions; clarify, verify or challenge ideas and conclusions SWBAT-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and make new connections in light of evidence and reasoning presented Level E Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally SWBAT-Integrate multiple sources in order to make informed decision and solve problems SWBAT-Evaluate the credibility and accuracy of each source SWBAT-Note any discrepancies among the data Level E Anchor 3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric SWBAT-Evaluate point of view and use of rhetoric SWBAT-Assess the stance, premises, links among ideas, word choice, points of emphasis and tone used Level E 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 SWBAT-Present information and supporting evidence clearly, concisely and logically such that listeners can follow line of reasoning SWBAT-Organization, development, substance and style are appropriate to purpose, audience and task Level E Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations SWBAT-Make strategic use of digital media(textual, graphical, audio visual and interactive elements) SWBAT-Enhance understanding of findings, reasoning and evidence and to add interest Level E Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate SWBAT- Adapt speech to a variety of contexts and communicative tasks using formal English when indicated or appropriate ***Artifact fulfilling this competency will be Informative presentation using Powerpoint and audience review***

		Writing: CCR Anchors 1-9 Levels D and E (Anchor 3 level B) Level E Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence SWBAT-Distinguish precise claims from opposing claims SWBAT-Create an organization establishing clear relationships among claims and counterclaims SWBAT-Use words, phrases and clauses to link the major sections of the text SWBAT-Establish and maintain formal style and objective tone SWBAT-Provide a concluding statement or section Level E 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 SWBAT-Introduce topic and organize complex ideas making important connections and distinctions SWBAT-Develop the topic with well-chosen and sufficient facts SWBAT-Use varied transitions to link the major sections SWBAT-Use precise language to manage the complexity of the topic SWBAT-Maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing SWBAT-Provide a concluding section articulating implications or the significance of the topic Level B Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well structured event sequences SWBAT-Write narratives using well chosen details and well structured sequence of events Level E Anchor 4: Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience SWBAT-Write using clear and coherent writing appropriate to the task, purpose and audience. Level E Anchor 5: Develop and strengthen writings as needed by planning, revising, editing, rewriting or trying a new approach. SWBAT-Use planning, revising, editing, rewriting and any other approach to develop and strengthen his or her writings. Level E Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others SWBAT-Use technology including the Internet to produce and publish writing in addition to interact and collaborate with others Level E Anchor 7: Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation SWBAT-Conduct short research projects based on focused questions and demonstrate understanding of the subject under investigation.

		Level E Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate information while avoiding plagiarism SWBAT-Gather relevant information from multiple authoritative sources including digital sources SWBAT-Use advanced searches effectively SWBAT-Assess the usefulness of each source SWBAT-Integrate information into the text selectively to maintain flow of ideas Level E Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection and research SWBAT-Draw evidence from literary or informational texts to support analysis, reflection and research ***Artifact fulfilling this competency will be Informative research writing, Argument Paper, and Narrative Writing***
	ACES/TIF	**Effective Communication Skills 1-3** **Learning Strategies: Skills 1-4** **Critical Thinking: Skills 1-4** **Self-Management: Skills 1-3** **Navigating Systems: Skills 1-2**
	Northstar	**Module 5: Microsoft Word** **Module 8: Powerpoint**
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Students will write two Level E papers: a personal narrative and an argument paper. An informative research may be completed in English, Science or Social Studies. Vocabulary and word work; brainstorming activities; components of a paper, writing process instruction; life timeline project; research articles analysis; outlining; speech notes **Narrative Writing Project Content** Brainstorming Activity: Students shall investigate four significant life events, being mindful of the lasting impact and important characters. Mind Map: Students investigate the sequence of a significant life event by creating a chronological analysis of the event.	

Handwritten Rough Draft: Students use the events presented in the timeline to create a rough draft developing a narrative of several paragraphs.

Typed Rough Draft: Students gradually revise and edit the handwritten rough draft into a working containing complete thoughts and is free of errors on a Microsoft word document.

Final Draft: Students produce the final and most correct complete version of the narrative to be submitted for review and grading. This draft is to be clear, coherent and demonstrating command of English grammar and conventions.

Grading Rubric: The teacher completes this evaluation document in order to identify strengths and weaknesses of the student's work. (Acceptable on Rubric=Level e skills)

Subsequent Drafts: If applicable or required per the grading rubric.

Informative Research Writing Content (may be completed in the Science or Social Studies capstone project)

Investigation: Students analyze several complex documents from diverse media sources. This information is the basis for the research.

Information Outline: By analyzing the interaction between texts, the students organize researched information in a logical sequence per teacher-provided investigation sheet.

Typed Rough Draft: Students gradually revise and edit the handwritten rough draft into a working containing complete thoughts and is free of errors on a Microsoft word document.

Final Draft: Students produce the final and most correct complete version of the informative research to be submitted for review and grading. This draft is to be clear coherent and demonstrating command of English grammar and conventions.

Grading Rubric: The teacher completes this evaluation document in order to identify strengths and weaknesses of the student's work. A student must achieve a score of 75% in order to meet competencies.

Speech Notes: Students use researched information to create a visual display via a Microsoft PowerPoint presentation. Students present their findings in an organized way appropriate to the audience.

Speech Rubric: This teacher completed evaluation documents the student's speaking competencies. The primary elements of the evaluation are eye contact, clarity, volume, use of notes, confidence, word choice and disclosed sources. (Acceptable on Rubric=Level E skills)

Argument Writing Project Content
Essay Analysis: Students will label thesis, topic sentences and supporting details in given essays.

Essay Outline: Students will outline the supported argument essay being mindful of key concepts and argument development.

Vocabulary Assessment: Students will identify words in their research new to them and formulate meaning through a series of activities.

Typed Rough Draft: Students gradually revise and edit the handwritten rough draft into a working containing complete thoughts and is free of errors on a Microsoft word document.

Final Draft: Students produce the final and most correct complete version of the argument to be submitted for review and grading. This draft is to be clear , coherent and demonstrating command of English grammar and conventions.

Grading Rubric: The teacher completes this evaluation document in order to identify strengths and weaknesses of the student's work. (Acceptable on Rubric= Level E skills)

Materials: Guided Practice using University of Happyville Curriculum by Mr. Kuehnel, MCF-Faribault, Rogers ABE Program Number Power, Common Core Achieve, 6-Way Paragraphs Series, Pre-HSE Bridging Series, Various Fiction/Non-Fiction Texts, ReadWorks, Journey to Success, Learning Upgrade, Scoreboost for TABE, Writing for the GED, Pre HSE Workbooks, Building A Strong Vocabulary for Academic Preparation, , Scoreboost,Kaplan GED Test Prep, Core Readworks website, New Readers Press Online, Learning Upgrade, Plato, Khan Academy

Common Core Achieve English, and a variety of other TRF instructor resource curriculum

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**ADP Math Literacy Level D & E**	
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.	
Target student population (including cut scores, score ranges, completion criteria)	**TABE 6.0 D and above**	
Course goals	Student will be able to (SWBAT): Attain mathematical competency in number sense, algebra, geometry and statistics/probability	
Course content	CCRS	**<u>Number Sense:</u>** 6.NS.7, 6.NS.7c Apply and extend previous understanding of numbers to the system of rational numbers SWBAT-Understand ordering and absolute value of rational numbers SWBAT-Understand the absolute value of a rational number as its distance from zero (0) on the number line SWBAT-Interpret absolute value as magnitude for a positive or negative quantity in a real world situation 7.NS.1 (a-d), 7.NS.2 (a-b) Apply and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational number SWBAT-Add and subtract rational numbers: represent addition and subtraction on a horizontal or vertical number line diagram and the following a) Describe situations in which opposite quantities combine to make 0 b) Understand p+q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (an additive inverse) Interpret sums of rational numbers by describing real-world contexts

c) Understand subtraction of rational numbers as adding the additive inverse, p-q=p+(-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.
d) Apply properties of operations as strategies to add and subtract rational numbers.

SWBAT-Multiply and divide rational numbers and the following

a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1)=1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real world contexts.
b) Understand that integers can be divided, provided that the divisor is not zero (0). And every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q)=(-p)/q=p/(-q). Interpret quotients of rational numbers by describing real world contexts.

N.RN.2 Extend the properties of exponents to rational exponents. Reason quantitatively and use units to solve problems.

SWBAT-Rewrite expressions involving radicals and rational exponents using the properties of exponents

F.LE.1, 1b Construct and compare linear and exponential models and solve problems

SWBAT-Distinguish between situation that can be modeled with linear functions and with exponential functions (modeling required)
SWBAT-Recognized situations in which one quantity changes at a constant rate per unit interval relative to another (modeling required). *Number Sense Capstone project*

Artifact fulfilling this competency will be Level E Math Test in Number Sense.
Number Sense Capstone project.

Algebra:

7.EE.1 Use properties of operations to generate equivalent expressions
SWBAT apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.

		8.EE.7 , 7a-b Analyze and solve linear equations and pairs of simultaneous linear equations SWBAT Solve linear equations with one variable a) Give examples of linear equations in one variable with one, infinitely many solutions or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x=a, a=a, or a=b results (where a and b are different numbers) b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms 8.EE.8, 8 a-b Analyze and solve linear equations and pairs of simultaneous linear equations SWBAT Analyze and solve pairs of simultaneous linear equations a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. 8.F.1, 8.F.3 Define, evaluate and compare functions SWBAT 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. SWBAT Interpret the equation y=mx+b as defining a linear function, whose graph is a straight line and give examples of functions that are not linear. 7.EE.4, 7.EE.4 a-b Solve real-life and mathematical problems using numerical and algebraic expressions and equations. SWBAT 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. a) Solve word problems leading to equations of the form px+q=r and p(x+q)=r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach

b) Solve word problems leading to inequalities of the form px+q> r or px+q<r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

8.EE.1, 2, 4 Work with radicals and integer exponents

SWBAT Know and apply the properties of integer exponents to generate equivalent numerical expressions.

SWBAT Use square root and cube root symbols to represent solutions to equations of the form $x2$ = p and $x3$ =p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that square root of 2 is irrational.

SWBAT Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notations 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.

A.REI.6 Analyze and solve linear equations and pairs of simultaneous linear equations
SWBAT solve systems of linear equations exactly and approximately(e.g with graphs), focusing on pairs of linear equations in two variables. *Algebra Capstone project*

Artifact fulfilling this competency will be Level E Math Test in Algebra.
Algebra Capstone project.

Geometry:

7.G.4, 7.G.6 Solve real-life and mathematical problems involving angle, measure, area, surface area and volume

SWBAT Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

		SWBAT 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. 7.G.1 Draw, construct and describe geometrical figures and describe the relationship between them SWBAT 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 8.G.7 Understand and apply the Pythagorean Theorem SWBAT Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in the real-world and mathematical problems in two- and three-dimensions. G.GMD.2, G.GMD.3 Explain volume formulas and use them to solve problems SWBAT Use volume formulas for cylinders, pyramids, cones and spheres to solve problems (modeling required) *Geometry Capstone Project* ***Artifact fulfilling this competency will be Level E Math Test in Geometry.*** ***Geometry Capstone project*** **<u>Data, Statistics & Probability:</u>** 6.SP.5 Summarize and describe distributions. SWBAT Summarize numerical data sets in relation to their context, such as by: 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, mode 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 7.SP.4 Draw informal comparative inferences about two populations SWBAT Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. 8.SP.1, 8.SP.2, 8.SP.3 Investigate patterns of association in bivariate data SWBAT Construct and interpret scatter plots for bivariate measurements data to investigate patterns of association between two quantities. Describe patterns such as clustering outliers, positive or negative association, linear association and nonlinear association. 7.Rp.2b Analyze proportional relationships and use them to solve real-world and use them to solve real-world and mathematical problems SWBAT Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples(or simulated samples) of the same size to gauge the variation in estimates or predictions. S.ID.1 Summarize, represent and interpret data on two categorical and quantitative variables. SWBAT Represent data with plots on the real number line (dot plots, histograms, and box plots). *Data, Statistics and Probability Capstone* ***Artifact fulfilling this competency will be Level E Math Test in Data, Statistics and Probability.*** ***Data, Statistics and Probability Capstone project***
	ACES/TIF	**Effective Communication Skills:** 1-3 **Learning Strategies:** Skills 1-4 **Critical Thinking:** Skills 1-4 **Self-Management:** Skills 1-3 **Navigating Systems:** Skills 1-2

	Northstar	**Module 6: Excel** **Module 8: Powerpoint**
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	**Elements of Rigo**r: ● Conceptual understanding: Explicit instruction and class discussion empower students with the understanding necessary to transfer concepts to novel situations. A capstone project or problems have been added to document competency. ● Procedural skill and fluency: Students are provided daily opportunity to complete calculations with speed and accuracy. ● Application: Our setting limits many application options. Students are provided stories of "real world" situations and are shown ways to illustrate or graphically represent problems. Student-centered strategies are utilized to enable students to gain autonomy while engaging in cognitively complex tasks and situations. Capstone problems or project offer an opportunity to apply skills. Direct instruction, independent practice, worksheets and tests. Algebra capstone, Number Sense capstone, Geometry capstone and Data, Statistics and Probability capstone. 70% required to document competency. **Materials**: Math Sense, Graphing and scientific calculators, Microsoft Excel spreadsheets and resulting tables or graphs, Number Power, Pre-HSE Bridging Series, Learning Upgrade, Scoreboost for TABE, Pre HSE Workbooks, New Readers Press Online, Learning Upgrade, Plato, Khan Academy Common Core Achieve Mathematics, and a variety of other TRF instructor resource curriculum	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**ADP Science Literacy 3/ Level E**	
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.	
Target student population (including cut scores, score ranges, completion criteria)	**TABE 6.0 D and above**	
Course goals	Student will be able to (SWBAT): To attain competency in nature of science & engineering, physical science, life science and Earth and space science	
Course content	CCRS	**<u>Reading</u>:** CCR Anchor 1 Level D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Level E: Cite strong and thorough textual evidence…) CCR Anchor 2 Level D: 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. Level E: Provide an objective summary of the text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms. CCR Anchor 6 Level D: 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. 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. CCR Anchor 7 Level D: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. Level E: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. CCR Anchor 8 Level D: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 E: Delineate...whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning. **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. CCR Anchor 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose or audience. CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection and research. **Language:** CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking CCR Anchor 2: Demonstrate … English capitalization, punctuation and spelling when writing. 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. **Mathematics:** Level D: Use rationale reasoning to solve problems; Model bivariate data using a linear equation; understand the concept of a function; calculate with and compare integers; represent equations graphically Level E: Create a linear equations to represent a data set **Nature of Science and Engineering** Competency met Chpt 3 & 6 tests 70% and above SWBAT Show an understanding of the scientific method, using empirical criteria, logical argument and skeptical review SWBAT Describe how science, technology, engineering, mathematics and society interact in order to meet needs and solve problems SWBAT Demonstrate how the context of scientific effort influences society and is influenced by society **Physical Science** Competency met Chpt 5, 6, & 7 tests 70 % and above SWBAT Demonstrate an understanding of matter (properties, structure, and changes) SWBAT Demonstrate an understanding of motion(forces) SWBAT Demonstrate an understanding of energy (types and transformations)

		Life Science Competency met Chpt 1,2, and 4 tests 70% and above SWBAT Explain how living things are interdependent and constantly changing SWBAT Explain how humans impact natural systems SWBAT Explain the concept of ecosystems, including the transformation and transfer of energy and matter SWBAT Explain the concepts of evolution and extinction SWBAT Explain how the human body functions, heredity, environment, disease, maintenance and age **Earth & Space Science** Competency met Chpt 8 or 9 tests 70 % and above SWBAT Explain how the Earth and solar system interact and change, and how these changes impact formations of the Earth's surface and atmosphere, including weather and climate SWBAT Explain aspects of earth and space changes as they relate to human interaction with global environments *Science Capstone* Level E Standard: Writing Anchor 7 70% or above Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation SWBAT Conduct Research on a given topic SWBAT Analyze both stances of a scientific topic SWBAT Demonstrate an understanding of the subject under investigation Part of the capstone is a Scientific Analysis Paper/Informative Research Writing. In writing the Document-Based Question (DBQ) response, the student will need to: Analyze and deconstruct CCRS Level E text readings ● Use a style guide to layout and construct a rough draft ● Transcribe the rough draft into Microsoft Word, MLA or AP ● Edit and revise the essay to be sure that idea development and organization are clear and coherent. This process will be completed by working with the teacher. ● Present the final draft to the teacher for competency assessment The student may give a Microsoft PowerPoint Presentation with notes.

		Reading, presentation, discussion, guided practice, note taking, and vocabulary drills will be organized, clear, and coherent to the task, purpose and audience.
	ACES/TIF	**Effective Communication:** Skills 1-3 **Learning Strategies:** Skills 1-4 **Critical Thinking:** Skills 1-4 **Self-Management:** Skills 1-3 **Developing Future Pathways:** Skills 1-3 **Navigating Systems:** Skills 1-2
	Northstar	**Module 5: Microsoft Word** **Module 8: Powerpoint**
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	6-Way Paragraphs Series, Pre-HSE Bridging Series , Journey to Success, Learning Upgrade, Scoreboost for TABE, , Pre HSE Workbooks, Building A Strong Vocabulary for Academic Preparation, Core Skills in Science, Science for the GED Test, Kaplan GED Test Prep, Readworks website, New Readers Press Online, Learning Upgrade, Plato, Khan Academy	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**ADP Social Studies Literacy 3/ Level E**	
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.	
Target student population (including cut scores, score ranges, completion criteria)	**TABE 6.0 D and above**	
Course goals	Student will be able to: (SWBAT) To demonstrate understanding of government, history, geography and economics at local, state, national and global levels	
Course content	CCRS	**<u>Reading</u>:** CCR Anchor 1 Level D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Level E: Cite strong and thorough textual evidence…) CCR Anchor 2 Level D: 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. Level E: Provide an objective summary of the text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms. CCR Anchor 6 Level D: 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. 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. CCR Anchor 7 Level D: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. Level E: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. CCR Anchor 8 Level D: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 E: Delineate...whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning. **<u>Writing:</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. CCR Anchor 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose or audience. CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection and research. **<u>Language</u>:** CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking CCR Anchor 2: Demonstrate … English capitalization, punctuation and spelling when writing. 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. **US Government** Competency met Chpt 1, 2 & 9 tests 70% and above SWBAT Demonstrate understanding of functions and interactions of the three branches of government SWBAT Demonstrate understanding of functions and interactions of the levels of government (federal, state and local) SWBAT Understand how government interacts with indigenous and other sovereign nations. SWBAT Demonstrate knowledge of individual rights, duties, and responsibilities within the community, state, and the nation. **Geography** Competency met Chpt 9 & 10 70 % and above SWBAT Demonstrate the ability to read, interpret geographic representations of physical characteristics, human characteristics and distribution of resources SWBAT Investigate, analyze and report geographical information to problem solve and plan for the future SWBAT Demonstrate knowledge and understanding of how resources, physical and environmental factors influence and are influenced by human activities (migrations, social, economic and political systems)

History
Competency met Chpt 3, 4, 9 & 10 tests 70% and above
SWBAT Explain why past patterns influence the present
SWBAT Explain why history is important to develop an understanding of where we are today and where civilization is headed.
SWBAT Demonstrate historical inquiry, discover, interpretation and critical analysis of human history

Economics
Competency met Chpt 5, 6, 7, & 8 tests 70 % and above

SWBAT Explain the impact of economic policies of individuals on themselves, their communities, the nation and the world.
SWBAT Explain the impact of economic policies of banks and businesses on individuals, communities, the nation and the world.
SWBAT Demonstrate understanding of personal financial goal setting
SWBAT Demonstrate understanding of personal budget
SWBAT Analyze long-term and short-term costs of spending and saving
SWBAT Analyze long-term and short-term cost of insuring

Social Studies Capstone
Level E Standard: Writing Anchor 8 70% or above

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
SWBAT Gather relevant information from multiple sources
SWBAT Assess the usefulness of each source in answering the research question and
SWBAT Selectively integrate information into the writing to maintain the flow of ideas and avoid plagiarism

Part of the capstone is a Social Studies Analysis Paper/Informative Research Writing. In writing the Document-Based Question (DBQ) response, the student will need to:

- Analyze and deconstruct CCRS Level E text readings
- Use a style guide to layout and construct a rough draft
- Transcribe the rough draft into Microsoft Word, MLA or AP

		● Edit and revise the essay to be sure that idea development and organization are clear and coherent. This process will be completed by working with the teacher. ● Present the final draft to the teacher for competency assessment The student may give a Microsoft PowerPoint Presentation with notes. Reading, presentation, discussion, guided practice, note taking, and vocabulary drills will be organized, clear, and coherent to the task, purpose and audience. Independent Study, Group Discussions, Extended Response Writing and independent pair discussion
	ACES/TIF	**Effective Communication:** Skills 1-3 **Learning Strategies:** Skills 1-4 **Critical Thinking:** Skills 1-4 **Self-Management:** Skills 1-3 **Developing Future Pathways:** Skills 1-3 **Navigating Systems:** Skills 1-2
	Northstar	**Module 5: Microsoft Word** **Module 8: Powerpoint**
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	6-Way Paragraphs Series, Pre-HSE Bridging Series , Journey to Success, Learning Upgrade, Scoreboost for TABE, , Pre HSE Workbooks, Building A Strong Vocabulary for Academic Preparation, Core Skills in Social Studies, Social Studies for the GED Test, Kaplan GED Test Prep, Readworks website, New Readers Press Online, Learning Upgrade, Edmentum, Khan Academy	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**LLTC - Math Foundations (Math 0094)**	
Site and schedule	CLBW ABE offers integrated instruction in a Math 0094 course offered by LLTC. This course is offered twice a year, during Fall and Spring semesters, for 12 weeks per semester. ● Math Foundations ABE Tutoring is open Monday - Thursday (during regular ABE hours) ● Supplemental Online/Distance Learning is offered in conjunction with the course.	
Target student population (including cut scores, score ranges, completion criteria)	● **0-49 in Arithmetic on Accuplacer** This course helps students improve basic math skills and apply these skills to a variety of occupational programs and experiences. Topics include problem solving, fractions, decimals, percent, ratios and proportions, powers and roots and signed numbers. Basic algebraic manipulations will also be introduced. To successfully complete this course, students must achieve a grade of C or higher or must score higher than a 49 on the college placement math exam.	
Course goals	**The student will be able to (SWBAT):** 1. Perform the operations of addition, subtraction, multiplication, and division as they apply to whole numbers, integers, fractions, and decimals. 2. Identify and use various properties germane to the study of whole numbers, integers, fractions, and decimals. 3. Examine and solve percent problems. 4. Express the relationship of two numbers as a ratio and a rate. 5. Solve problems involving proportions. 6. Evaluate powers and roots. 7. Simplify and evaluate algebraic expressions. 8. Solve basic algebraic equations. 9. Demonstrate correct usage of the order of operations. 10. Employ creativity and effective problem-solving skills in a variety of mathematical contexts.	
Course content	CCRS	**Math - Operations and Algebraic Thinking (OA)**: Levels A & B **Math - Number and Operations-Base Ten (NBT)**: Level C ; Level D, 7.NS.1 to 7.NS.3 **Math - Ratio & Proportional Relationships (RP)**: Level D (excluding 6.RP.3a, 6.RP.3b, 7.RP.2a, 2b, & 2d)
	ACES/TIF	**Effective Communication**: Skills 1e & 3c **Self-Management**: Skills 1a-e **Critical Thinking**: Skills 2a-e **Navigating Systems**: Skills 1a-c & 2a
	Northstar	**Basic Computer Skills**: 3, 4, 8, 10, 11, 12, 13 & 14

		World Wide Web: 2, 3, 4, 5, 6, 7, 15 & 16
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Mathematics learner outcomes assessment methods: 1. Exam, objective 2. Written homework 3. Quiz, written 4. In-class exercises
Course text(s), educational technology, other instructional materials	*Number Power Series 2*, Instructor worksheets, and distance learning program *Edmentum Developmental Mathematics Alias TRF Foundations of Mathematics*. Math Sense, Graphing and scientific calculators, Microsoft Excel spreadsheets and resulting tables or graphs, Number Power, Pre-HSE Bridging Series, Learning Upgrade, Scoreboost for TABE, Pre HSE Workbooks, New Readers Press Online, Learning Upgrade, Plato, Khan Academy	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**STAR/EBRI**	
Site and schedule		
Target student population (including cut scores, score ranges, completion criteria)	Students with a reading level between 4th and 8th grade level equivalent (low or high intermediate)	
Course goals	STAR/EBRI is designed to help struggling adults become better readers.	
Course content	CCRS	**ELA - Reading Informational Text (RI)/Reading Literature (RL)**: Levels C & D, Anchors 1-9, Levels (includes RI.4.1-RI.8.9, RL.4.1-RL.7.1, RH.6-RH.8.6, RST.6.-RST.8.7)
	ACES/TIF	**Critical Thinking:** Skills 1 a-d, 2 a-e, 3 a-d & 4 a-d **Learning Strategies:** Skills 1a-f, 2 a-d, 3 a-d & 4 a-c **Effective Communication**: Skills 1 a-f & 2 a-c
	Northstar	**Word**: 5 & 6 **Basic Computer**: 3, 4, 8, 9, 10, 11, 12, 13 **World Wide Web**: 3, 4 & 7
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Specialized instruction in alphabetics, fluency, vocabulary, comprehension
Course text(s), educational technology, other instructional materials	Intermediate Word Study, Megawords 1-8, Reading Fluency Levels D-H, Six Way Paragraphs - Middle Level, Timed Readings Plus,(in Social Studies, Science, and Literature) Books 1-5, Vocabulary Basics, Groundwork for a Better Vocabulary, and online through Reading Horizons, Journey to Success	

Course name	ABE/GED/Adult Diploma Lab	
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.	
Target student population (including cut scores, score ranges, completion criteria)	Score Ranges All native speakers and CASAS Goals level 4 students Completion Criteria: higher than level 6 CASAS Goals Reading, 657 or higher TABE 11/12 math, 631 or higher TABE 11/12 Language, attain GED, attain Adult Diploma	
Course goals	By the end of this course students will be able to improve their reading, writing, language, math, science and social studies skills to prepare them for passing the GED, earning an Adult Diploma, attaining employment or continuing education.	
Course content	CCRS	Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor 5: Analyze the structure of texts, including how specific sentences,paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Anchor 6: Assess how point of view or purpose shapes the content and style of a text. Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor 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. Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently. Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor 2: Write informative/explanatory texts to examine and convey complex ideas

		and information clearly and accurately through the effective selection,organization, and analysis of content. Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well structured event sequences. Anchor 4: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience. Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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. Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor 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. Anchor 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor 6: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. Foundational Skills RF.3. Know and apply grade level phonics and word analysis skills in decoding words. RF.4 Read with sufficient accuracy and fluency to support comprehension. Mathematics Levels A-E as appropriate to specific area of study
	ACES/TIF	EC 1a,b,c,d 2c 3a,b,c LS 1, 2a, c, d 3a,c,d 4a,b,c ALS 1a,b,c 2a,b,c,d 3a,b,c,d,e,g,h,i,k 5a,b,c,d,e,f,g N 1,2,3,4,5abcd CT 4 SM 1,2,3
	Northstar	Basic Computer, Internet Basics, Email, Windows 10, Microsoft Word, Career Search Skills
	Other	

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Six Way Paragraphs, Timed Reading Plus, Timed Reading Plus Science, Timed Reading Plus Social Studies, Timed Reading Plus Literature, Score Boost , , Building Skills for Success (SV) Kaplan GED,), Achieve TABE Success in Reading, Achieve TABE Success in Language, Achieve TABE Success in Mathematics Vocabulary Basics, , Building Vocabulary, Improving Vocabulary, , Math Sense Operations, Math Sense Problem Solving, Math Sense Analysis; Number Power series, Online resources: GED.com, Edmentum, Khan Academy, MobyMax, ReadTheory, Read Works, New Readers Press Online	

Cass Lake-Bena-Walker ABE Instructional Program Description – Course Descriptions

Course name	**Digital Literacy**
Site and schedule	LLTC Room 213 Cedar Hall M-F 8:30-3:00 p.m. Class times and schedule vary by site and location throughout the consortium.
Target student population	Learners and community members needing any basic computer skills, needing computer skills for job search or digital literacy skills required on the job.

(including cut scores, score ranges, completion criteria)	This describes digital literacy instructional content for students at all levels, including ESL Levels 1 - 6 and ABE Levels 1 - 6. As students progress through the skills, they demonstrate proficiency in a number of ways, including completion of the various Northstar Digital Literacy proctored assessments, but also through demonstrated ability to apply the skills to their classroom lessons and instruction.
Course goals	**I. Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity** **A. Basic Computer Skills** 1. Turn on a computer and login 2. Use pointing device such as a mouse to manipulate shapes, icons; click on urls, radio buttons, check boxes: use scroll bar 3. Use desktop icons, windows and menus to open applications and documents 4. File management-saving documents 5. Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser) 6. Keyboarding 7. Use proper posture and ergonomics 8. Locate and use letter and number keys with left and right hand placement 9. Locate and use correct finger, hand for space bar, return/enter and shift key 10. Gain proficiency and speed in touch typing 11. identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g. frozen screens) 12. Independently operate peripheral equipment (e.g. scanner, digital camera, camcorder, iPhone camera or video, ipad camera or video) 13. Compress and expand large files 14. Identify and use a variety of storage media (e.g. CDs, DVD, flash drives, servers, and online storage) and provide a rationale for using a certain medium for a specific purpose 15. Demonstrate automaticity in keyboarding skills by increasing accuracy and speed 16. Identify and assess the capabilities and limitations of emerging technologies B. **Word Processing** 1. Use a word processing application to write, edit, print and save simple assignments 2. Demonstrate use of intermediate features in word processing (tabs, indents, headers and footers, endnotes, bullet and numbering, tables 3. Use menu/toolbar functions (e.g. font, size/style/line spacing, margins) to format, edit and print a document

4. Apply advanced formatting and page layout features when appropriate(e.g. columns, templates, and styles) to improve the appearance of docs
5. Highlight text, copy and paste text
6. Copy and paste images within the document and from outside sources
7. Use the comment function in review of peer editing of documents and track change features
8. Insert and size a graphic in a document
9. Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker,grammar, and thesaurus)

C. **Spreadsheets**

1. Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information
2. Identify and explain terms and concepts related to spreadsheets (e.g. cell, column, row, values, labels, chart, graph)
3. Enter/edit data in spreadsheets and perform calculations using formulas
4. Use mathematical symbols (e.g. +add,-minus,*multiply, /divide, ^exponents
5. Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings and choose the most appropriate type to represent the data given
6. Enter formulas and functions; use the autofill feature in a spreadsheet application
7. Use functions of a spreadsheet application(e.g. sort, filter, find and replace
8. Use various number formats (e.g. scientific notations, percentages, exponents) as appropriate
9. Use advanced formatting features of a spreadsheet application(e.g. reposition columns and rows, add and name worksheets, freeze panes
10. Differentiate between formulas with absolute and relative cell references
11. Use multiple sheets within a workbook, and create links among worksheets to solve problems
12. Import and Export data between spreadsheets and other applications
13. Use spreadsheets and other applications to make predictions, solve problems and draw conclusions

D. **Multimedia and Presentation Tools:**

1. Create, edit, and format text on a slide
2. Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations
3. Use a variety of technology tools in Powerpoint (e.g. dictionary, thesaurus, spelling & grammar checker, & calculator/graphing).
4. Create a series of slides and organize them to present research or convey an idea
5. Copy and paste or import graphics, change their size and position on a slide
6. Use painting and drawing tools/applications to create and edit work

7. Watch online videos and use play, pause, rewind and forward buttons while taking notes

II. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, at work and in society

A. **Acceptable Use, Copyright and Plagiarism**:
   1. Explain and demonstrate compliance with Acceptable Use Policy regarding responsible use of computers and networks
   2. Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use
   3. Explain Fair Use Guidelines for the use of copyrighted materials and giving create to media creators
   4. Identify and explain strategies for the safe and efficient use of computers (e.g. passwords, virus, protection software, spam filters, popup blockers
   5. Demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette
   6. Identify cyberbullying and describe strategies to deal with such a situation
   7. Recognize and a describe the potential risks and dangers associated with various forms of online communications

III. Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation

A. **Research and Gathering Information:**
   1. Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources
   2. Perform basic searches on databases (e.g. library, card catalog, encyclopedia) to locate information
   3. Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness for research
   4. Use content specific technology tools (e.g. sensors and measuring devices) to gather and analyze data
   5. Use web tools (e.g. online discussions, blogs, wiki) to gather and share information
   6. Identify and analyze the purpose of a media message to inform, persuade and entertain
   7. identify probable types and locations of Web sites by examining their domain names (e.g. edu, com, org, gov, and au, ca)
   8. Use effective search strategies for locating and retrieving electronic information
   9. Use search engines and online directories. Explain the difference among variety search engines and how they rank results

		10. Use appropriate academic language in online learning environments(e.g. post, thread, intranet, discussion forum, dropbox, email, account and passwords 11. Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning 12. Write correct in-text citations and reference lists for text and images gathered from electronic sources 13. User Web browsing to access information 14. Use and modify databases and spreadsheets to analyze data and propose solutions 15. Develop and use guidelines to evaluate the content, organization, design, use of citations and presentation of technologically enhanced projects B. **Communication and Collaboration:** 1. Work collaboratively online with other students under teacher supervision 2. Use a variety of age-appropriate technologies(e.g. drawing program, presentation software) to communicate and exchange ideas 3. Create projects that use text and various forms of graphics, audio and video with proper citations to communicate ideas 4. Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriate of citations 5. Use approved web tools for communication and collaboration 6. Use a variety of media to present information for specific purposes and citing sources 7. Demonstrate how the use of various techniques and effect can be used to convey meaning in media(e.g.reports, research papers, websites, podcasts, blogs, newsletters) 8. Plan and implement a collaborative project
Course content	CCRS	**ELA - Reading Informational Text (RI)**: Levels C-E, Anchors 1, 4, 5, 6, 8 & 9; Level D-E, Anchor 2; Level D, Anchor 3; Levels C-D, Anchor 7 **ELA - Reading Literature (RL)**: Level D, Anchor 1 **ELA - Writing (W)**: Levels C & E, Anchors 1 & 8; Levels D-E, Anchor 2; Levels C-D, Anchors 4, 5 & 9; Level C, Anchor 7; Level E, Anchor 6 **ELA - Speaking and Listening(SL)**: Levels B-C, Anchors 1-3 & 5 **Mathematics - Expressions and Equations (EE)**: Levels C-D **Mathematics - Functions (F)**: Level D **Mathematics - Measurement and Data (MD)**: Levels A-C
	ACES/TIF	**Effective Communication**: Skills 1-3 **Critical Thinking**: Skills 1-4 **Developing a Future Pathway**: Skills 1-3

		Navigating Systems: Skills 1-3
	Northstar	Basic Computer Skills Internet Basics Using Email Windows Mac OS Microsoft Word Microsoft Excel Microsoft PowerPoint Social Media Information Literacy Career Search Skills
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Various websites, including St. Paul Public Library, SW ABE, Various Teacher Created Documents, typingweb.com and typingclub.com for keyboarding, and Career Pathways Digital Literacy textbook published by Paxon. Chromebooks, laptops, or desktops	