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Instructional Program Description – Columbia Heights/Fridley

Consortium name	Metro North ABE–Columbia Heights/Fridley
Staff contact	Kathleen Moriarty
Date of last update	May 2021
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• Eligible Content Policy• Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.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.

Course name	CHF Level 1A ESL	
Site and schedule	Adult Education Center- Columbia Heights/Fridley Site Onsite: Morning classes Mon to Fri 9:00 to 12:30, Evening Classes 5:30 to 8:30. Online: Mon, Tue, Thur, Fri 9:00 to 12:15 and Wed 9:00 to 10:45.	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future	
Target student population (including cut scores, score ranges, completion criteria)	CASAS test 27 , 28 and 81R and 82R (A test) of 189 or less	
Course goals	<ul style="list-style-type: none"> · identify and write the letters of the alphabet · distinguish and use numbers 0-100 in listening and speaking · apply basic phonics skills to decode high frequency words · recognize and read high frequency sight words (the, of, in, what, etc) · read and comprehend simple texts with support · respond to common personal information questions verbally and in writing · understand and use basic vocabulary and simple present tense for communication on topics such as schedules and calendar, family, work and daily living · demonstrate some self-study skills such as re-reading, initiating practice with a classmate, etc. · understand and use formulaic expressions in role play and classroom situations: “how much is...?”, “where is...?” “I need...” etc. · attempt to clarify meaning by using simple phrases such as “please, repeat?” 	
Course content	CCRS	Foundational Standards Level A RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)
	ACES/TIF	Effective Communication: skill 1 Engage positively with individuals in both one-on-one and team settings to accomplish goals. Critical Thinking: skill 1 Organize, retain, and review materials in order to aid in understanding and recalling. Learning Strategies - Apply appropriate to organize, retain, and review materials in order to aid in understanding and recalling.

	Northstar	Basic Computer Skills 3. Log onto and shut down a computer. 4. Demonstrate knowledge of keys on keyboard. 8. Drag and drop. 18. Turn computer monitor on and off.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Teacher Created Materials, Very Easy True Stories, MLC low level curriculum, Personal Stories, Fast Track Phonics, Future: English for Results, Reading for Today	

Course name	CHF 1B ESL
Site and schedule	Adult Education Center- Columbia Heights / Fridley Monday to Thursday 9:00am - 12:00pm (Online 9:00-10:45am)
Target student population (including cut scores, score ranges, completion criteria)	Entry: CASAS Reading 81/82 (182-194) 81RX/82 RX (182-194) 83/84 (186-189) Completion: CASAS Reading 81/82 (195+) 83/84 (190+)
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future
Course goals	By the end of this class, students will: <ul style="list-style-type: none"> ● Improve reading, fluency, and comprehension ● Use phonemic skills to read short and multisyllabic words ● Recognize phonological patterns ● Apply reading strategies to narrative and non-fiction texts ● Use evidence in the text to answer questions

	<ul style="list-style-type: none"> ● Increase life, work, and academic vocabulary ● Spell words with increasing accuracy ● Write short sentences with correct grammar and writing conventions ● Write short sentences to convey meaning ● Speak with improved pronunciation and grammar ● Communicate with increased clarity and for many purposes ● Participate in conversations on a variety of topics. ● Demonstrate listening skills ● Show understanding of place value, addition, subtraction, geometry, and measurement skills
Course content	<p>CCRS – A standards</p> <p>Reading</p> <p><u>Anchor 1</u> – ask and answer questions about key details in a text.</p> <p><u>Anchor 2</u> – identify the main topic and retell key details of a text.</p> <p><u>Anchor 3</u> – describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>Anchor 4</u> – ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>Anchor 7</u> – use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.)</p> <p><u>Anchor 9</u> – identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Writing</p> <p><u>Anchor 8</u> – with guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Language</p> <p><u>Anchor 1</u></p> <p>(b) – use common, proper, and possessive nouns.</p> <p>(c) – use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>(d) – use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>(e) – use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>(f) – use frequently occurring adjectives.</p> <p>(h) – use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>(i) – use determiners (e.g., articles, demonstratives).</p> <p>(j) – use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>(k) – understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><u>Anchor 2</u></p> <p>(c) – recognize and name end punctuation.</p> <p>(e) – use commas in dates and to separate single words in a series.</p> <p>(f) – write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>(g) – spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>(h) – use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>(i) – spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Anchor 4</u></p>

		<p>(a) - use sentence-level context as a clue to the meaning of a word or phrase. (c) - identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <u>Anchor 5</u> (a) - sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (b) - define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (c) - identify real-life connections between words and their use (e.g., note places at home that are cozy) (d) - distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (L.1.5) <u>Anchor 6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (L.1.6) Speaking <u>Anchor 1</u> (a) - follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (b) - build on others' talk in conversation by responding to the comments of others through multiple exchanges. (c) - ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1) <u>Anchor 2</u> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2) <u>Anchor 3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) <u>Anchor 4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) <u>Anchor 6</u> Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)</p>
	<p>ACES/TIF</p>	<p>Effective Communication Skill 1a Skill 2a Learning Strategies Skill 1a-e Skill 2a Skill 3a Critical Thinking Skill 1a</p>

		<p>Self Management Skill 1e</p> <p>Developing a Future Pathway Skill 1a</p> <p>Navigating Systems Skill 2a</p>
	Northstar	<p>Basic Computer Skills</p> <ol style="list-style-type: none"> 1. Distinguish between different types of devices (tablets, desktop and laptop computers). 2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). 3. Log on to and shut down a computer. 4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock). 5. Identify types of mice: mouse and touchpad. 6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)). 7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). 8. Drag and drop. 9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling). 10. Access and control audio output features (volume, mute, speakers and headphones). 11. Identify icons on desktop. 12. Demonstrate ability to trash and retrieve items using the trash or recycle bin. 13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor). 14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers. 15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage). 16. Identify whether or not a computer is connected to the internet. 17. Identify and locate camera and mic on laptops, tablets.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
<p>Course text(s), educational technology, other instructional materials</p>	<p>Ventures Basic Very Easy True Stories Talk of the Block What's Next? Story-by-story Teacher created material Burlington English Core</p>	

Read Works (Level K)	
Course name	CHF 1E ESL
Site and schedule	Adult Education Center – Columbia Heights/Fridley Site, Onsite Tuesday –Thursday 5:30 to 8:30, Online Tuesday, Wednesday, Thursday 6:00 to 7:30
Target student population (including cut scores, score ranges, completion criteria)	CASAS Test A 81R / 82R (195 – 203) CASAS Test AX 81RX / 82RX (182 – 201) CASAS Test B 83R / 84R (186 – 200)
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future
Course goals	<ol style="list-style-type: none"> 1. Understand common words, simple phrases and sentences containing familiar vocabulary, spoken slowly and with some repetition. 2. Respond to simple questions about personal everyday activities and express immediate needs using simple learned phrases or short sentences. 3. Read most sight words and many other common words, familiar phrases and simple sentences. 4. Write simple sentences with satisfactory spelling, capitalization and punctuation. 5. Can function in English in some situations related to work, immediate needs and in familiar social situations. 6. Can provide basic personal information on simple forms. 7. Can recognize simple common forms of print found in the home, workplace and community. 8. Has basic computer skills and knowledge—can click, drag, scroll, use a keyboard, knows basic computer vocabulary.
Course content	<p>CCRS – A standards</p> <p>Reading</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>

		<p>Writing</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and in CCR</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach formation clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Speaking</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Language</p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>
	<p>ACES/TIF</p>	<p>Effective Communication</p> <p>Skill 1a</p> <p>Skill 2a</p> <p>Learning Strategies</p> <p>Skill 1a–e</p> <p>Skill 2a</p>

		<p>Skill 3a Critical Thinking Skill 1a Self Management Skill 1e Developing a Future Pathway Skill 1a Navigating Systems Skill 2a</p>
	Northstar	<p>Basic Computer Skills 3. Log onto and shut down a computer. 4. Demonstrate knowledge of keys on keyboard. 9. Utilize common controls for screen interaction 8. Drag and drop. 18. Turn the computer monitor on and off.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>On-site - Ventures, Very Easy True Stories, Active Listening, WIA CASAS Supplemental Online - Burlington English Core, Voices of America, Scholastic, Read Works, ESL Fast, ESL Yes, IXL, Side by Side Videos</p>	

Course name	CHF 2A ESL
Site and schedule	<p>Adult Education Center- Columbia Heights / Fridley Monday to Thursday 9:00am - 12:00pm (Online 10:00am-12:00pm)</p>
Target student population (including cut scores, score ranges, completion criteria)	<p>Entry: CASAS Reading 81RX/82RX (195-201) 83/84 (191-200) Completion: CASAS Reading 83/84 (202+)</p>

<p>Delivery method (In-person, hybrid, DL, combination)</p>	<p>In-person prior to Covid19; online synchronous class now; combination planned for future</p>	
<p>Course goals</p>	<p>By the end of this class, students will:</p> <ul style="list-style-type: none"> ● Improve reading, fluency, and comprehension ● Use phonemic skills to read short and multisyllabic words ● Recognize phonological patterns ● Apply reading strategies to narrative and non-fiction texts ● Use evidence in the text to answer questions ● Increase life, work, and academic vocabulary ● Spell words with increasing accuracy ● Write short sentences with correct grammar and writing conventions ● Write short sentences to convey meaning ● Speak with improved pronunciation and grammar ● Communicate with increased clarity and for many purposes ● Participate in conversations on a variety of topics. ● Demonstrate listening skills ● Show understanding of place value, addition, subtraction, geometry, and measurement skills 	
<p>Course content</p>	<p>CCRS – A standards</p>	<p>CCRS Standards for ABE Level A Standards Reading <u>Anchor 1</u> - Ask and answer questions about key details in a text. <u>Anchor 2</u> - Identify the main topic and retell key details of a text. <u>Anchor 3</u> - Describe the connection between two individuals, events, ideas, or pieces of information in a text. <u>Anchor 4</u> - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>Anchor 7</u> - Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.) <u>Anchor 9</u> - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Writing <u>Anchor 8</u> - With guidance and support, recall information from experiences or gather information from provided sources to answer a question. Language <u>Anchor 1</u> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) - Print all upper and lowercase letters (b) - Use common, proper, and possessive nouns. (c) - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (d) - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (e) - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>

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

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

- (a) - Capitalize the first word in a sentence and the pronoun I.
- (b) - Capitalize dates and names of people.
- (c) - Recognize and name end punctuation.
- (d) - Use end punctuation for sentences.
- (e) - Use commas in dates and to separate single words in a series.
- (f) - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- (g) - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- (h) - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- (i) - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Anchor 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies.

- (a) - Use sentence-level context as a clue to the meaning of a word or phrase.
- (b) - Use frequently occurring affixes as a clue to the meaning of a word.
- (c) - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Anchor 5 - With guidance and support, demonstrate understanding of word relationships and nuances in word meaning.

- (a) - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- (b) - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- (c) - Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- (d) - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (L.1.5)

Anchor 6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (L.1.6)

Speaking

Anchor 1

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

Anchor 2

		<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2) <u>Anchor 3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) <u>Anchor 4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) <u>Anchor 6</u> Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)</p>
	<p>ACES/TIF</p>	<p>Math A standards</p> <p>Effective Communication Skill 1a-f Skill 2 a-c Skill 3 a-c</p> <p>Learning Strategies Skill 1a-g Skill 2a-d Skill 3a-d Skill 4a-c</p> <p>Critical Thinking Skill 1 a-d Skill 3 a-d</p> <p>Self Management Skill 1 a-f Skill 2 a-c</p> <p>Developing a Future Pathway (DFP): Skill 1 a-d</p>
	<p>Northstar</p>	<p>Basic Computer Skills</p> <ol style="list-style-type: none"> 1. Distinguish between different types of devices (tablets, desktop and laptop computers). 2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). 3. Log on to and shut down a computer. 4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock). 5. Identify types of mice: mouse and touchpad. 6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)). 7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). 8. Drag and drop. 9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling). 10. Access and control audio output features (volume, mute, speakers and headphones).

	<p>11. Identify icons on desktop. 12. Demonstrate ability to trash and retrieve items using the trash or recycle bin. 13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor). 14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers. 15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage). 16. Identify whether or not a computer is connected to the internet. 17. Identify and locate camera and mic on laptops, tablets.</p>
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>
<p>Course text(s), educational technology, other instructional materials</p>	<p>Core Text: Ventures Level 1 (in person) Core Text: Burlington English Low Beginners (online class) What's Next? Low Beginning Story by Story That's Life Low Beginning Life Goes On Low Beginning Health Stories Low Beginning Novel Scenes Low Beginning More Novel Scenes Low Beginning Very Easy True Stories, Easy True Stories All New Very Easy True Stories, All New Easy True Stories More Easy Stories Plus Skill by Skill Comprehension Practice RL 1-3 Skills-Based Reading Level 2 Daily Warm-ups Nonfiction Reading Grade 1 Word Problems Grade 2 ReadWorks (Level K-1) Instant Math Practice Grade 2 and 3 Harcourt Family Learning: Math Skills Grade 3 Number Sense Teacher created material</p>

<p>Course name</p>	<p>CHF 2 ESL (2B and 2E)</p>
<p>Site and schedule</p>	<p>Adult Education Center- Col Hts/Fridley Monday to Thursday 9:00-12:15 (DL, two groups) or 9:00-12:30 (in person) Tuesday/Wednesday/Thursday 6:00-7:30pm (DL) or 5:30-8:30pm (in person)</p>

<p>Target student population (including cut scores, score ranges, completion criteria)</p>	<p>ELL students ranging in CASAS scores of 202-210 1.5-2.4 on Read Theory</p>	
<p>Course goals</p>	<p>Meet 3-4 times weekly to improve their English language skills in all 4 modalities: speaking, listening, reading, and writing. For in-person classes, students complete the course after making appropriate level gains in CASAS and/or with teacher evaluation. For online classes, students complete the course after achieving a 2.7 grade level average in ReadTheory.org, meeting attendance requirements, satisfying writing criteria, and/or teacher evaluation.</p>	
<p>Course content</p>	<p>CCRS</p>	<p>Students develop their English language skills in all 4 modalities of Speaking, Listening, Reading and Writing guided by CCRS standards. <u>Reading Standards</u> Reading: Anchor 1B --<i>Ask & answer 5 Wh Questions to demonstrate understanding in a text.</i> Reading: Anchor 2B --<i>Main idea and key details of text</i> Reading: Anchor 3B--<i>Describe relationships such as cause/effect, time, and sequence between two events, concepts or ideas in a text.</i> Reading:Anchor 4B--<i>Determine meaning of academic words and domain specific words and phrases in a text.</i> Reading: Anchor 5B--<i>Know and use various text features</i> Reading: Anchor 6B--<i>Identify the main purpose of a text, including what the author wants to answer, or explain. Distinguish their own point of view from that of the author.</i> Reading: Anchor 7B--<i>Use illustrations and words to gain information from a text and demonstrate understanding; explain specific aspects of illustrations which convey mood and meaning.</i> Reading: Anchor 8B--<i>Describe how reasons support specific points the author makes in a text.</i> Reading: Anchor 9B--<i>Compare and contrast two texts on the same topics and the most important points/details presented in each.</i> <u>Writing Standards:</u> Writing: Anchor 1Ba-d: <i>Write opinion pieces with an introduction, supporting reasons, linking words (because, therefore, since, for example), and a conclusion.</i></p>

Writing: Anchor 2Ba-d: *Write informative/explanatory texts in which students name a **topic**, supply some **facts**, use **transitions** (also, another, and, more, but); and provide some sense of **closure**.*

Writing: Anchor 3B--*Write narratives which recount an event: include **actions, thoughts, and feelings**; use **sequence transition** words; and provide a sense of closure.*

Writing: Anchor 4B--*Use **development and organization** when appropriate to the task and purpose of a writing.*

Writing: Anchor 5B--*Plan, advise, and edit writing with guidance and support from peers and others*

Writing--Anchor 6B:*Use **digital tools to produce and publish** writing, as well as collaborate with peers with guidance and support.*

Writing-- Anchor 7B: *Conduct **short research projects** that build knowledge about a topic.*

Writing--Anchor 8B: *Gather information, take notes, and sort evidence from life experiences or print/digital sources*

Speaking/Listening Standards:

Speaking/Listening: Anchor 1Ba-d: *Collaborate in discussions (one-on-one, in groups, and teacher-led); build on ideas with **diverse** partners; follow agreed-upon **rules**; **check** for understanding; **link** to others' comments; stay on topic; and express ideas clearly.*

Speaking/Listening--Anchor 2B: *Asking and answering questions about key details **about a text** read aloud or other **media**.*

Speaking/Listening--Anchor 3B: *Ask and answer questions about information **from a speaker**.*

Speaking/Listening--Anchor 4B: *Report appropriate details regarding a topic, story, or experience, and **speak** clearly at an understandable pace.*

Speaking/Listening--Anchor 6B: *Speak in **complete sentences** appropriate to the task and to provide requested detail.*

Language Standards:

Language-- Anchor 1Ba-m: *Demonstrate command of the conventions of standard **English grammar** and usage when writing or speaking: **collective nouns; nouns, abstract nouns; pronouns, regular and irregular plural nouns; adjectives, and adverbs; simple verb tenses** (past, present, future); **regular and irregular past***

	<p><i>tense verbs; subject-verb agreement; pronoun-antecedent agreement; comparatives and superlatives; coordinating and subordinating conjunctions; simple and compound sentences</i></p> <p>Language--Anchor 2Ba-k: <i>Demonstrate conventions of standard English capitalization--proper nouns, titles; punctuation--commas in greetings, addresses; quotation marks; contractions; possessives; and spelling--high frequency words and suffix rules (sitting, smiled, cries, happiness); word families and vowel patterns; syllable patterns; soft/hard g and c; consult dictionaries for correct spelling.</i></p> <p>Language--Anchor 3Ba-b: <i>Choose words and phrases for effect, differentiating between written and spoken language.</i></p> <p>Language--Anchor 4Ba-e: <i>Determine/clarify meaning of unknown and multiple-meaning words and phrases using strategies such as: context clues; prefixes; root words; compound words; dictionaries.</i></p> <p>Language--Anchor 5Ba-c: <i>Distinguish between literal and nonliteral word meanings, shades of meaning with guidance and support, while also identifying real-life connections.</i></p> <p>Language--Anchor 6B: <i>Use words and phrases to signal spatial and temporal relationships, acquired through conversation, readings and texts (After dinner that night we went looking for them.)</i></p> <p>Students place into different leveled math groups</p>
<p>ACES/TIF</p>	<p><u>Effective Communication:</u></p> <p>EC Skill 1-- Engage positively and actively, one-on-one and in groups to achieve goals.</p> <p>EC Skill 2--Appropriate language style, level of formality, and nonverbal cues in oral and written communication</p> <p>EC Skill 3--Use a variety of technologies to communicate</p> <p>Learning Strategies</p> <p>LS Skill 1--Apply oral and written comprehension strategies (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>LS Skill 2</p> <p>LS Skill 3</p> <p>LS Skill 4</p> <p>CT Skill 1</p> <p>CT Skill 2</p> <p>CT Skill 4.a</p> <p>SM Skill 1</p> <p>SM Skill 2</p> <p>SM Skill 3</p> <p>DFP Skill 1</p> <p>DFP Skill 2</p> <p>NS Skill 2</p>

	Northstar	Basic Computer Skills, internet basics, email, online distance learning
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Financial literacy, social studies, civics, science content included
Course text(s), educational technology, other instructional materials	<p><u>Digital Resources:</u> Burlington English Core--High Beg.; BE Civics; BE Readers; BE Career Word Lists Ventures Arcade IXL ReadWorks ReadTheory MobyMax RSTA--Reading Skills for Today's Adults (Marshall Education) web-esl.com (CASAS test prep) Learning Chocolate Vocabulary Games to Learn English Ditch The Textbook Quizziz Quizlet Kahoot YouTube Jamboard GoogleForms Google Slides Google Docs (student journals) Teacher-created materials</p> <p><u>Printed Resources:</u> Ventures (Level 2) Hi-Lo Scholastic Nonfiction Reading Passages Scholastic Comprehension Skills--40 Short Passages for Close Reading--2,3 That's Life; Life Goes On Skill Sharpeners 2 Spelling Patterns Story by Story (phonics) Trio Writing 1 Reading Skills for Today's Adults (Marshall Education) iSL/ESL Worksheets (grammar and conversation) Teachers Pay Teachers Teacher-created materials</p>	

Course name	CHF Level 3 ESL (3 and 3E)
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<p>Site and schedule</p>	<p>Adult Education Center- Columbia Heights/Fridley Schedule: In person classes: AM: Monday thru Friday 9:00 – 12:30 PM: Tuesday thru Thursday 5:30 – 8:30 pm Online classes: AM: Monday thru Friday Group A: 9:00 – 10:30 Group B: 10:45 – 12:15 PM: Tuesday thru Thursday 6:00 – 7:30 pm</p>	
<p>Target student population (including cut scores, score ranges, completion criteria)</p>	<p>NRS Level 5 High Intermediate ESL CASAS Life and Work Reading 211 – 220 CASAS Life and Work Listening 210 – 218 Online placement: 2.5–3.4 on Read Theory</p>	
<p>Delivery method (In-person, hybrid, DL, combination)</p>	<p>In-person prior to Covid19; online synchronous class now; combination planned for future</p>	
<p>Course goals</p>	<p>Students will:</p> <ul style="list-style-type: none"> • improve communication skills in the domains of speaking/listening, reading, writing and language. • gain academic vocabulary and reading fluency in preparation for Level 4 work in TABE and STAR Reading curriculums. • develop digital literacy, academic, career, and employability skills in order to further opportunities. 	
<p>Course content</p>	<p>CCRS – B standards</p>	<p>CCRS Standards for ABE Level B Standards <u>Reading: 1, 2, 3, 4, 5, 7, 9, 10</u> <u>Anchor 1</u>: , 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. <u>Anchor 2</u>: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Anchor 3</u>: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Anchor 4</u>: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Anchor 5</u>: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <u>Anchor 7</u>: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Anchor 9</u>: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

	<p><u>Anchor 10</u>: Read and comprehend complex literary and informational texts independently and proficiently. <u>Writing: 2, 3, 4, 5, 6, 9</u> <u>Anchor 2</u>: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Anchor 3</u>: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. <u>Anchor 4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Anchor 5</u>: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Anchor 6</u>: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <u>Anchor 9</u>: Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Speaking and Listening: 1, 2, 4, 5, 6</u> <u>Anchor 1</u>: 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. <u>Anchor 2</u>: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Anchor 4</u>: 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. <u>Anchor 5</u>: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Anchor 6</u>: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <u>Language: 1, 2, 3, 4, 5</u> <u>Anchor 1</u>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>Anchor 2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Anchor 3</u>: 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. <u>Anchor 4</u>: 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. <u>Anchor 5</u>: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Math – students are placed into different CCRS leveled math groups</p>
ACES/TIF	<p><u>Effective Communication (EC) Skills 1, 3</u> Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 3: Utilize a variety of technologies for communication <u>Learning Strategies (LS). Skills 1, 2, 3, 4</u></p>

		<p>Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture)</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p>Skill 4: Articulate awareness of what helps one learn language and content</p> <p><u>Critical Thinking (CT) Skills 1, 3</u></p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas</p> <p>Skill 3: Use information to draw conclusions and make decisions</p> <p><u>Self-Management (SM) Skills 1, 2</u></p> <p>Skill 1: Set realistic goals and work independently to achieve them</p> <p>Skill 2: Manage information and materials for one’s own learning and goals</p> <p><u>Developing a Future Pathway (DFP) Skill 1</u></p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one’s future pathway</p> <p><u>Navigating Systems (NS) Skills 1,2</u></p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p>	
	Northstar	Basic computer skills, Internet/email, Google Docs	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)		
Course text(s), educational technology, other instructional materials		In Person	Online
	Core		
	Text	<i>Ventures</i> Book 3, 2nd Edition published by Cambridge University Press	<i>Ventures</i> Book 3, 2nd Edition published by Cambridge University Press
	Vocabulary	<i>Vocabulary Power</i> published by Pearson Longman, 2002.	<i>Vocabulary Power</i> published by Pearson Longman, 2008.
	Spelling	<i>Patterns in Spelling</i> published by New Readers Press	<i>Patterns in Spelling</i> published by New Readers Press

	Writing	<i>Trio Writing</i> published by Oxford University Press	Teacher created google doc lessons
	Speaking and Listening	<i>Let's Talk 2 & 3</i> published by Cambridge University Press First Discussion Starters	Varies
	Supplemental		
	Reading	<i>6-Way Paragraphs</i> published by Jamestown Publishers	Reading for Today's Adults Read Works.org
	Writing		Quill
	Grammar	All Things Grammar	IXL All Things Grammar
	Class Website	Level 3 Day Level 3 Evening	Level 3 Day Level 3 Evening

Course name	CHF Level 4 ESL (4 and 4E)
Site and schedule	Adult Education Center- Columbia Heights/Fridley AM: 9-1 am, M-F (DL: M-Friday 9-12 pm) PM: 5:30 -8:30 pm, Tu, W, & Th (DL: 6-6:45pm Tu; 6-7:30 pm W & Th)
Target student population (including cut scores, score ranges, completion criteria)	TABE Reading: 442-500 (ABE 2, GE 2-3) TABE Language: <485 (GE 0-2) NRS-EFL: ABE 2 Beginning Basic Education NRS Test Benchmarks-082019-508.docx Beginning Basic Education (ABE Level 2—all subjects) TABE (11-12) scale scores (grade level 2-3): Reading: 442-500 Language: 458-510

	<p>Online 3.5–3.9 on Read Theory</p>	
<p>Delivery method (In-person, hybrid, DL, combination)</p>	<p>In-person prior to Covid19; online synchronous class now; combination planned for future</p>	
<p>Course goals</p>	<p>Level 4 will work on reading, language, writing and speaking skills which are aligned to the TABE Level E standards. Students will also work on STAR skills: Alphabetic, reading fluency, vocabulary and reading comprehension skills. Also, students will learn technology, computer and distance learning skills.</p>	
<p>Course content</p>	<p>CCRS – B standards</p>	<p>CCRS Standards Reading and Language Blueprint for Level B https://tabetest.com/PDFs/TABE_BluePrint_READ_E.pdf https://tabetest.com/PDFs/TABE_BluePrint_Lang_E.pdf Level B: Anchors 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 in 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.</p>

	<p>Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Speaking and Listening</u></p> <p>Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p><u>Foundational Skills</u></p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension</p>
<p>ACES/TIF</p>	<p>Effective Communication</p> <p>Skill 1a-f</p> <p>Skill 2 a-c</p> <p>Skill 3 a-c</p> <p>Learning Strategies</p> <p>Skill 1a-g (*1.c: R.2/ SL.2), (g: R.1)</p> <p>Skill 2a-d</p> <p>Skill 3a-d (*3.a: SL.1), (c & d:L.4),</p> <p>Skill 4a-c</p> <p>Critical Thinking</p> <p>Skill 1 a-d *(1.d: W.1)</p> <p>Skill 2 a, c-e</p> <p>Skill 3 a-d (*R.8)</p> <p>Skill 4 a-d (*R.6, SL3, W.9)</p> <p>Self Management</p> <p>Skill 1 a-f</p> <p>Skill 2 a-c</p> <p>Developing a Future Pathway (DFP):</p>

		Skill 1 a-d *CCRS Alignment
	Northstar	STANDARDS FOR ESSENTIAL COMPUTER SKILLS Basic Computer Skills Internet Basics Using Email Selected topics in Information Literacy and Social Media Google suite: Google Meet, Google Classroom, Google Documents, Google Forms, Jamboard
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Ventures Level 4, 2nd and 3rd Edition Words To Learn By (Building Academic Vocabulary), by McGraw Hill IXL.com (for Reading, Writing and Grammar) Readworks.org ReadTheory.org TABE Level E: Scoreboost and TABE tutor workbooks Six-Way Paragraphs Reading Skills for Adults through Marshall Adult Basic Education News for You Every-Day Edits online from Education World Miscellaneous short texts: Seedfolks by Paul Fleischmann Writing for the annual Literacy MN "Journeys" publication AM: STAR reading groups: Fluency, Alphabetic: MegaWords, Making Sense of Decoding and Spelling (https://lincs.ed.gov/publications/making_sense)	

Course name	CHF Level 5 ESL (5 and 5E)
Site and schedule	Adult Education Center- Col Hts/Fridley Level 5 AM + PM In-Person Monday-Friday, 9:00am - 1:00pm, full year Tuesday - Thursday 6:00PM - 8:30 PM 5:30PM - 8:30 PM (in person); Online (Distance Learning Model) AM - Monday - Friday, 10:00 am - 12noon, full year PM - Tuesday - Thursday 6:00 pm- 7:30pm, full year
Target student population (including cut scores, score ranges,	25-33 on a TABE 11 M test 24 and under on a TABE 11 D test 501-535 (ABE 3, GE 4-5) > or = 485 GE 3+ or D, A Locator

completion criteria)	Online: 4.0–5.9 on Read Theory	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future	
Course goals	Improve students' ability in English through the study of grammar, writing skills, listening and reading comprehension, vocabulary, and pronunciation. Widen students' exposure to topics in American history, government, civics, citizenship, and culture to transition them into GED and college preparation. Within the school year, students will show a level gain in a testing area (reading, math, or language).	
Course content	CCRS – C standards	<p><u>Reading Standards:</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR Anchor 2: Determine central idea or themes or a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text (RI.4.3)</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. (RI.5.4) (RL.5.4)</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (RI.4.5) (RI.5.5)</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (RI.5.6) (RL.5.6)</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (RI.4.7) (RI.5.7)</p> <p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (RI.5.8)</p> <p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RI.5.9)</p> <p><u>Writing Standards:</u></p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.5.1)</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.4.2)</p> <p>CCR Anchor 3:</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.5.4)</p>

		<p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach. (W.5.5)</p> <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (W.4.6)</p> <p>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.5.7)</p> <p>CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.5.8)</p> <p>CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</p> <p><u>Speaking and Listening:</u></p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.5.1)</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (SL.5.2)</p> <p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.5.3)</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.5.4)</p> <p>CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.5.5)</p> <p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.4.6)</p> <p><u>Language Strand:</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1 and 5.1 merge)</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2 and 5.2 merge)</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.4.3 and 5.3 merge)</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (L.4.4 and 5.4 merge)</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (L.5.5)</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (L.4.6 and 5.6 merge)</p>
	<p>ACES/TIF</p>	<p>Effective Communication: EC 1 a, b, c, d, e,</p>

		<p>EC 2 a, b, c EC 3 a, b, c Learning Strategies: LS 1 a,b, c, d, e, f, g LS 2 a, b, c, d LS 3 a, b, c d Navigating Systems: NS 1 a,b,c, NS 2 a, b, c, d, e NS 3, a, b, c, d Critical Thinking: CT 1 a,b, c, d CT 2 a, b, c, d, e CT 3 a, b, d, d CT 4 a, b, c, d Self-Management: SM 1 a, b, c, d, e, f SM 2 a, b, c, SM 3 a, b, c, d, e, f Developing a Future Pathway: DFP 1 a, b, c, d DFP 2 a, b, d DFP 3 a,b, c</p>
	Northstar	<p>North Star: Internet, Windows, EMail, Social Media, Microsoft PowerPoint, Informational Literacy Google Slides/Google Drive/Google Docs</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>IEL Civics Curriculum: ICivics.org, Constitution, Bill of Rights, Branches of Government IAMABE: Day on the Hill Policing in a More Perfect Union and Constitutional Center Curriculum (<i>In progress of development</i>) Career Curriculum with WorkForce Center in Blaine: ONet Interest Inventory, Career Search, Skills Assessment resources: ONetonline.org Resume Writing, Applications, and Interviewing Skills</p>
<p>Course text(s), educational technology, other</p>		<p>TABE 11/12 M TABE Mastery text, TABE 11/12 M TABE Tutor text for Reading and Language TABE 11/12 M Reading and Language Scoreboost books STAR reading Texts: <i>Lincoln, Who Was Franklin Delano Roosevelt, Who Was Alexander Hamilton, Part I and II: Becoming: Michelle Obama, What Was The Great Depression</i>, Townsend Press: <i>A Dream Fulfilled: The Story of Barack Obama, Abraham Lincoln: A Giant Among Presidents, Martin Luther King, Jr.: Warrior for Peace, John F. Kennedy</i> and others Common Lit,</p>

instructional materials	<p>NEWSELA Vocabulary: Words To Learn By: Expanding iCivics Online Curriculum Teaching Tolerance Online Curriculum IXL - ELA and Math The New York Times Learning Network Actively Learn website Reading for Today's Adults Website Read Theory Google Meet Google Classroom Google Slides with Peardeck Google Jamboard</p>
Course name	CHF Level 6 GED prep/Brush up/College Prep (6 and 6E)
Site and schedule	<p>Adult Education Center- Columbia Heights/Fridley Level 6 AM and PM- GED and Accuplacer prep, College prep, Advanced ESL, and Brush up On-site/in-person AM Class: M-Th, 9am - 1pm PM Class: T/W/Th, 5:30pm - 8:30pm</p> <p>Online AM Class: M- Th, 10am - 12pm PM Class: T/W/Th, 6-7:30/8pm</p>
Target student population (including cut scores, score ranges, completion criteria)	<p>On-site/in-person</p> <ul style="list-style-type: none"> ● Reading CASAS Score: 246+ ● Math CASAS Score: 246 + ● TABE Score: 596+ Reading ● TABE Score: 595+ Math <p>Online:</p> <ul style="list-style-type: none"> ● Read Theory grade equivalent 6.0+ (non-native English speakers) ● Read Theory grade equivalent 4.0+ (native English speakers) ● Students with recent on-site/in-person TABE assessment scores that meet the cut scores above are also admissible
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future

Course goals

Reading:

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:

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 accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

	<p>4. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Mathematics:</p> <ol style="list-style-type: none"> 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. 	
<p>Course content</p>	<p>CCRS – C/D/A standards</p>	<p>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</p> <p>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</p> <p>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)</p> <p>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)</p> <p>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</p>
	<p>ACES/TIF</p>	<p>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</p>

	Northstar	Navigating Systems Skills 1-3 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)	
Course text(s), educational technology, other instructional materials	Text books: Steck-Vaughn GED Series, Number Power, Common Core Achieve, Pre-HSE Bridging Series, , Kaplan GED Test Prep, Various Fiction/Non-Fiction Texts Online: ReadWorks, Plato/Edmentum, Khan Academy, Newsela, Google Classroom, Google Meet, Jamboards, APEX, IXL, Kami	

Course name	CHF – Open Computer Lab
Site and schedule	Adult Education Center- Columbia Heights/Fridley M - T 8:30-9:30am; 1:00-2:00pm
Target student population (including cut scores, score ranges, completion criteria)	All currently enrolled CHF students and all language abilities are welcome.
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future
Course goals	Students will learn basic computer and job search skills. Students can also use this time for distance learning platforms in order to improve their reading, writing, and listening skills.

Course content	CCRS	Varies based on student and platform used
	ACES/TIF	Self-management Developing Future Pathways
	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	Burlington English ReadWorks Read Theory IXL Moby Max Spelling City Khan Academy Edmentum Newsela.com Quill.org Northstar Job search and online applications, resume writing Email, MS Suite, GSuite Laptops Desktops	

Course name	CHF – Computer Skill Classes	
Site and schedule	Adult Education Center- Columbia Heights/Fridley Class hours vary for both on-site and online offerings (M-Th and Saturday classes)	
Target student population (including cut scores, score ranges, completion criteria)	All currently enrolled CHF students and all language abilities are welcome. Some courses are designed for specific levels and are advertised as such. Courses are aimed at students who need basic computer skills for employment, education, or everyday life.	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future	
Course goals	Students build skills toward earning NorthstarDigital Literacy certificate (12 skill areas for passing Northstar assessments)	
Course content	CCRS	n/a
	ACES/TIF	n/a
	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)	Additional technology skills that include Google Docs, Google Sheet, etc

Course text(s), educational technology, other instructional materials	<p>Northstar Curriculum CTEP developed curricula aligned to NorthStar Digital Literacy standards Typing.com GFCLearnFree.org ChromeBooks Laptops Desktops Phones Tablets</p>
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Course name	CHF – Intro to Health Care Careers
Site and schedule	<p>Adult Education Center- Columbia Heights/Fridley 10 Saturdays: In person @ CHF: 9:00-1:00 Online: 9:30-11:30 + 2 hours independent weekly work</p>
Target student population (including cut scores, score ranges, completion criteria)	<p>Levels 4 /5 /6 TABE Reading 300+ ABE Levels 1+ GE Levels 0-3 TABE Language 485+ GE Levels 0-2 Metro North ABE 4+</p>
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future
Course goals	<p>I. Gain Introductory Knowledge in Healthcare</p> <ul style="list-style-type: none"> A. Overview of types of Healthcare jobs as well as duties and responsibilities B. Vocabulary related to Healthcare C. Confidentiality and Professionalism <p>I. Prepare for Employment</p> <ul style="list-style-type: none"> A. Technology related to online job search tools B. Critical reading C. Resume writing D. Interview practice <p>I. Grow in Soft Skills for Employment</p> <ul style="list-style-type: none"> A. Accountability—Attendance/Promptness B. Levels of Formality/Respect (Professional Dialog/Respectful Interchange) C. Working in Groups—Teamwork, Social Interaction, Professionalism

	<p>D. Problem Solving and Conflict Management E. Level of Engagement and Participation in Class</p>
<p>Course content</p>	<p>CCRS</p> <p>CCRS Reading: <u>Anchor 1:</u> 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. <u>Anchor 7:</u> Integrate and Evaluate; RI.6.7; RST 6-8.7</p> <p>CCRS Writing: <u>Anchor 6:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRS Speaking and Listening: <u>Anchor 1:</u> 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. <u>Anchor 2:</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Anchor 6:</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCRS Language: <u>Anchor 4:</u> 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. <u>Anchor 6:</u> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>
	<p>ACES/TIF</p> <p>Effective Communication (EC): <u>Skill 1:</u> Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals <u>Skill 2:</u> Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication <u>Skill 3:</u> Utilize a variety of technologies for communication</p> <p>Learning Strategies (LS): <u>Skill 1:</u> Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture) <u>Skill 2:</u> Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall <u>Skill 4:</u> Articulate awareness of what helps one learn language and content</p> <p>Critical Thinking (CT): <u>Skill 1:</u> Organize, analyze and illustrate relationships between components, items, and ideas <u>Skill 2:</u> Solve problems <u>Skill 3:</u> Use information to draw conclusions and make decisions <u>Skill 4:</u> Recognize bias, assumptions and multiple perspectives</p> <p>Self Management (SM):</p>

Course text(s), educational technology, other instructional materials		<p><u>Skill 1:</u> Set realistic goals and work independently to achieve them</p> <p><u>Skill 2:</u> Manage information and materials for one’s own learning and goals</p> <p><u>Skill 3:</u> Manage time effectively to complete tasks</p> <p>Developing a Future Pathway (DFP):</p> <p><u>Skill 1:</u> Evaluate personal skills, strengths, values, and beliefs to inform decisions about one’s future pathway</p> <p><u>Skill 2:</u> Explore available options in order to identify one’s future pathway</p> <p>Navigating System (NS):</p> <p><u>Skill 1:</u> Seek information or assistance appropriately from others in order to successfully navigate specific systems</p> <p><u>Skill 2:</u> Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p>
	Northstar	<p>Basic Computer Skills:</p> <p><u>Skill 9:</u> Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).</p> <p><u>Skill 10:</u> Access and control audio output features (volume, mute, speakers and headphones).</p> <p><u>Skill 15:</u> Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).</p> <p><u>Skill 17:</u> Identify and locate camera and mic on laptops, tablets.</p> <p>Internet Basics:</p> <p><u>Skill 3:</u> Demonstrate familiarity with website structure (e.g., landing pages, internal pages).</p> <p><u>Skill 4:</u> Identify top-level domains (e.g., .edu, .com, .org).</p> <p><u>Skill 9:</u> Fill out an online form</p> <p><u>Skill 12:</u> Perform internet search using clear parameters (terms and filters).</p> <p><u>Skill 14:</u> Identify and make use of common website interactions (e.g., play buttons, hyperlinks).</p> <p>Using e-mail:</p> <p><u>Skill 4:</u> Log into email.</p> <p><u>Skill 5:</u> Create and send an email, including recipient address, subject, and message.</p> <p><u>Skill 6:</u> Open and reply to an email.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>Guest Speakers:</p> <p>Rise</p> <p>Anoka County CareerForce/Job Training Center</p>
		<p>Shared Drive Curriculum Folder</p>

Course name	CHF – Food Handler and Food Manager
	Adult Education Center- Columbia Heights/Fridley 5 Weeks for Food Handler [20-40 hrs]

Site and schedule	10 Weeks plus extra 1-2 week(s) for test prep and testing [20-40 hrs]	
Target student population (including cut scores, score ranges, completion criteria)	Food Handler: Lower to Intermediate Level ELL students CASAS B & C 210-230 Food Manager: Upper level students with TABE Reading Scores at the M Reading Level.	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to Covid19; online synchronous class now; combination planned for future	
Course goals	<p>Food Handler Goals:</p> <p>The course goal is to prepare lower-level ELLs with content, vocabulary, and skills needed to move to the next steps in the Food Service Career Pathway. Much of the content is determined by the Federal Food Code and is well presented in the core text.</p> <p>Food Manager Goals:</p> <p>Participants will learn to implement essential food safety practices to include time and temperature control, preventing contamination, personal hygiene, sanitation. Students will study the <i>ServSafe</i> specific food safety industry regulations and prepare to take and pass the <i>ServSafe</i> Manager Certification Exam.</p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> ● Define TCS Food ● Implement the RDA A.L.E.R.T. tool ● Store, Prepare, and Serve food according to industry regulations ● Define the job of a food service professional <p>Pass the <i>ServSafe</i> Food Manager Certification Exam with a score of 75% or higher</p>	
Course content	CCRS	<p>CCRS Anchors:</p> <p><u>Reading Standards:</u> Read closely to determine what the text says and make inferences; analyze & explain ideas or concepts in a scientific text; interpret and determine the meaning of academic and domain specific words/phrases relevant to topic/subject area; analyze structure of text to compare; evaluate information from multiple sources</p>

	<p>Anchor 1A; 1B; 1C. Anchor 3A; 3B, 3C, & D (RST.6-8.3). Anchor4A; 4B; 4C. Anchor 5A; 5B; 5C. Anchor 7A; 7B; 7C (RI.5.7); 7D(RI.6.7) (RST.6.8.7).</p> <p><u>Writing Standards:</u> Write informative/explanatory text to examine and convey complex ideas Anchor 2B; 2C.</p> <p><u>Speaking and Listening Standards:</u> Prepare for and participate effectively in a range of conversation and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively; integrate and evaluate information presented in diverse media formats; adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor 1B,1C (SL.5.1). Anchor 5C (SL.5.5). Anchor 6A; 6B; 6C.</p> <p><u>Language Standards:</u> command of the conventions of standard English grammar, punctuation, spelling, determine or clarify the meaning using context clues; accurately use general academic and domain-specific words Anchor 1A; 1B; 1C. Anchor 2A; 2B; 2C. Anchor 4A; 4B; 4C. Anchor 6A; 6B; 6C.</p> <p><u>Mathematics Standards:</u> represent and interpret data</p>
<p>ACES/TIF</p>	<p><u>Learning Strategies:</u> Use background knowledge, make predictions, use context clues, identify main idea, scan text, monitor comprehension, make inferences, use strategies for categorizing information, use graphic organizer appropriate to task, summarize information, ask for clarification, paraphrase information, identify appropriate resources to fill in gaps of knowledge LS 1a; 1b; 1c; 1d; 1e; 1f; 1g; LS 2a; 2b; 2d: LS 3a; 3b; 3c; 3d:</p> <p><u>Effective Communication:</u> Seek and offer clarification, use a variety of technologies for communication; EC 1a EC 3c</p> <p><u>Critical Thinking:</u> Sequence components in a logical manner, synthesize information, support positions with evidence, identify and compare perspectives; solve problems by identifying barriers and information needed to solve a problem CT 1a; 1b; 1c; 1d: CT 2a; 2c</p> <p><u>Self-Management:</u> Manage information, materials, and tools for one's own learning and goals, manage time related to task SM 2a; 2:b; SM 3a; 3b;</p> <p><u>Developing a Future Pathway:</u> identify and link personal skills, strengths, values to various careers, explore the job market, gather and organize requisite information an documents needed for next step(s) DFP 1a; 1b, 1d; DFP2a, 2b DFP 3a; 3b</p>

		<p><u>Navigating Systems:</u> Identify the hierarch or chain of command or organizational structure, follow standard procedures and protocols regarding behavior and tasks, use appropriate documentation processes for tasks NS 2a; 2b NS 3a; 3d</p>
	Northstar	<p>Internet Basics Career Search Unit LMS – Schoology/Google Classroom Pre-and Post Assessments online Food Manager Exam online Quizzes in Schoology or Google Classroom</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	<p>Career Exploration Science and Math: Nutrition, Food Safety, Controlling Time and Temperature. Minnesota Department of Health Guidelines and Regulations</p>
<p>Course text(s), educational technology, other instructional materials</p>	<p>Core text: ServSafe® Food Handler Guide, ServSafe® Food Manager Text, 7th Edition</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> · reading for comprehension from core text and accompanying passages · quizzes to determine content knowledge · videos to help with pre-teaching and note taking <ul style="list-style-type: none"> ● Google Slides/Powerpoint Lesson Presentations for Chapters 1-10 in Food Manager Text. · target academic and employment sector vocabulary for each unit · digital literacy skills with quizzes in Schoology/Google Classroom · career exploration and next steps/goals · math skills with temperature and thermometers · hands on activities (glove use & thermometer calibration) · pre- and post assessments · self assessments <ul style="list-style-type: none"> ● Online ServSafe® Proctored Exam <p>Materials:</p> <ul style="list-style-type: none"> · readings in PDFs · hands-on activities (teacher will need to gather materials) · links and quizzes in Schoology and Google Classroom · classroom posters as PDFs teacher can customize classroom or use as learning tools in class 	

Accommodations:

- supplemental reading materials
- extension links in Schoology/Google Classroom

Technology Integration:

- pre- and post- assessment
- quizzes in Schoology
- career exploration activities
 - Online ServSafe® Food Manager proctored exam
 - Online practice exam

Instructional Program Description – Blaine Learning Lab

Course name	Minnesota State Standard Adult High School Diploma	
Site and schedule	Blaine Learning Lab; no set schedule/meetings set by appointment weekly through GoogleMeet	
Delivery method (In-person, hybrid, DL, combination)	DL only GoogleMeet individual/group classes as needed with independent distance learning programs	
Target student population (including cut scores, score ranges, completion criteria)	NRS Level Student Placement Level:	High Intermediate ABE, Low Adult Secondary, High Adult Secondary
	TABE 11/12 D/A:	Reading: D level given until score of 40. A level given when D score above 40. Math: D level given until score of 34. A level given when D score above 34.
	ReadTheory:	Lexile: 900+
Course goals	By the end of this class students will be able to: Read, analyze, and interpret CCRS D/E level texts to build knowledge, Write informative or argumentative evidence based essays, Complete coursework at a mastery level to fulfill MN Adult Diploma competency areas, Prepare for and pass any combination of the four components of the GED tests (RLA, Science, Social Studies, and Math) as needed to fulfill MN Adult Diploma competencies, Use digital literacy skills for online meetings, independent learning, research, test prep, and official testing of GED/Northstar, Use the TI-30XS Multiview calculator to solve math, science, and social studies questions, Approach math problems	

	using CCRS Mathematical Practices, Use CCRS D/E numeracy skills to solve arithmetic, pre-algebra, algebra, and geometry problems, Use ACES skills to build and practice soft skills required for life, work, and educational settings.	
Course content	CCRS	D/E. Learners must show E level competency in 4 core subject areas and writing.
	ACES/TIF	6 SoftSkill Areas Self Management, Developing a Future Pathway, Navigating Systems, Digital Literacy
	Northstar	NorthStar Digital Literacy Assessments 1. Email 2. Basic Computer 3. Internet Basics 4. Word 5. Windows or Mac
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	GED/MN Credit Recovery Adult Diploma Accuplacer Prep
Course text(s), educational technology, other instructional materials	APEX Learning System Khan Academy MobyMax ReadTheory Edmentum/Plato Commonlit Newsela Desmos GeoGebra	

Course name	Basic Skills and Basic Skills Evening
Site and schedule	Metro North ABE Blaine site 9 am - 1:00pm (M-F) and 5:30 pm - 8:30 pm (T-Th)

Delivery method (In-person, hybrid, DL, combination)	In-person to March 2020; Synchronous March 2020–August 2021; (?) In-person September 2021 forward	
Target student population (including cut scores, score ranges, completion criteria)	TABE Level L and E. CCRS Levels A & B. Read Theory scores 419 and below. Students in this class have English speaking skills that are 7 and above, but low reading and math scores.	
Course goals		
Course content	CCRS	<p>Levels A and B</p> <p>Reading:</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. (RI/RL.1.1) 2. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <ol style="list-style-type: none"> 1. Identify the main topic and retell key details of a text. (RI.1.2) 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ol style="list-style-type: none"> 1. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3) 2. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <ol style="list-style-type: none"> 1. Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a topic or subject area. (RI.3.4) <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text</p>

1. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)

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

1. Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)

Speaking and Listening:

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Participate in collaborative conversations with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Writing:

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

1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and shortvowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)

Language:

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.

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use

		<p>sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4)</p>
	<p>ACES/TIF</p>	<p>Self-Management (SM) Skill 1: SWBAT... Set realistic goals and work independently to achieve them Sub Skills: a. Identify steps to achieve a goal b. Identify potential obstacles c. Use strategies and resources to overcome obstacles d. Monitor progress in achieving one's goal and make adjustments as needed e. Persevere and stick with a task until completion Skill 3: SWBAT... Manage time effectively to complete tasks Sub Skills: a. Identify time demands d. Estimate time needed to complete tasks</p> <p>Navigating Systems (NS): Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures Sub Skills: a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) e. Acknowledge mistakes, recognize consequences for them, and offer options for redress</p> <p>Math: 1.NBT.2 1.NBT.3 1.NBT.6 2.NBT.1 1.NBT,2 2.NBT.3 2.NBT.9 3.NBT.3 3.NF.1 3.NF.3 3.NF.3c 4.NBT.1</p>

	<p>Northstar</p>	<p>Basic computer Skills:</p> <ul style="list-style-type: none"> -Distinguish between different types of devices (tablets, desktop and laptop computers) -Log on to and shut down a computer -Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock) -Identify types of mice: mouse and touchpad -Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click) -Drag and drop -Access and control audio output features (volume, mute, speakers and headphones) -Identify whether or not a computer is connected to the internet -Identify and locate camera and mic on laptops, tablets -Turn computer and monitor on and off <p>Internet Basics:</p> <ul style="list-style-type: none"> -Identify the different ways a person can connect to the internet. -Fill out an online form. -Identify address bar and demonstrate understanding of its functionality. -Demonstrate ability to scroll up and down a page and left and right -on a page. -Identify and work with tabs and windows.
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>	<p><u>Reading:</u> I teach basic reading skills to students who range from non-readers to those who read at a level close to, but less than a 4th grade reading level. This includes phonics and reading rules; prefixes, suffixes and base words; multiple syllable work; and high frequency sight words. Some vocabulary is included in the lessons.</p> <p><u>Math:</u> I teach numeracy skills; math concepts that include place value; beginning procedures of adding, subtracting, multiplying, dividing and understanding fractions; basic geometry; measurement; and data skills.</p> <p><u>Grammar:</u> I teach sentence structure and part of speech identification.</p> <p><u>Narrative skills:</u> Fact/opinion, main idea/detail, cause/effect, character traits, point of view</p> <p><u>History/Civics/Science etc.</u> are taught as background information necessary to understand the reading material.</p>
<p>Course text(s), educational</p>	<p>For reading</p>	

technology, other instructional materials	<ul style="list-style-type: none"> ● I use Wilson Learning System materials including “Just Words” packets, Intensive Learning books (1-8), magnet boards (physical and online), cards, related videos and other materials available online. ● I also use Marshall Reading and ReadTheory - both hardcopy and online. ● I do Newsela stories for reading, discussion and comprehension. ● I also use English, Yes, American Lives, What a World, and America’s Story books. ● I use Wilson related YouTube videos online. <p>Math, Grammar, Narrative skills: I use an assortment of TABE related teaching materials from various publishers, Super Teacher and TeachersPayTeachers materials, and online videos. I also use many manipulative materials and games.</p>
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Course name	Conversation Class	
	Metro North Blaine 7:00-8:00pm Wednesday	
Delivery method (In-person, hybrid, DL, combination)	Delivery method in person until March 2020; after that synchronous DL classes	
Target student population (including cut scores, score ranges, completion criteria)	Level 3 learners and above (Levels 3, 4, 5, Basic Skills, 6, 7, Distance Learning)	
Course goals	Learners will practice and improve upon their speaking and grammar by listening and speaking practice.	
Course content	CCRS	<p>Speaking and Listening CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

		<p>CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
	<p>ACES/TIF</p>	<p>Effective Communication Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Skill 3: Utilize a variety of technologies for communication</p> <p>Learning Strategies Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture) Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge Skill 4: Articulate awareness of what helps one learn language and content</p> <p>Critical Thinking Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas</p>

		<p>Skill 3: Use information to draw conclusions and make decisions Skill 4: Recognize bias, assumptions and multiple perspectives</p> <p>Developing a Future Pathway Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p>
	Northstar	N/A in person, Basic computer skills when held virtually.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	N/A	

Course name	ESL Level 1
Site and schedule	Blaine Learning Lab; M-F 9:00am-1:00pm and T/Th 5:30pm-8:30pm (currently in Distance Learning--beginning 03/2020 - Class times: Morning: M-TH 9:30AM-11:30 AM + F 10:00 AM - 12:00 PM Evening: M-W 5:00pm-8:00pm + TH 6:30-8:00 PM)
Delivery method (In-person, hybrid, DL, combination)	In-person only until 03/2020 Synchronous and asynchronous DL beginning March 2020-July 2020; Synchronous only: July 2020 - current
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading 81/82, 81X/82X: below 201 BEST: 0-6

Course goals	Students will acquire English language skills that will build reading, writing, listening and speaking capacity. Students will have the opportunity to grasp the academic, numeric, social, and cultural aspects of the English language through learning and practice.	
Course content	CCRS	<p>READING</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> -Ask and answer questions about key details in a text. (RI/RL.1.1) -Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> -Identify the main topic and retell key details of a text. (RI.1.2) <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> -Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> -Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7) -Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) <p>SPEAKING AND LISTENING</p> <p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> -Participate in collaborative conversations with diverse partners in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges

c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)

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

-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

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

-Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

LANGUAGE

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

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

b. Use common, proper, and possessive nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., and, but, or, so, because). i. Use determiners (e.g., articles, demonstratives)

k. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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

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

a. Capitalize the first word in a sentence and the pronoun I.

b. Capitalize dates and names of people.

c. Recognize and name end punctuation.

d. Use end punctuation for sentences.

e. Use commas in dates and to separate single words in a series.

g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

MATH

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (1.NBT.2)

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1.NBT.3)

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. (1.OA.7) Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$ (1.OA.8)

ACES/TIF

AT...

Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Sub Skills:

- a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- b. Repair communication breakdowns respectfully and effectively
- d. Express expectations and acknowledge an understanding or acceptance of the expectations of others

Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

Sub Skills:

- a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriate

Skill 1: SWBpriately

Learning Strategies (LS):

Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture) Sub Skills:

- a. Make use of background knowledge to understand new information
- b. Make predictions before and during reading and listening
- c. Use context clues to understand new information (formatting, pictures, surrounding text)
- d. Identify main ideas or themes when reading or listening
- e. Scan written text or listen to oral text for specific information and details
- f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)

Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Sub Skills:

- a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)

Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge

Sub Skills:

- a. Ask for repetition and clarification of unknown language and concepts

		<p>b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)</p> <p>c. Use context and what you know to figure out or guess meaning of language</p> <p>Critical thinking:</p> <p>Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas</p> <p>Sub Skills:</p> <p>a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)</p> <p>b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p>Sub Skills:</p> <p>a. Articulate criteria for decision making as it pertains to a specific goal or purpose.</p> <p>Self-Management (SM)</p> <p>Skill 1: SWBAT... Set realistic goals and work independently to achieve them</p> <p>Sub Skills:</p> <p>a. Identify steps to achieve a goal</p> <p>b. Identify potential obstacles</p> <p>c. Use strategies and resources to overcome obstacles</p> <p>d. Monitor progress in achieving one's goal and make adjustments as needed</p> <p>e. Persevere and stick with a task until completion</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks</p> <p>Sub Skills:</p> <p>a. Identify time demands d. Estimate time needed to complete tasks</p> <p>Navigating Systems (NS):</p> <p>Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p> <p>Sub Skills:</p> <p>a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)</p> <p>e. Acknowledge mistakes, recognize consequences for them, and offer options for redress</p>
	Northstar	<p>Basic computer Skills:</p> <p>-Distinguish between different types of devices (tablets, desktop and laptop computers)</p> <p>-Log on to and shut down a computer</p>

	<ul style="list-style-type: none"> -Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock) -Identify types of mice: mouse and touchpad -Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click) -Drag and drop -Access and control audio output features (volume, mute, speakers and headphones) -Identify whether or not a computer is connected to the internet -Identify and locate camera and mic on laptops, tablets -Turn computer and monitor on and off <p>Internet Basics:</p> <ul style="list-style-type: none"> -Identify the different ways a person can connect to the internet. -Fill out an online form. -Identify address bar and demonstrate understanding of its functionality. -Demonstrate ability to scroll up and down a page and left and right -on a page. -Identify and work with tabs and windows.
<p>Course text(s), educational technology, other instructional materials</p>	<p>Downtown 1 (Heinle) Foundations (Pearson Longman) Life Skills and Test Prep 1 (Pearson Longman) Story by Story (Marn Frank / PANDA) quizzes.com usalearns.org nearpod.com globalaccess.bowvalleycollege.ca Jamboard Reading Skills for Today's Adults (http://resources.marshalladulthoodeducation.org/reading_skills.htm) OR https://www.readingskills4today.com/ iknowit.com</p>

<p>Course name</p>	<p>ESL - Level 2</p>
<p>Site and schedule</p>	<p>Blaine Learning Lab; M-F 9:00am-1:00pm and T/Th 5:30pm-8:30pm (currently in Distance Learning--beginning 03/2020 - Class times: M-F 10:00am-12:15pm and T/Th 6:00pm-8:00pm)</p>

Delivery method (In-person, hybrid, DL, combination)	In-person only until 03/2020 Synchronous DL only beginning March 2020-current	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Reading 83/84, 185/186: 202-211 BEST: 0-6 (currently using READ THEORY: Below 419)	
Course goals	Students will acquire English language skills that will build reading, writing, listening and speaking capacity. Students will have the opportunity to grasp the academic, numeric, social, and cultural aspects of the English language through learning and practice.	
Course content	CCRS	<p>READING:</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusion drawn from the text (RI/RI.2.1, 4.1, 5.1)</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RI.1.2, 3.2)</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RI.1.3, 3.3)</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RI.1.4, 3.4, 5.4)</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.(RI.2.6)</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.(RI.1.7)</p> <p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (RI.1.8, 2.8)</p> <p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.(RI.1.9, 3.9)</p> <p>Writing:</p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W3.1c)</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W1.5)</p> <p>Speaking and Listening:</p>

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.1.1)

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.K.2, 3.2)

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

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.1.4)

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.K.6, 1.6, 3.6)

Language:

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1 and 1.1 merge)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2 and 1.2 merge, 2.2 and 3.2 merge)

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. (L.1.4)

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.1.6, 3.6)

Reading:

RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) (RF.2.3 and 3.3 merge)

RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency) (RF.2.4 and 3.4 merge)

MATH:

Level B CCR Math Standards are followed with emphasis on:

- building vocabulary and process through exercises that build critical thinking skills.
- practicing identification and extension of patterns
- understanding base-ten notation (place value)
- exploring strategies and developing fluency in addition, subtraction, multiplication and division
- developing a foundational understanding of fractions

		<ul style="list-style-type: none"> → using standard units of measure and developing understanding of the structure of simple polygons → analyzing two- dimensional shapes as a foundation for understanding area, volume, congruence, similarity and symmetry. → demonstrating patient perseverance while solving a variety of problems designed to develop algebraic thinking
	ACES/TIF	<p>EC: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals - participate, make contributions, and encourage the contributions of others</p> <p>LS: Apply appropriate strategies for comprehending oral or written language in texts and listening activities - tie background knowledge to current information, make predictions, use context clues, identify main idea, make inferences; Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall - categorize information, graphic organizers</p> <p>CT: Organize, analyze and illustrate relationships between components, items, and ideas - sequence, categorize, synthesis, support through evidence from text; solve problems - clearly articulate the parts of a problem, identify information needed to solve; use information to draw conclusions and make decisions - identify information needed</p> <p>SM: Set realistic goals and work independently to achieve them - monitor progress and persevere with a task until completion; manage information and materials for one's own learning and goals - select and use appropriate organizational tool for given task</p> <p>NS: Seek information or assistance when indicated; identify and comply with rules, policies within organizational structure of school; Identify and follow norms</p>
	Northstar	<p>Basic Computer Skills</p> <p>Distinguish between different types of devices (tablets, desktop and laptop computers). Log on to and shut down a computer. Drag and drop. Identify and locate camera and mic on laptops, tablets. Turn computer and monitor on and off.</p> <p>Internet Basics</p> <p>Identify the different ways a person can connect to the internet. Fill out an online form. Demonstrate ability to scroll up and down a page and left and right on a page. Identify and make use of common website interactions (e.g., play buttons, hyperlinks). Turn computer and monitor on and off.</p> <p>Using Email</p> <p>Register for a new email account, using a professional user name and a strong password.</p>

		<p>Log into email. Create and send an email, including recipient address, subject, and message. Open and reply to an email. Sign out of email, especially when using shared computers. Distance Learning Log in and sign out of a distance learning platform. Join a synchronous class meeting using a virtual meeting platform. Mute, turn on/off video, chat, and change screen view in synchronous class meetings. Understand basics of synchronous classroom etiquette. Open an assignment in a learning platform and complete it using voice record, video, document upload, or other platform tools.</p>
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>	<p>Social studies topics covered include history of federal holidays as well as civil rights, citizenship and government (three branches, elections) Science topics include weather/climate and nutrition</p>
<p>Course text(s), educational technology, other instructional materials</p>	<p>Ventures 2 (Cambridge) Easy True Stories/ Easy Stories Plus (Longman Reading Skills for Today's Adults (http://resources.marshalladulthoodeducation.org/reading_skills.htm) OR https://www.readingskills4today.com/) Readworks NewsELA Education.com (https://www.education.com/resources/) K-5 Learning (https://www.k5learning.com/reading-comprehension-worksheets) Teach This(https://www.teach-this.com/) twinkl (https://www.twinkl.com/) Graphic Organizers (https://ditchthattextbook.com/15-free-google-drawings-graphic-organizers-and-how-to-make-your-own/) Common Core Sheets (https://www.commoncoresheets.com/) Math is Fun (https://www.mathsisfun.com/) iPracticeMath (https://www.ipracticemath.com/) Fact Monster (https://www.factmonster.com/math/flashcards)</p>	

Math Antics (<https://mathantics.com/>)
 CriticalThinking (<https://www.criticalthinking.com/>)
 usa.gov (<https://www.usa.gov/>)

Course name	ESL Level 3	
Site and schedule	BLL In-Person: M-F (9:00am-1:00pm): T & Th (5:30pm-8:30pm) Remote: M - F (9 AM - 12PM); T & Th (4:30 - 7:30)	
Delivery method (In-person, hybrid, DL, combination)	In person until March 2020. Remote from March 2020 to present day.	
Target student population (including cut scores, score ranges, completion criteria)	CASAS (83/84: 211 for entry); (185/186: 221 for exit) ReadTheory.org (420-599)	
Course goals	Learners will improve their reading, writing, speaking, and listening skills	
Course content	CCRS	RI/RL.1.1, RI/RL.2.1, RI.3.2, RI.1.3, RI. 1.4, Math Level 1.NBT.3, 1NBT.4, 1.NBT.5, 2.NBT.2, 2.NBT.7, 3.NBT.3, 4.NBT.1, 4.NBT.2, 4.NBT.6
	ACES/TIF	EC SKILL 1, LS SKILL 1, CT SKILL 1, SM SKILL 1, DFP SKILL 1, NS SKILL 1
	Northstar	Computer Basic: Distinguish between different types of devices (tablets, desktop and laptop computers). Log on to and shut down a computer. Drag and drop. Identify and locate camera and mic on laptops, tablets. Turn computer and monitor on and off. Using Email: Register for a new email account, using a professional user name and a strong password. Log into email. Create and send an email, including recipient address, subject, and message.

	<p>Open and reply to an email. Sign out of email, especially when using shared computers.</p> <p>Distance Learning: Log in and sign out of a distance learning platform. Join a synchronous class meeting using a virtual meeting platform. Mute, turn on/off video, chat, and change screen view in synchronous class meetings. Understand basics of synchronous classroom etiquette. Open an assignment in a learning platform and complete it using voice record, video, document upload, or other platform tools.</p> <p>Google Docs: Sign in and out of a Google account and navigate to Google Docs. Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button. Open a new or existing Google Docs document. Rename a document.</p>
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>
<p>Course text(s), educational technology, other instructional materials</p>	<p>Basic English Grammar; Connect With English; American Holidays; Eduplace.com; Workskills; usalearns.org; readtheory.org; mcedservices.com; Marshall readings; readingskills4today.com;</p>

Course name	ESL Level 4
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Site and schedule	Blaine Learning Lab; M-F 9:00am-1:00pm and T/Th 5:30pm-8:30pm (currently in Distance Learning--beginning 03/2020 - Class times: M-F 10:00am-12:15pm and T/Th 6:00pm-8:00pm)	
Delivery method (In-person, hybrid, DL, combination)	In-person only until 03/2020 Synchronous DL only beginning March 2020-current	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 222+ Best Plus exit at 6 TABE E 438-535 Read Theory 600-749	
Course goals	Learners will acquire English language skills that will build reading, writing, listening and speaking capacity. Learners will have the opportunity to grasp the academic, numeric, social, and cultural aspects of the English language through learning and practice. Learners will exit prepared to take on the rigor of ABE levels 5-7.	
Course content	CCRS	CCRS Reading: CCRS Math Level B with a strong focus on Number Sense and the language of math.
	ACES/TIF	Effective communication: seek and offer clarification, communication type: person to person, emails Learning Strategies: using background information, identifying context clues, choosing main ideas, learning to make inferences and logical guesses; using graphic organizers and maps; identifying appropriate resources; knowing strengths as a learner and how to establish and fulfill goals. Academic Language and skills: learn and apply vocabulary, learn correct grammar usage and applying that usage in writing and speaking, organize information and produce coherent writing, paraphrase ideas in writing (do not copy). Numeracy: Identify numbers and operations solving +, -, x, and division problems, place value, mathematical operations and rounding of numbers; understanding parts and whole numbers; ability to solve basic fraction problems; understanding of geometric figures; using weight and measurement to solve

		<p>problems; developing skill in solving word problems using basic mathematical operations; understanding math related vocabulary.</p> <p>Critical Thinking: having evidence arrive at decisions; use information to draw conclusions; understand multiple perspectives on a topic.</p> <p>Self-Management: using personal skills to identify, organize, and achieve goals; recognize and overcome obstacles; prioritizing tasks and time management for task completion.</p>
	Northstar	Basic Computer, Internet Basics, Google Docs
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Moby Max Read Theory Newsela Marshall Readings 6-Way Paragraphs TABE Skills Builder	

Course name	Level 5 and Level 5E
	Metro North Blaine 9am-1pm and 5:30pm-8:30pm
Delivery method (In-person, hybrid, DL, combination)	Delivery method in person until March 2020; after that synchronous DL classes until further notice
Target student population (including cut scores, score ranges, completion criteria)	TABE Level E skills (B) Read Theory 420-700 +

Course goals

Reading: SWBAT recognize terms; define vocabulary; increase vocabulary knowledge; read words using correct pronunciation; identify main idea, details, and inference; identify themes; review readings to verify understanding; explain idioms used in readings; reading for information, and reading for fun and enjoyment

Math: SWBAT work through the standards for Level B and some in Level C; develop understanding of mathematical procedures and number sense; develop skill in completing word problems using mathematical procedures; applying mathematics in the use of money and financing; develop the ability to use measurements-cups, pints, quarts, gallons, pounds, lengths-inches, feet, and yards; apply fractions in practical usage

English: SWBAT become familiar with 8 parts of speech, able to identify words in sentences as to parts of speech; worksheets to develop skill with review in using parts of speech; identify prefixes and suffixes; differentiate synonyms, antonyms, homophones, and their usage; types of sentences and sentence structure; plurals; punctuation; capitalization

Writing: SWBAT will be able to use skills learned in English for writing purposes, writing sentences, paragraphs, and a five-paragraph essay, write summaries, compare and contrast; writing vocabulary words in sentences and paragraphs; reflection of reading and complete other writing assignments to develop this skill

Government: SWBAT learn various purposes of government and its relationship to the people; discuss background and development of US Government; three branches-compare and contrast powers and responsibilities; recognize academic terminology regarding government; communication of basic rights and how the Constitution protects those rights; discuss responsibilities of citizens including voting; able to answer questions regarding government

US History: SWBAT recognize and identify colonies, westward expansion, Louisiana Purchase, Lewis and Clark, Sacagawea, the Oregon, Santa Fe, California, and Mormon trails, transcontinental railroad beginning and completion, California Mission Trail and the 21 missions, presidents and periods they served in history

CCRS

The Three Shifts:

Course content

Complexity: Students have complex texts; increase text complexity so they can read independently and proficiently; use academic vocabulary across academic disciplines.

Evidence: Students learn to cite evidence and clear information from various texts to use in writing and speaking

Knowledge: Students build knowledge across the disciplines to become proficient readers and comprehend various texts.

Reading Anchors:

1: Close reading, determination of content, central ideas, themes by textual evidence

2: Analyze themes and ideas development by summarizing important details

4: Interpret words and phrases used to determine meaning, word choice, and tone

5: Analyze text structure including sentences and paragraphs and their relationship to each other and the text as a whole

6: Determine how purpose and point of view influences textual content and style

8: Evaluate arguments and claims in text to determine reasoning, relevance, and evidence in text

Writing Anchors:

1: Write arguments supported by reasoning and evidence

2: Write using informational/explanatory texts to convey ideas

4: Produce clear and coherent writing

5: Develop writing process--planning, revising, editing, and rewriting

Speaking and Listening Anchors:

1: Conversation through collaboration of ideas based on reading materials

2: Evaluation of content of information orally and visually

4: Present information findings, and supporting evidence using reasoning

Language Anchors:

1 & 2: Demonstrate command of standard English grammar, usage, and mechanics when speaking and writing

		<p>3: Application of effective language usage and knowledge for comprehension 4: Determine meaning of unknown and multiple-meaning words and phrases 5: Demonstrate understanding of word relationships and figurative language</p>
	ACES/TIF	<p>Effective communication: seek and offer clarification, communication type: person to person, emails</p> <p>Learning Strategies: using background information, identifying context clues, choosing main ideas, learning to make inferences and logical guesses; using graphic organizers and maps; identifying appropriate resources; knowing strengths as a learner and how to establish and fulfill goals.</p> <p>Academic Language and skills: learn and apply vocabulary, learn correct grammar usage and applying that usage in writing and speaking, organize information and produce coherent writing, paraphrase ideas in writing (do not copy).</p> <p>Numeracy: Identify numbers and operations solving +, -, x, and division problems, place value, mathematical operations and rounding of numbers; understanding parts and whole numbers; ability to solve basic fraction problems; understanding of geometric figures; using weight and measurement to solve problems; developing skill in solving word problems using basic mathematical operations; understanding math related vocabulary.</p> <p>Critical Thinking: having evidence arrive at decisions; use information to draw conclusions; understand multiple perspectives on a topic.</p> <p>Self-Management: using personal skills to identify, organize, and achieve goals; recognize and overcome obstacles; prioritizing tasks and time management for task completion.</p>
	Northstar	<p>Develop basic computer skills, learn and use the basics of the internet, developing the ability process and respond to emails, be familiar with MS Windows (including the latest version), use Microsoft Word with the various features, use Google Drive and Google Docs</p>
	Other	

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>US Government “We The People: the Citizen and the Constitution US History: America’s History, Land of Liberty; online sites–historical; Why America materials Books to read for L5 class: Harriet Tubman; Black Star Bright Dawn; Streams to the River, River to the Sea; Stone Fox; Number the Stars; Island of the Blue Dolphins; What Was the Lewis and Clark Expedition? Who Was Sacagawea? The Family Under the Bridge; Number the Stars; Who Was Ruth Bader Ginsburg? Math: K-5 Learning Site for all operations; other math websites English: Language Builder, Intermediate; Ten Steps to Building College Reading, 4th edition; Little Brown Handbook, 6th Edition; English for Everyone (online); K-5 Learning site; additional various English sites Reading: Jamestown Education, Yes! Learning English through Literature, Level 6 and 7; Readworks Stories; Marshall Stories; American Author Stories; other reading stories sites</p>	

Course name	Level 6 and 6E	
Site and schedule	Blaine Learning Lab; M-F 9:30-11:30 Zoom Tuesday and Thursday 6:00-7:30 Zoom	
Delivery method (In-person, hybrid, DL, combination)	In Person (prior to stay at home directives) Currently DL only since March 2020 Zoom group classes with independent distance learning programs	
Target student population (including cut scores, score ranges, completion criteria)	TABE level M: Current placement Lexile: 700 to 900 done from ReadTheory scores:	
Course goals	Learners will build both skills and (background) knowledge needed for advancement toward their (college and/or career) goals.	
	CCRS	Reading anchor 1: cite textual evidence, both explicit and inferred.

Course content

Reading anchor 2: determine, topic, main idea and key details (supporting evidence).

Reading anchor 3: identify and analyze and explain the relationship between events and ideas.

Reading anchor 4: determine meaning--direct instruction of tier 2 vocabulary (Words to Learn By) and tier 3 vocabulary (science, social studies) as well as informal, conversational English including use of idioms and other figurative language. Additional emphasis on recognizing and using context clues.

Reading anchor 5: analyze cause/effect, sequence/chronological, problem/solution, compare/contrast, description.

Reading anchor 6: identify the purpose of the text and author's point of view

Reading anchor 7: interpret and gain information from tables, graphs (line, bar, circle), flow charts, timelines and maps.

Reading anchor 8: identify author's reasoning and supporting evidence

Reading anchor 9: compare/contrast two or more texts with the same topic (also essential for building background knowledge of important topics and themes).

NOTE; Lexile level of materials used range from 590-1200. The amount of scaffolding provided before, during, and after reading is determined by lexile, learners' background knowledge, and complexity of the comprehension tasks.

Language anchors 1 and 2 are embedded into daily vocabulary study, revising and editing weekly writing assignments, both spoken and written responses to discussion and comprehension questions.

Language anchor 3: practice and analyze both academic and informal (conversational) English. Occasionally discuss dialects (as they appear in text) connected to a specific region or culture.

Language anchor 4: explicit instruction and continual guided practice identifying a variety of context clues as they appear in a variety of texts, multiple meanings (sometimes multiple pronunciations) based on context, affixes and roots, and how to use reference materials.

Language anchor 5: acquire knowledge of five tier words each week (with review of previous 20 words every 5th week).

Writing anchor 1: respond to one of three opinion questions with a clear thesis statement followed by the learner's reasoning, providing examples, personal anecdotes, examples, and sometimes research.(one each week)

Writing anchor 6: produce and publish google docs; share and collaborate on google drive

		<p>Writing anchor 7: learners may choose to research a topic before they write an opinion. Researching through the internet is modeled (by the teacher) during synchronous instruction, but is not required of learners at this point. NOTE: modeling includes identifying domains and evaluating sources of information.</p> <p>Writing anchor 8: generate notes from video presentations; paraphrase and/or summarize information texts (both print and digital).</p> <p>Listening/Speaking anchor 1: prepare for and participate in weekly discussion of three opinion prompts. Follow discussion etiquette when expressing themselves or when responding to another learner. Participate in small group discussions.</p> <p>Listening/Speaking anchor 4: report information and supporting evidence; organize information; sequence a story or experience; present logical sequence of relevant facts or details to support an opinion.</p> <p>Listening/Speaking anchor 6: differentiate and adapt appropriately between academic discourse and informal/casual conversation.</p> <p>Math--CCRS level C. All (4 and 5) standards in domains Numbers Base Ten, Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data are taught using explicit instruction, guided practice, application, and assessment (daily informal and summative). For coherence, 3rd grade standards often need to be reviewed. When a group is excelling, the lessons are extended to include Number Systems and Statistics and Probability (grade 6). The seven mathematical practices are embedded into our guided practice and application.</p>
	ACES/TIF	Effective communication, learning strategies, and critical thinking are embedded into virtually every lesson. Self-management is essential for success in class, including setting and reaching their academic goals. Developing a future pathway is included during conferencing and goal-setting activities. Navigating systems and overcoming barriers are also necessary and included as needed.
	Northstar	Link to Northstar is provided on google classroom stream--independent practice is encouraged. Direct instruction and application (use by learners) is provided for google docs, joining and participating in synchronous online classes (including breakout rooms and screen sharing), using technology in daily life and evaluating sources of information, gmail (including attachments), use of the internet and navigating multiple windows and apps (including zoom).
	Other (e.g. career/ occupational	careerwise.minnstate.edu minnstate.edu/campusesprograms uscis.gov

	content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Words To Learn By Expanding Academic Vocabulary 6-Way Paragraphs Timed Readings Plus TABE Skills books (Reading and Language) Visual Literacy (new Readers Press) Khan Academy ReadTheory Commonlit Newsela MathisFun Math Antics	

Course name	Level 7 and 7E	
Site and schedule	Blaine Learning Lab; M-F 10:00-11:30 through GoogleMeet Tuesday and Thursday 6:00-7:30 through GoogleMeet	
Delivery method (In-person, hybrid, DL, combination)	In Person DL only March 2020-current GoogleMeet group classes with independent distance learning programs	
Target student population (including cut scores, score ranges, completion criteria)	NRS Level Student Placement Level: TABE 11/12 D/A: ReadTheory:	High Intermediate ABE, Low Adult Secondary, High Adult Secondary Reading: D level given until score of 40. A level given when D score above 40. Math: D level given until score of 34. A level given when D score above 34. Lexile: 900+
Course goals	By the end of this class students will be able to: Read,analyze, and interpret CCRS D/E level texts to build knowledge,Write informative or argumentative evidence based essays, Prepare for and pass the four components of the GED tests (RLA, Science, Social Studies, and Math)and/or fulfill MN Adult Diploma competencies, Use digital literacy skills for class meetings, independent learning, research,	

	<p>test prep, and official testing of GED/Northstar, Use the TI-30XS Multiview calculator to solve math, science, and social studies questions, Approach math problems using CCRS Mathematical Practices, Use CCRS D/E numeracy skills to solve arithmetic, pre-algebra, algebra, and geometry problems. Use ACES skills to build and practice soft skills required for life, work, and educational settings.</p>	
Course content	CCRS	D/E
	ACES/TIF	6 SoftSkill Areas, emphasis on Self-Management, Developing an Future Pathway, and Navigating Systems.
	Northstar	NorthStar Digital Literacy Assessments <ol style="list-style-type: none"> 1. Email 2. Basic Computer 3. Internet Basics 4. Word 5. Windows or Mac OS
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	GED/MN Adult Diploma Accuplacer Prep
Course text(s), educational technology, other instructional materials	Steck-Vaughn GED Test Prep Series Kaplan GED Test Book New Readers Press ScoreBoost Series New Readers Press Writing for GED Series Words To Learn By Vocabulary Book Math Sense 1, 2, 3 Khan Academy MobyMax ReadTheory Edmentum/Plato Commonlit Newsela	

Instructional Program Description – Anoka County Sheriff’s Jail

Course name	Basic Skills Lab – All levels of Academic Skills/ABE/GED/College Prep	
Site and schedule	Anoka County Sheriff’s Jail M–Th 8:30 a.m.–11:30 a.m. In both the day and evening classes, the teacher does breakout groups in science, social studies, reading, writing, math, and academic literacy. Each breakout group has its own course description in this document.	
Delivery method (In-person, hybrid, DL, combination)	In-Person	
Target student population (including cut scores, score ranges, completion criteria)	All ABE NRS Levels 1-6 (determined by CASAS GOALS Reading & Math assessments) Completion criteria: Higher than ABE NRS Level 6 254+ on CASAS GOALS or ABE NRS Level 6 236+ on CASAS Math; attain GED, attain Standard Adult Diploma; attain diploma through credit recovery; accepted into a post-secondary training or education program	
Course goals	By the end of this course, students will be able to improve their reading, writing, language, math, science, and/or social studies skills in preparation to pass the GED, earn a HS diploma, attain employment, or continue education at a post-secondary level.	
Course content	CCRS	<p>Reading</p> <p><i>Anchor 1:</i> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><i>Anchor 2:</i> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>Anchor 3:</i> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><i>Anchor 4:</i> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><i>Anchor 5:</i> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>

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

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

Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Writing

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

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

Anchor 4: Produce clear and coherent writing 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 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.

		<p><i>Anchor 2:</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Anchor 3:</i> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><i>Anchor 4:</i> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><i>Anchor 5:</i> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>Anchor 6:</i> Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>CCRS ELA Speaking & Listening Anchors are addressed as needed by attending breakout groups.</p> <p>Mathematics Levels A-E as appropriate to specific area of study (students in the lab may be working on Levels A-E independently, but they also have the option to attend one of three levels of breakout math groups daily from 12:20-2:00 that address mathematics CCRS Levels A-E).</p>
	ACES/TIF	<p><i>Effective Communication</i> 1 a-d; 2 b-c; 3 a-b <i>Learning Strategies</i> 1 a-g; 2 a-d; 3 a, c, d; 4 a-c <i>Critical Thinking</i> 1 a-d; 2 a, b, c, e; 3 c; 4a-d <i>Self-Management</i> 1a-f; 2a; 3 a-f <i>Navigating Systems</i> 1b, c; 2a, c, d, e; 3a, b, c <i>Developing a Future Pathway</i> 1 a-d</p>
	Computer Skills	Basic Computer Skills (Students at this site do not have access to the internet, nor do they have access to programs on the limited computers beyond Pearson Vue GED prep materials.
	Other	Social studies and science – see above in “Course Goals”

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Online resources: (residents do not have live internet access and are limited in what is available on the computers in the facility) Teachers use the following resources and either print appropriate lessons/materials and/or display/walk through lesson via computer projection: GED.com, Read Theory, Khan Academy, Desmos, GeoGebra, Common Lit, Readworks, Newsela</p> <ul style="list-style-type: none"> ● Kaplan <i>GED Test Prep Plus</i> ● Steck Vaughn (pre-2014 GED prep books), Steck Vaughn <i>Test Preparation for the 2014 GED Test</i> (social studies, science, RLA) Student Edition & Student Book ● New Readers Press <i>Scoreboost Thinking Skills-Data & Graphic Skills for Mathematics, Science & Social Studies; Scoreboost Critical Thinking for Reading, Science & Social Studies; Writing for the GED Test, Books 1-4; Social Studies for the GED Test and Science for the GED Test</i> ● <i>McGraw-Hill Number Power #2 (Fractions, Decimals, and Percents), and Number Power #3 (Algebra)</i> ● Scholastic <i>Upfront</i> magazine ● Six Way Paragraphs ● Megawords ● Pre-GED Critical Thinking Skills ● <i>100 Prefixes and Roots</i> (by Penny Brown) ● Various teacher created materials for reading, writing & language instruction; science; social studies; and math instruction and ACCUPLACER preparation 	

Instructional Program Description - Huber

Course name	GED class
Site and schedule	Huber: Class is 3:00-5:00

Delivery method (In-person, hybrid, DL, combination)	In person	
Target student population (including cut scores, score ranges, completion criteria)	Any student that is in the workhouse is eligible to attend class. Male or female.	
Course goals	The goal is to pass the GED by becoming proficient in the areas of RLA, Math, Science and Social Studies	
Course content	CCRS	All Math and RLA standards in the C and D areas, and a few in E.
	ACES/TIF	Effective Communication: Skill1, Skill 2 Learning Strategies: Skill 1, Skill 2, Skill 3 Critical Thinking: Skill 1, Skill 2, Skill 3, Skill 4 Self-Management: Skill 1, Skill 3
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Science and Social Studies If we have time, we do some work preparing for the Accuplacer.
Course text(s), educational technology, other instructional materials	Kaplan New Readers Press: GED Prep Number Power–Level D Steck-Vaughn GED Mathematics Kuta Math (online packets) Steck-Vaughn GED Social Studies Steck-Vaughn GED Science Steck-Vaugh Language Arts Test Preparation for the 2014 GED test McGraw Hill Reading Basics (Intermediate and Advanced)	

Instructional Program Description – Brooklyn Center

Course name	Brooklyn Center ESL Level 1
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<p>Site and schedule</p>	<p>Brooklyn Center Lutheran Church of the Master</p> <p>(in-person) (online)</p> <p>AM: T-W-Th 9:00 AM - 12:00 PM AM: 10:00 AM - 11:30 AM</p> <p>PM: T-Th 5:30 PM - 8:30 PM PM: T-Th 6:30 PM - 8:00 PM</p>	
<p>Target student population (including cut scores, score ranges, completion criteria)</p>	<p>CASAS: <200 on A Level Test</p> <p>180-200 on 27/28 Beginning Literacy Test</p>	
<p>Course goals</p>	<p>By the end of this class the students will be able to:</p> <ul style="list-style-type: none"> • Comfortably use English in daily conversation. • Comfortably use their literacy skills in English including the four areas of language: Reading, Writing, Listening and Speaking. • Students complete the course after gaining appropriate level gains in CASAS and/or with teacher conferencing/decision.(During DL/COVID) 	
<p>Course content</p>	<p>CCRS</p>	<p><u>Reading</u></p> <p>1A: Ask and answer questions about key details in a text.</p> <p>3A: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>4A: Interpret words and phrases as they are used in a text, Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>Speaking and Listening</u></p> <p>1A: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2A: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

		<p>6A: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language Standards</u></p> <p>1A: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2A: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5A: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Reading Standards: Foundation Skills</u></p> <p>4A Read with sufficient accuracy and fluency to support comprehension.</p>
	ACES/TIF	<p>TIF at a glance.pdf</p> <p><u>Effective Communication</u></p> <p>Skill 1a-f</p> <p>Skill 3c</p> <p><u>Learning Strategies</u></p> <p>Skill 1a-e</p> <p>Skill 2a-b</p> <p>Skill 3a</p> <p><u>Critical Thinking</u></p> <p>Skill 1a</p>
	Northstar	Basic Computer Skills, internet basics, email, online distance learning
	Other (e.g. career/ occupational content, science, social studies,	

	IELCE (civics), citizenship prep)			
Course text(s), educational technology, other instructional materials	<table border="1"> <tr> <td data-bbox="443 266 1199 542"> Ventures (Cambridge) Level 1 with support from Basic, various texts and worksheets including teacher created materials that support goals, Typing.com, Moby Max Technology: Computers, document cameras, and projectors. </td> <td data-bbox="1199 266 1948 542"> Zoom, Burlington English, Ventures and various teacher created Google Forms and worksheets that support goals, Learning Chocolate Moby Max </td> </tr> </table>		Ventures (Cambridge) Level 1 with support from Basic, various texts and worksheets including teacher created materials that support goals, Typing.com, Moby Max Technology: Computers, document cameras, and projectors.	Zoom, Burlington English, Ventures and various teacher created Google Forms and worksheets that support goals, Learning Chocolate Moby Max
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Course name	Brooklyn Center_Level 2 ESL
Site and schedule	Brooklyn Center Tuesday/Wednesday/Thursday 9:30-11:30 am (DL) or 9:00-12:00 (in person) Tuesday/Thursday 6:00-7:30pm(DL) or 5:30-8:30pm(In person)
Target student population (including cut scores, score ranges, completion criteria)	ELL students ranging in CASAS scores of 201-210 Read Theory Grade or Average 1.5- 2.4
Course goals	The class meets 2-3 times weekly to improve learners' English language skills in all 4 modalities: speaking, listening, reading and writing. Students complete the course after gaining appropriate level gains in CASAS and/or with teacher conferencing/decision.(During DL/COVID)

Course content	CCRS	<p>Students develop their English language skills in all 4 modalities of Speaking, Listening, Reading and Writing in guideline with CCRS standards.</p> <p>Reading: Anchor 1B <i>Ask & answer 5W Questions to demonstrate understanding in a text.</i></p> <p>Reading: Anchor 2B <i>Main idea and key details of text</i></p> <p>Reading: Anchor 3A <i>Describe connections between two events, individuals, and ideas in a text.</i></p> <p>Reading:Anchor 4B <i>Determine meaning of academic and domain specific words and phrases in a text.</i></p> <p>Reading: Anchor 5B <i>Know and use various text features</i></p> <p>Reading: Anchor 6B <i>Identify the main purpose of a text, including what the author wants to answer,or explain. Distinguish their own point of view from that of the author.</i></p> <p>Reading: Anchor 7B <i>Use information gained from illustrations and words in a text to demonstrate understanding of the text. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</i></p> <p>Reading: Anchor 8B <i>Describe how reasons support specific points the author makes in a text.</i></p> <p>Reading: Anchor 9B <i>Compare and contrast the most important points and key details presented in two texts on the same topic.</i></p>
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		<p>Writing: Anchor 2A <i>Write informative/explanatory texts in which students name a topic, supply some facts and provide some sense of closure.</i></p> <p>Writing: Anchor 3A <i>Write narratives in which they recount two or more sequenced events, include some details and provide some closure.</i></p> <p>Writing: Anchor 4B <i>Produce writing in which development and organization are appropriate to the task and purpose.</i></p> <p>Writing: Anchor 5A <i>With guidance and support focus on a topic, respond to questions from peers and add details to strengthen writing.</i></p> <p>Writing: Anchor 6A <i>With guidance and support, use a variety of digital tools to produce and publish writing.</i></p> <p>Speaking/Listening: Anchor 1A <i>Participate in collaborative conversations with diverse partners in small and larger groups</i></p> <p>Speaking/Listening: Anchor 2A <i>Asking and answering questions about key details about a text read aloud or other media.</i></p> <p>Speaking/Listening: Anchor 3B <i>Ask and answer questions about information from a speaker.</i></p> <p>Speaking/Listening: Anchor 4B <i>Report on a topic/text, recount an experience with facts, and details.</i></p> <p>Speaking/Listening: Anchor 6B <i>Speak in complete sentences appropriate to the task and to provide requested detail.</i></p> <p>Language: Anchor 1B</p>
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		<p><i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</i></p> <p>Language: Anchor 2B</p> <p><i>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</i></p> <p>Language: Anchor 4B</p> <p><i>Determine/clarify meaning of unknown and multiple-meaning words and phrases.</i></p> <p>Language: Anchor 5A</p> <p><i>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</i></p> <p>Language: Anchor 6B</p> <p><i>Use words and phrases acquired through conversation, readings and texts to describe.</i></p>
	ACES/TIFC	<p>EC Skill 1</p> <p>EC Skill 2</p> <p>EC Skill 3</p> <p>LS Skill 1</p> <p>LS Skill 2</p> <p>LS Skill 3</p> <p>Ls Skill 4</p> <p>CT Skill 1</p> <p>CT Skill 2</p> <p>CT Skill 4.a</p> <p>SM Skill 1</p> <p>SM Skill 2</p> <p>SM Skill 3</p> <p>DFP Skill 1</p>

		DFP Skill 2 NS Skill 2
	Northstar	Basic Computer Skills, internet basics, email, online distance learning
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	grammar, vocabulary, math, financial literacy, social studies, science
Course text(s), educational technology, other instructional materials	Teacher created materials Ventures(Level 2) Ventures Arcade That's Life Very Easy True Stories Talk of the Block Story by Story News for You Voice of America News Burlington English (Low Beginner) Readworks Readtheory MobyMax Learning Chocolate Vocabulary Games to Learn English	

	<p>YouTube</p> <p>GoogleForms</p> <p>iSL/ESL Worksheets</p> <p>Teachers Pay Teachers</p>
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Course name	Brooklyn Center ESL Level 3-4
Site and schedule	<p>Brooklyn Center Lutheran Church of the Master</p> <p>(in-person) (online)</p> <p>AM: T-W-Th 9:00 AM - 12:00 PM AM: 10:00 AM - 11:30 AM</p> <p>PM: T-Th 5:30 PM - 8:30 PM PM: T-Th 6:00 PM - 7:45 PM</p>
Target student population (including cut scores, score ranges, completion criteria)	<p>CASAS: 211- 220</p> <p>TABE: 300-500</p> <p>Read Theory Grade or Average 2.5- 3.9</p>
Course goals	<p>By the end of this class students will</p> <ul style="list-style-type: none"> ● have improved their reading, listening, speaking, and writing skills ● demonstrate reading for specific purposes -graphs, schedules, employment forms, paycheck stubs, banking forms, maps, labels, and ads. ● Actively participate in class discussions based on current events. ● participate in activities that reinforce various thinking and speaking skills ● self correct for mistakes in grammar and vocabulary ● work in pairs and small groups by communicating in English

	<ul style="list-style-type: none"> • type on computer, practice keyboarding, use the internet web search, able to use a word processor 	
<p>Course content</p>	<p>CCRS</p>	<p>Reading R-1 Ask & answer questions using Who, What, Where, When, Why, and How to demonstrate understanding of key details (RI/RL.2.1)</p> <p>R-2 Determine main idea of a text; recount the key details & explain how they support the main idea.</p> <p>R-4 Determine the meaning of general academic & domain-specific words & phrases in a text relevant to a topic or subject area.</p> <p>R-5 Know & use various text features (e.g., captions, bold, print, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p>R-6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</p> <p>R-7 Use information gained from illustrations (e.g., maps, photographs) & the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RL3.7)</p> <p>R-9 Compare & contrast the most important points & key details presented in two texts on the same topic. (RI.3.9)</p> <p>Writing W-2 Write informative/explanatory texts to examine a topic and <u>convey ideas & information clearly.</u></p> <p><u>W-4</u> Produce writing in which the development & organization are appropriate to task & purpose. (W.3.4)</p> <p>W-6 With guidance & support, use <u>technology</u> to produce & publish writing (<u>using keyboarding skills</u>) as well as to interact & collaborate with others. (W3.6)</p> <p>W-8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)</p> <p>Speaking and Listening SL-1 <u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</u></p> <p>SL-2 <u>Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally. (SL.3.2)</u></p> <p>SL-3 <u>Ask & answer questions about info from a speaker, offering appropriate elaboration & detail. (SL.3.3)</u></p>

	<p><u>SL-4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)</u></p> <p><u>SL-6</u> Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification. (See Lang stds 1 & 3) (SL.3.6)</p> <p>Language Standards L-1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.</p> <p>L-2 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.</p> <p>L-3 Use knowledge of language & its conventions when writing, speaking, reading, or listening.</p> <p>L-4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases, choosing flexibly from an array of strategies.</p> <p>L-5 Demonstrate understanding of word relationships & nuances in word meanings.</p> <p>L-6 Use words & phrases acquired through conversations, reading & being read to, & responding to texts, including using adjectives & adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>). (L.2.6)</p> <p>Reading Foundations RF-4 Read with sufficient accuracy & fluency to support comprehension.</p>
<p>ACES/TIF</p>	<p>TIF at a glance.pdf</p> <p>Effective Communication</p> <p>Skill 1a-f</p> <p>Skill 2 a-c</p> <p>Skill 3 a-c</p> <p>Learning Strategies</p> <p>Skill 1a-g</p> <p>Skill 2a-d</p> <p>Skill 3a-d</p> <p>Skill 4a-c</p>

	<p>Critical Thinking Skill 1 a-d Skill 3 a-d</p> <p>Self Management Skill 1 a-f Skill 2 a-c</p> <p>Developing a Future Pathway (DFP): Skill 1 a-d</p>			
	Northstar	Basic Computer Skills, internet basics/on-line presence, email, online distance learning		
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)			
Course text(s), educational technology, other instructional materials	<table border="1"> <tr> <td>Ventures (Cambridge), News for You – New Readers Press, Read Theory, Various texts and worksheets that support goals, Typing.com, Google Docs, Technology: Computers, document cameras, and projectors.</td> <td>Zoom, Burlington English, News for You, ReadTheory, Various texts and worksheets that support goals, Google Forms and Google Docs, Jamboard.</td> </tr> </table>		Ventures (Cambridge), News for You – New Readers Press, Read Theory, Various texts and worksheets that support goals, Typing.com, Google Docs, Technology: Computers, document cameras, and projectors.	Zoom, Burlington English, News for You, ReadTheory, Various texts and worksheets that support goals, Google Forms and Google Docs, Jamboard.
	Ventures (Cambridge), News for You – New Readers Press, Read Theory, Various texts and worksheets that support goals, Typing.com, Google Docs, Technology: Computers, document cameras, and projectors.	Zoom, Burlington English, News for You, ReadTheory, Various texts and worksheets that support goals, Google Forms and Google Docs, Jamboard.		

Course name	Brooklyn Center_GED/College Prep								
Site and schedule	Brooklyn Center Adult Education Center, MN 55430 Tuesday, Wednesday, Thursday 5:30 - 8:30 PM								
Target student population (including cut scores, score ranges, completion criteria)	Minimum placement requirements: TABE Reading Score - 501-800 [ABE 3+, GE 4+] TABE Language Score (Non-Native Speaker) - \geq 485 [GE 3+] - or a D, A Locator TABE Language Score (Native Speaker) - any score *Note* For distance learning intake, the following criteria are used when utilizing Read Theory assessments: <table border="0" data-bbox="447 1109 1291 1198"> <tr> <td>TABE 501-535</td> <td>ABE 3</td> <td>GED 4.0-5.9</td> <td>Read Theory</td> </tr> <tr> <td>TABE 536-800</td> <td>ABE 4</td> <td>GED 6.0+</td> <td>Read Theory</td> </tr> </table>	TABE 501-535	ABE 3	GED 4.0-5.9	Read Theory	TABE 536-800	ABE 4	GED 6.0+	Read Theory
TABE 501-535	ABE 3	GED 4.0-5.9	Read Theory						
TABE 536-800	ABE 4	GED 6.0+	Read Theory						
Course goals	Much of the program growth is targeted around the learner's goals of GED attainment, employment, and postsecondary credential attainment. Through participation in this course, students will be able to improve their digital literacy, language, listening, reading, speaking, and writing skills to levels with demonstrable impact on employment and/or continuing education success.								

Course content	CCRS	<p>Reading</p> <p>Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Writing</p> <p>Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

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

Anchor 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.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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.

Speaking and Listening

Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

Mathematics

Levels A-E as appropriate to specific areas of study.

	ACES/TIF	EC 1a,b,c,d 2c 3a,b,c LS 1, 2a, c, d 3a,c,d 4a,b,c DFP 1, 2, 3 NS 1, 2, 3 CT 4 SM 1,2,3
	Northstar	Basic Computer Skills, Windows, World Wide Web, Email, Word, Distance Learning
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>GED, Common Core Basic, and Achieve (RLA, Social Studies, Science, Math)</p> <p>Literacy MN [MN Literacy Council]</p> <p>Reading Skills for Adults, Steck-Vaughn 2014 Test Prep (RLA, Social Studies, Science and Math)</p> <p>ScoreBoost for TABE - Levels E, M, D, A</p> <p>Online resources: GED.com, Edmentum, Khan Academy, ReadTheory, ReadWorks, Apex Learning</p>	

Instructional Program Description - Anoka

Consortium name	Metro North ABE- Anoka cluster
Staff contact	Patrick Hobot
Date of last update	5/12/2021
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none"> • Eligible Content Policy • Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.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.

Course name	English as a Second Language- Group 1	
Site and schedule	Anoka Technical College campus/Online Tues, Weds, Thurs 5PM-8PM Two sessions per week are general ESL with one session per week as conversation/speaking/listening	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 186-208 (exit at 210 and above)	
Course goals	<p>Increase student proficiency and comfort in the following areas of Standard American English:</p> <ul style="list-style-type: none"> • speaking, including pronunciation and conversation • listening • reading • writing <p>Improve students understanding of American cultural norms and systems</p>	
Course content	CCRS	<p><u>READING STANDARDS</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and</p>

formats, including visually and quantitatively, as well as in words.

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS

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

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

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

SPEAKING AND LISTENING

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

CCR Anchor 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.

LANGUAGE STANDARDS

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

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

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

	<p>ACES/TIF</p>	<p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>TIF: EFFECTIVE COMMUNICATION</u> Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p><u>TIF: LEARNING STRATEGIES</u> Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture)</p> <p>Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas</p> <p><u>TIF: SELF-MANAGEMENT</u> Skill 1: SWBAT... Set realistic goals and work independently to achieve them Skill 2: SWBAT... Manage information and materials for one’s own learning and goals Skill 3: SWBAT... Manage time effectively to complete tasks</p> <p><u>TIF:NAVIGATING SYSTEMS</u> Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: SWBAT... Identify and follow norms of an organizational structure</p>
	<p>Northstar</p>	<p><u>NDL STANDARDS</u></p> <ol style="list-style-type: none"> 1) BASIC COMPUTER SKILLS 2) INTERNET BASICS 3) USING EMAIL
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>	<p>Social studies topics covered include history of federal holidays as well as civil rights, citizenship and government (three branches, elections)</p> <p>Science topics include weather/climate and nutrition</p> <p>Basic money literacy</p>
<p>Course text(s), educational technology, other instructional materials</p>	<p>Ventures 2, NewsELA, ESL Library, Reading A-Z, Downtown, ClearSpeak, Read Theory, MobyMax</p>	

Course name	ESL- English as a Second Language – group 2	
Site and schedule	Anoka Technical College campus/Online Tues, Weds, Thurs 5PM-8PM Two sessions per week are general ESL with one session per week as conversation/speaking/listening	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 210-219 (Exit at 220 or above)	
Course goals	Increase student proficiency and comfort in the following areas of Standard American English: <ul style="list-style-type: none"> • speaking, including pronunciation and conversation • listening • reading • writing Improve students understanding of American cultural norms and systems	
Course content	CCRS	<p><u>READING STANDARDS</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>WRITING STANDARDS</u></p> <p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>

		<p>or trying a new approach. <u>SPEAKING AND LISTENING</u> CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p><u>LANGUAGE STANDARDS</u> CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
	<p>ACES/TIF</p>	<p><u>TIF: EFFECTIVE COMMUNICATION</u> Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral</p> <p><u>TIF: LEARNING STRATEGIES</u> Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture) Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall and written communication</p> <p><u>TIF: CRITICAL THINKING</u> Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: SWBAT... Solve problems</p> <p><u>TIF: SELF-MANAGEMENT</u> Skill 1: SWBAT... Set realistic goals and work independently to achieve them Skill 2: SWBAT... Manage information and materials for one’s own learning and goals Skill 3: SWBAT... Manage time effectively to complete tasks</p> <p><u>TIF: NAVIGATING SYSTEMS</u> Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: SWBAT... Identify and follow norms of an organizational structure</p>
	<p>Northstar</p>	<p><u>NDL STANDARDS</u> 1) BASIC COMPUTER SKILLS</p>

		2) INTERNET BASICS 3) USING EMAIL
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Social studies topics covered include history of federal holidays as well as civil rights, citizenship and government (three branches, elections) Science topics include weather/climate and nutrition Basic money literacy
Course text(s), educational technology, other instructional materials	Ventures, NewsELA, ESL Library, Reading A-Z, Downtown, ClearSpeak, Read Theory, MobyMax	

Course name	ESL- English as a Second Language- Group 3	
Site and schedule	Anoka Technical College campus/Online Tues, Weds, Thurs 5PM-8PM Two sessions per week are general ESL with one session per week as conversation/speaking/listening	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 220-235 (exit with TABE lvi E)	
Course goals	Increase student proficiency and comfort in the following areas of Standard American English: <ul style="list-style-type: none"> • speaking, including pronunciation and conversation • listening • reading • writing Improve students understanding of American cultural norms and systems	
	CCRS	<u>READING STANDARDS</u> CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions

Course content

drawn from the text.

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

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

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text

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

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

WRITING STANDARDS

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

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

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

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

SPEAKING AND LISTENING

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

CCR Anchor 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.

LANGUAGE STANDARDS

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

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

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

	<p>ACES/TIF</p>	<p><u>TIF: EFFECTIVE COMMUNICATION</u> Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication Skill 3: SWBAT... Util e a variety of technologies for communication <u>TIF: LEARNING STRATEGIES</u> Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture) Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall <u>TIF: CRITICAL THINKING</u> Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas Skill 2: SWBAT... Solve problems Skill 3: SWBAT... Use information to draw conclusions and make decisions <u>TIF: SELF-MANAGEMENT</u> Skill 1: SWBAT... Set realistic goals and work independently to achieve them Skill 2: SWBAT... Manage information and materials for one’s own learning and goals Skill 3: SWBAT... Manage time effectively to complete tasks <u>TIF: DEVELOP FUTURE PATHWAYS</u> Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one’s future pathway Skill 2: SWBAT... Explore available options in order to identify one’s future pathway <u>TIF: NAVIGATING SYSTEMS</u> Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures Skill 3: SWBAT... Identify and follow norms of an organizational structure</p>
	<p>Northstar</p>	<p><u>NDL STANDARDS</u> 1) BASIC COMPUTER SKILLS 2) INTERNET BASICS 3) USING EMAIL 4) GOOGLE DRIVE 5) SOCIAL MEDIA 6) INFORMATION LITERACY 7) YOUR DIGITAL FOOTPRINT</p>
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE</p>	<p>Social studies topics covered include history of federal holidays as well as civil rights, citizenship and government (three branches, elections, responsibilities of citizenship) Science topics include weather/climate and nutrition Money literacy</p>

	(civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Ventures, NewsELA, ESL Library, Reading A-Z, Downtown, ClearSpeak, Read Theory, MobyMax	

Course name	Refresher Lab- GED prep	
Site and schedule	Course is heavily asynchronous supported with instructional availability T/W/R 10:00Am- 2:00PM and 5:00PM-8:00PM	
Delivery method (In-person, hybrid, DL, combination)	In-person with asynchronous platform support prior to COVID Online during COVID restrictions Upon return from COVID restrictions, we intend to remain almost entirely online	
Target student population (including cut scores, score ranges, completion criteria)	Students working toward GED completion, preparing for college entrance or employee advancement exams, or brushing-up on academic skills for a variety of other personal reasons. Typically, we serve students with success on a TABE M and above, referring to lesser skilled students to environments with more direct supports in place.	
Course goals	To help each student reach their personal goal through the development of skills in reading, writing, mathematics, and content mastery in social studies and/or sciences. In the lab setting, targets and skill deficiencies vary greatly.	
Course content	CCRS	Generally, in the refresher lab, all CCR standards are targeted for C-E levels. <u>READING STANDARDS</u> CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including

visually and quantitatively, as well as in words.

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS

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

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

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

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

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

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

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

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

SPEAKING AND LISTENING

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

CCR Anchor 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.

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

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

LANGUAGE STANDARDS

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

	<p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>
ACES/TIF	<p><u>TIF: EFFECTIVE COMMUNICATION</u></p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication</p> <p>Skill 3: SWBAT... Utilize a variety of technologies for communication</p> <p><u>TIF: LEARNING STRATEGIES</u></p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p>Skill 4: SWBAT... Articulate awareness of what helps one learn language and content</p> <p><u>TIF: CRITICAL THINKING</u></p> <p>Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas</p> <p>Skill 2: SWBAT... Solve problems</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p>Skill 4: SWBAT... Recognize bias, assumptions and multiple perspectives</p> <p><u>TIF: SELF-MANAGEMENT</u></p> <p>Skill 1: SWBAT... Set realistic goals and work independently to achieve them</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks</p> <p><u>TIF: DEVELOP FUTURE PATHWAYS</u></p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway</p> <p>Skill 2: SWBAT... Explore available options in order to identify one's future pathway</p>

		<p>Skill 3: SWBAT... Effectively complete the steps needed to enter into a selected pathway</p> <p><u>TIF: NAVIGATING SYSTEMS</u></p> <p>Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems</p> <p>Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p> <p>Skill 3: SWBAT... Identify and follow norms of an organizational structure</p>
	Northstar	<p><u>NDL STANDARDS</u></p> <ol style="list-style-type: none"> 1) BASIC COMPUTER SKILLS 2) INTERNET BASICS 3) USING EMAIL 4) GOOGLE DRIVE 5) GOOGLE DOCS 6) SOCIAL MEDIA 7) INFORMATION LITERACY 8) CAREER SEARCH SKILLS
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Students also study curriculum relative to the content in the GED exam for sciences and for social studies.
Course text(s), educational technology, other instructional materials	<p>Edmentum, MobyMax, ReadTheory, My Open Math Source, Schoology, ProProfs, Townsend Press,</p> <p><u>Texts:</u></p> <p>Kaplan GED Test Prep (2019)</p> <p>America's Story</p> <p>Steck-Vaughn Complete Test Preparation for the 2014 GED test</p> <p>Other teacher-created materials</p>	

Course name	Dev Ed Math 0100
Site and schedule	Varies according to the ARCC schedule each semester, equivalent to 3 credits for time

Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions																	
Target student population (including cut scores, score ranges, completion criteria)	Developmental Ed students enrolled at Anoka-Ramsey Community College working to move up to college-level math. Placement uses a multiple measured approach including guided self-placement.																	
Course goals	To raise student skills in math beyond pre-algebra levels and progress to next course. To build student skills in ACES to promote current and future success in academics and life. To enhance student digital skills to function adequately in an hybrid college model.																	
Course content	CCRS	<table border="1"> <thead> <tr> <th data-bbox="821 607 1465 737"> ARCC Common Course Outcome </th> <th data-bbox="1476 607 1940 737"> College and Career Readiness Standard(s) CCRS </th> </tr> </thead> <tbody> <tr> <td data-bbox="821 737 1465 850"> Add, subtract, multiply, and divide integers, fractions and decimals </td> <td data-bbox="1476 737 1940 850"> 3.NBT.2, 4.NBT.4, 5.NBT.4, 5.NBT.5, 4.OA.3, 5.NF.1, 5.NF.4, 5.NF.5, 7.NS.2, 6.NS.3, 7.EE.3 </td> </tr> <tr> <td data-bbox="821 850 1465 964"> Sketch the graph of a linear equation in two variables on a rectangular coordinate plane using the x- and y-intercepts and/or other ordered pairs </td> <td data-bbox="1476 850 1940 964"> 5.G.1, 5.G.2, 6.NS.6c </td> </tr> <tr> <td data-bbox="821 964 1465 1078"> Solve application problems involving whole numbers, integers, rational numbers, percents, proportions, and linear equations </td> <td data-bbox="1476 964 1940 1078"> 3.OA.8, 3.MD.2, 5.NF.2, 5.NF.3, 4.OA.3, 4.MD.2, 7.EE.4a </td> </tr> <tr> <td data-bbox="821 1078 1465 1192"> Calculate perimeter, area, and volume of common geometric figures </td> <td data-bbox="1476 1078 1940 1192"> 3.MD.8, 4.MD.3, 7.EE.4a, 3.MD.7c, 3.MD.7d, 6.G.1, 5.MD.5, 4.MD.3, 7.G.4, 6.EE.2c </td> </tr> <tr> <td data-bbox="821 1192 1465 1256"> Convert between different units of measure </td> <td data-bbox="1476 1192 1940 1256"> 5.MD.1 </td> </tr> <tr> <td data-bbox="821 1256 1465 1354"> Simplify linear expressions utilizing the distributive property and combining like terms </td> <td data-bbox="1476 1256 1940 1354"> 7.NS.2a, 8.EE.7b </td> </tr> <tr> <td data-bbox="821 1354 1465 1442"> Recognize the application of the field properties of the real numbers </td> <td data-bbox="1476 1354 1940 1442"> 6.EE.2c, 6.EE.4 </td> </tr> </tbody> </table>	ARCC Common Course Outcome	College and Career Readiness Standard(s) CCRS	Add, subtract, multiply, and divide integers, fractions and decimals	3.NBT.2, 4.NBT.4, 5.NBT.4, 5.NBT.5, 4.OA.3, 5.NF.1, 5.NF.4, 5.NF.5, 7.NS.2, 6.NS.3, 7.EE.3	Sketch the graph of a linear equation in two variables on a rectangular coordinate plane using the x- and y-intercepts and/or other ordered pairs	5.G.1, 5.G.2, 6.NS.6c	Solve application problems involving whole numbers, integers, rational numbers, percents, proportions, and linear equations	3.OA.8, 3.MD.2, 5.NF.2, 5.NF.3, 4.OA.3, 4.MD.2, 7.EE.4a	Calculate perimeter, area, and volume of common geometric figures	3.MD.8, 4.MD.3, 7.EE.4a, 3.MD.7c, 3.MD.7d, 6.G.1, 5.MD.5, 4.MD.3, 7.G.4, 6.EE.2c	Convert between different units of measure	5.MD.1	Simplify linear expressions utilizing the distributive property and combining like terms	7.NS.2a, 8.EE.7b	Recognize the application of the field properties of the real numbers	6.EE.2c, 6.EE.4
ARCC Common Course Outcome	College and Career Readiness Standard(s) CCRS																	
Add, subtract, multiply, and divide integers, fractions and decimals	3.NBT.2, 4.NBT.4, 5.NBT.4, 5.NBT.5, 4.OA.3, 5.NF.1, 5.NF.4, 5.NF.5, 7.NS.2, 6.NS.3, 7.EE.3																	
Sketch the graph of a linear equation in two variables on a rectangular coordinate plane using the x- and y-intercepts and/or other ordered pairs	5.G.1, 5.G.2, 6.NS.6c																	
Solve application problems involving whole numbers, integers, rational numbers, percents, proportions, and linear equations	3.OA.8, 3.MD.2, 5.NF.2, 5.NF.3, 4.OA.3, 4.MD.2, 7.EE.4a																	
Calculate perimeter, area, and volume of common geometric figures	3.MD.8, 4.MD.3, 7.EE.4a, 3.MD.7c, 3.MD.7d, 6.G.1, 5.MD.5, 4.MD.3, 7.G.4, 6.EE.2c																	
Convert between different units of measure	5.MD.1																	
Simplify linear expressions utilizing the distributive property and combining like terms	7.NS.2a, 8.EE.7b																	
Recognize the application of the field properties of the real numbers	6.EE.2c, 6.EE.4																	

	Utilize first-degree equations to solve application problems	6.EE.6
	Calculate using the order of operations	5.OA.1, 6.EE. 2c
	Simplify square roots.	8.EE.2
	Solve first-degree equations	7.EE.4, 7.EE.4a, 7.EE4.b
	Solve a first-degree inequality in one variable and graph the solution on a number line graph	6.EE.5, 6.EE.8
ACES/TIF	TIF: LS.1.d; LS.1.f LS.2.c; LS.2.d LS.4.b; LS.4.c SM.1.a; SM.1.b; SM.1.c; SM.1.e SM.2.b; SM.2.c SM.3.a; SM.3.c; SM.3.d NS.1.b; NS.1.c NS.2.a; NS.2.b	
Northstar	Basic Computer- 9, 10, 16, 17 Using Email- 2-6, 8-9, 11 Internet Basics- 9, 11, 14 Information Literacy- 1-5, 7, 9, 15-17 Supporting Distance Learning- 1-3, 6 - 10, 12	
Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)		
Course text(s), educational technology, other instructional materials	Textbook: Marecek, L., Anthony-Smith, M., and Honeycutt Mathis, A. <i>Prealgebra 2e</i> . 125h Media Services, March 11, 2020 – Mathematics – 1148 pages (digital) ISBN-13:978-1-951693-19-0 Instructor created videos – Megan Breit-Goodwin	

	Metro North Math content (Metric System) Khan Academy My Open Math D2L
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Course name	Dev Ed Math 0230									
Site and schedule	Schedule varies according to ARCC schedule. Time equivalent to 7 credits.									
Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions									
Target student population (including cut scores, score ranges, completion criteria)	Developmental education students seeking an accelerated pathway to college-level mathematics who would otherwise place in the upper range of those who are typically 0100 students.									
Course goals	To raise student skills in math beyond pre-algebra levels and progress to next course. To build student skills in ACES to promote current and future success in academics and life. To enhance student digital skills to function adequately in an hybrid college model.									
Course content	CCRS	<table border="1"> <thead> <tr> <th style="background-color: #FF9900;">ARCC Common Course Outcome</th> <th style="background-color: #4F81BD; color: white;">CCRS</th> </tr> </thead> <tbody> <tr> <td>Simplify numerical expressions involving the operations of addition, subtraction, multiplication, and division of real numbers using the order of operations</td> <td>7.NS.1d 7.NS.2c-d 7.NS.3 7.EE.3 7.EE.4</td> </tr> <tr> <td>Simplify and/or evaluate algebraic expressions using the order of operations, including exponentiation and square roots along with associative and distributive properties</td> <td>6.EE.1-2 7.EE.3</td> </tr> <tr> <td>Solve linear equations in one variable algebraically</td> <td>6.EE.7</td> </tr> </tbody> </table>	ARCC Common Course Outcome	CCRS	Simplify numerical expressions involving the operations of addition, subtraction, multiplication, and division of real numbers using the order of operations	7.NS.1d 7.NS.2c-d 7.NS.3 7.EE.3 7.EE.4	Simplify and/or evaluate algebraic expressions using the order of operations, including exponentiation and square roots along with associative and distributive properties	6.EE.1-2 7.EE.3	Solve linear equations in one variable algebraically	6.EE.7
ARCC Common Course Outcome	CCRS									
Simplify numerical expressions involving the operations of addition, subtraction, multiplication, and division of real numbers using the order of operations	7.NS.1d 7.NS.2c-d 7.NS.3 7.EE.3 7.EE.4									
Simplify and/or evaluate algebraic expressions using the order of operations, including exponentiation and square roots along with associative and distributive properties	6.EE.1-2 7.EE.3									
Solve linear equations in one variable algebraically	6.EE.7									

	Translate applied problems in one variable and provide a solution through algebraic manipulation	6.EE.2a-c
	Solve applied problems by evaluating know formulas including but not limited to geometry, statistics, finance, exponential growth, and science	4.MD.2-3, 5.MD.5
	Solve applied problems by interpreting graphs	6.EE.9
	Simplify numerical and algebraic expressions using the properties of integer exponents.	8.EE.1
	Simplify radical expressions involving square root and use the simplest radical form or decimal form to express answers.	8.EE.2
	Express numbers using scientific notation or standard notation	8.EE.3
	Perform basic operations on polynomials expressing the answer in simplified form	A.APR.1
	Solve applied problems using proportions	6.RP.3a-c 7.RP.1
	Identify similar triangles and use related properties in problem solving.	G.SRT.5 8.G.2 8.G.4
	Use the Pythagorean Theorem in problem solving	8.G.8
	Sketch the graph of a line satisfying the given conditions involving ordered pairs and/or slope.	5.G.1-2 8.EE.7a
	Write the equation of a line in slope-intercept form satisfying given conditions involving ordered pairs and/or slope.	8.EE.7
	Solve application problems using linear modeling.	6.EE.9
	Solve application problems interpreting slope as rate of change	8.EE.5
	Solve linear inequalities in one variable algebraically displaying the solution graphically or using interval notation	6.EE.8 7.EE.4b

	Solve compound inequalities, intersection, and union of subsets and draw venn diagrams	A.REI.10
	Graph a linear inequality in two variables.	6.NS.6a-c
	Solve a system of linear equations or inequalities in two variables by graphing	A.REI.6
	Completely factor polynomial expression, not including sum and difference of cubes	A.SSE.3
	Use quadratic formula to solve quadratic equations with real solutions	A.REI.4
ACES/TIF	TIF: LS.1.d; LS.1.f LS.2.c; LS.2.d LS.4.b; LS.4.c SM.1.a; SM.1.b; SM.1.c; SM.1.e SM.2.b; SM.2.c SM.3.a; SM.3.c; SM.3.d NS.1.b; NS.1.c NS.2.a; NS.2.b	
Northstar	Northstar Basic Computer - 9, 10, 16, 17 Using Email - 2-6, 8-9, 11 Internet Basics - 9, 11, 14 Information Literacy - 1-5, 7, 9, 15-17 Supporting Distance Learning - 1-3, 6 - 10, 12	
Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)		
Course text(s), educational technology, other	Texts- <u>Elementary and Intermediate Algebra 5th Edition</u> , Tussy & Gustafson ISBN-13: 978-1111567682 <u>The Composition of Mathematics, Algebra Transitions</u> , 1st Ed. Revised Printing, Bruce Bordwell ISBN: 978-1-7924-1267-7	

instructional materials	Instructor created videos – Megan Breit-Goodwin; Bruce Bordwell Metro North Math content (Metric System) Khan Academy My Open Math D2L
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Course name	Dev Ed Math 0240							
Site and schedule	Varies according to ARCC class schedule. Equivalent to 5 credits.							
Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions							
Target student population (including cut scores, score ranges, completion criteria)	Developmental education students seeking an accelerated pathway to college-level mathematics who are typically at Algebra/Geometry level and just under higher algebra levels. Students are placed according to a multiple measures process which includes guided self-placement.							
Course goals	To raise student skills in math beyond algebra levels and progress to next course. To build student skills in ACES to promote current and future success in academics and life. To enhance student digital skills to function adequately in an hybrid college model.							
Course content	CCRS	<table border="1"> <thead> <tr> <th style="background-color: #FF9900; color: white;">ARCC Common Course Outcome</th> <th style="background-color: #0056b3; color: white;">CCRS</th> </tr> </thead> <tbody> <tr> <td>Simplify numerical expressions involving the operations of addition, subtraction, multiplication, and division of real numbers using the order of operations</td> <td>7.NS.1d 7.NS.2c-d 7.NS.3 7.EE.3 7.EE.4</td> </tr> <tr> <td>Simplify and/or evaluate algebraic expressions using the order of operations, including exponentiation and square roots along with associative and distributive properties</td> <td>6.EE.1-2 7.EE.3</td> </tr> </tbody> </table>	ARCC Common Course Outcome	CCRS	Simplify numerical expressions involving the operations of addition, subtraction, multiplication, and division of real numbers using the order of operations	7.NS.1d 7.NS.2c-d 7.NS.3 7.EE.3 7.EE.4	Simplify and/or evaluate algebraic expressions using the order of operations, including exponentiation and square roots along with associative and distributive properties	6.EE.1-2 7.EE.3
ARCC Common Course Outcome	CCRS							
Simplify numerical expressions involving the operations of addition, subtraction, multiplication, and division of real numbers using the order of operations	7.NS.1d 7.NS.2c-d 7.NS.3 7.EE.3 7.EE.4							
Simplify and/or evaluate algebraic expressions using the order of operations, including exponentiation and square roots along with associative and distributive properties	6.EE.1-2 7.EE.3							

	Solve linear equations in one variable algebraically	6.EE.7
	Translate applied problems in one variable and provide a solution through algebraic manipulation	6.EE.2a-c
	Solve applied problems by evaluating know formulas including but not limited to geometry, statistics, finance, exponential growth, and science	4.MD.2-3, 5.MD.5
	Solve applied problems by interpreting graphs	6.EE.9
	Simplify numerical and algebraic expressions using the properties of integer exponents.	8.EE.1
	Simplify radical expressions involving square root and use the simplest radical form or decimal form to express answers.	8.EE.2
	Express numbers using scientific notation or standard notation	8.EE.3
	Perform basic operations on polynomials expressing the answer in simplified form	A.APR.1
	Solve applied problems using proportions	6.RP.3a-c 7.RP.1
	Identify similar triangles and use related properties in problem solving.	G.SRT.5 8.G.2 8.G.4
	Use the Pythagorean Theorem in problem solving	8.G.8
	Sketch the graph of a line satisfying the given conditions involving ordered pairs and/or slope.	5.G.1-2 8.EE.7a
	Write the equation of a line in slope-intercept form satisfying given conditions involving ordered pairs and/or slope.	8.EE.7
	Solve application problems using linear modeling.	6.EE.9
	Solve application problems interpreting slope as rate of change	8.EE.5

		Solve linear inequalities in one variable algebraically displaying the solution graphically or using interval notation	6.EE.8 7.EE.4b
		Solve compound inequalities, intersection, and union of subsets and draw venn diagrams	A.REI.10
		Graph a linear inequality in two variables.	6.NS.6a-c
		Solve a system of linear equations or inequalities in two variables by graphing	A.REI.6
		Completely factor polynomial expression, not including sum and difference of cubes	A.SSE.3
		Use quadratic formula to solve quadratic equations with real solutions	A.REI.4
	ACES/TIF	TIF: ACES/TIF standards embedded into the course through study skills and support: LS.1.d; LS.1.f LS.2.c; LS.2.d LS.4.b; LS.4.c SM.1.a; SM.1.b; SM.1.c; SM.1.e SM.2.b; SM.2.c SM.3.a; SM.3.c; SM.3.d NS.1.b; NS.1.c NS.2.a; NS.2.b	
	Northstar	Basic Computer - 9, 10, 16, 17 Using Email - 2-6, 8-9, 11 Internet Basics - 9, 11, 14 Information Literacy - 1-5, 7, 9, 15-17 Supporting Distance Learning - 1-3, 6 - 10, 12	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)		
Course text(s), educational	Marecek, L., Anthony-Smith, M., & Honeycutt Mathis, A. (n.d.). <i>Elementary Algebra 2e</i> . Huston, Texas: OpenStax. Book URL: https://openstax.org/books/elementary-algebra-2e/pages/1-introduction		

technology, other instructional materials	<p>Marecek, L. & Honeycutt Mathis, A. (n.d.). <i>Intermediate Algebra 2e</i>. Huston, Texas: OpenStax. Book URL: https://openstax.org/books/elementary-algebra-2e/pages/1-introduction</p> <p>Instructor created videos – Megan Breit-Goodwin; Bruce Bordwell; Christina Sonnek Metro North Math content (Metric System) Khan Academy My Open Math D2L</p>
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Course name	TEAS PREP	
Site and schedule	Rotating schedule of 15 classes, typically conducted in 8 consecutive weeks; 2 sessions weekly for three hours /session	
Delivery method (In-person, hybrid, DL, combination)	In-person prior to COVID Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions	
Target student population (including cut scores, score ranges, completion criteria)	Students who are either in college or looking to enroll in college in a healthcare field that requires a Test of Essential Academic Skills (TEAS) score for admittance into the program.	
Course goals	To prepare students for the Test of Essential Academic Skills (TEAS) so they meet their personal target scores for admittance into their preferred career program.	
Course content	CCRS	TEAS Prep primarily addresses standards in levels C and D for the following anchors: <u>READING STANDARDS</u> CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Speaking/Listening</u>

	<p>CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>LANGUAGE STANDARDS</u></p> <p>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>Math--CCRS level C and D standards in Fractions, Operations and Algebraic Thinking, and Measurement and Data, Number Systems, Statistics and Probability.</p>
ACES/TIF	<p><u>TIF: EFFECTIVE COMMUNICATION</u></p> <p>Skill 1: SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication</p> <p>Skill 3: SWBAT... Utilize a variety of technologies for communication</p> <p><u>TIF: LEARNING STRATEGIES</u></p> <p>Skill 1: SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)</p> <p>Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p><u>TIF: CRITICAL THINKING</u></p> <p>Skill 2: SWBAT... Solve problems</p> <p>Skill 3: SWBAT... Use information to draw conclusions and make decisions</p> <p><u>TIF: SELF-MANAGEMENT</u></p> <p>Skill 1: SWBAT... Set realistic goals and work independently to achieve them</p> <p>Skill 2: SWBAT... Manage information and materials for one's own learning and goals</p> <p>Skill 3: SWBAT... Manage time effectively to complete tasks</p> <p><u>TIF: DEVELOP FUTURE PATHWAYS</u></p> <p>Skill 3: SWBAT... Effectively complete the steps needed to enter into a selected pathway</p>

	Northstar	<ol style="list-style-type: none"> 1) INTERNET BASICS 2) USING EMAIL 3) GOOGLE DRIVE 4) GOOGLE DOCS
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	TEAS prep includes the study of Biology, Human Anatomy, some basic Chemistry, and Medical Terms
Course text(s), educational technology, other instructional materials	<p>Digital resources: Schoology, Edmentum, Townsend Press, Khan Academy</p> <p><u>Text:</u> 2021 Official Study Manual for ATI TEAS</p> <p>Lots and lots of teacher-created materials</p>	

Instructional Program Descriptions -- Centennial

Course name	ESL-English as a Second Language -Prelevel 1	
Site and schedule	Centennial Area Learning Center/Online Tues. Thurs. 9:30am-11:30am	
Delivery Method	Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions.	
Target student population (including cut scores, score ranges, completion criteria)	CASAS Life and Work Reading Test 27, 28, 81R and 81R of 185 or less	
Course goals	<ul style="list-style-type: none"> · identify and write the letters of the alphabet · distinguish and use numbers 0-100 in listening and speaking · apply basic phonics skills to decode high frequency words · recognize and read high frequency sight words (and, or, but, that, etc) · read and comprehend simple texts with support · respond to common personal information questions verbally and in writing · understand and use basic vocabulary and simple present tense for communication on topics such as schedules and calendar, family, work and daily living · demonstrate some self-study skills such as re-reading, initiating practice with a classmate, etc. · understand and use formulaic expressions in role play and classroom situations: "how much is...?", "where is...?" "I need..." etc. · attempt to clarify meaning by using simple phrases such as "please, repeat?" 	
	CCRS	Foundational Standards Level A RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

Course content		RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)
	ACES/TIF	Effective Communication: skill 1 Engage positively with individuals in both one-on-one and team settings to accomplish goals. Critical Thinking: skill 1 Organize, retain, and review materials in order to aid in understanding and recalling. Learning Strategies - Apply appropriate to organize, retain, and review materials in order to aid in understanding and recalling.
	Northstar	Basic Computer Skills Internet Basics Using Email Selected topics in Information Literacy and Social Media Google suite: Google Meet, Google Classroom, Google Documents, Google Forms, Jamboard
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	What's Next?: A Multilevel Phonics Approach for Esl Students (Low Beginning, Book 1) What's Next?: A Multilevel Phonics Approach for Esl Students (Low Beginning, Book 2) What's Next?: A Multilevel Phonics Approach for Esl Students (Low Beginning, Book 3) What's Next?: A Multilevel Phonics Approach for Esl Students (Low Beginning, Book 4)	

Course text(s), education al technolog y, other	Course name	ESL-English as a Second Language -Advanced Level (3-4)
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instructional materials		
	Site and schedule	Centennial Area Learning Center/Online Tues. Thurs. 1:30pm-3:30pm
	Delivery Method	Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions.
	Target student population (including cut scores, score ranges, completion criteria)	CASAS Life and Work Reading 211-220
	Course goals	Learners will improve their reading, writing, speaking, listening and grammar skills
	Course content	<p>CCRS</p> <p>CCRS Standards for ABE Level B Standards Reading: 1, 2, 3, 4, 5, 7, 9, 10 <u>Anchor 1:</u> , 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. <u>Anchor 2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Anchor 3:</u> Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Anchor 4:</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Anchor 5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <u>Anchor 7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Anchor 9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <u>Anchor 10:</u> Read and comprehend complex literary and informational texts independently and proficiently. Writing: 2, 3, 4, 5, 6, 9</p>

			<p><u>Anchor 2:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Anchor 3:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p><u>Anchor 4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Anchor 5:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>Anchor 6:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Anchor 9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Speaking and Listening: 1, 2, 4, 5, 6</u></p> <p><u>Anchor 1:</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>Anchor 2:</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Anchor 4:</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><u>Anchor 5:</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><u>Anchor 6:</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language: 1, 2, 3, 4, 5</u></p> <p><u>Anchor 1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Anchor 2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Anchor 3:</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>Anchor 4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>Anchor 5:</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
		<p>ACES/TIF</p>	<p><u>Effective Communication (EC) Skills 1, 3</u></p> <p>Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals</p> <p>Skill 3: Utilize a variety of technologies for communication</p> <p><u>Learning Strategies (LS), Skills 1, 2, 3, 4</u></p>

			<p>Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture)</p> <p>Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall</p> <p>Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge</p> <p>Skill 4: Articulate awareness of what helps one learn language and content</p> <p><u>Critical Thinking (CT) Skills 1, 3</u></p> <p>Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas</p> <p>Skill 3: Use information to draw conclusions and make decisions</p> <p><u>Self-Management (SM) Skills 1, 2</u></p> <p>Skill 1: Set realistic goals and work independently to achieve them</p> <p>Skill 2: Manage information and materials for one’s own learning and goals</p> <p><u>Developing a Future Pathway (DFP) Skill 1</u></p> <p>Skill 1: SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one’s future pathway</p> <p><u>Navigating Systems (NS) Skills 1,2</u></p> <p>Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems</p> <p>Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures</p>
		Northstar	<p>Basic Computer Skills</p> <p>Internet Basics</p> <p>Using Email</p> <p>Selected topics in Information Literacy and Social Media</p> <p>Google suite: Google Meet, Google Classroom, Google Documents, Google Forms, Jamboard</p> <p>Basic Computer Skills</p> <p>Internet Basics</p> <p>Using Email</p> <p>Selected topics in Information Literacy and Social Media</p> <p>Google suite: Google Meet, Google Classroom, Google Documents, Google Forms, Jamboard</p>
		Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
	Course text(s), educational technology, other		<p><i>Ventures</i> Book 3, 2nd Edition published by Cambridge University Press</p> <p><i>Ventures</i> Book 3 Workbook, 2nd Edition published by Cambridge University Press</p> <p><i>Ventures</i> Book 4, 2nd Edition published by Cambridge University Press</p>

	instructional materials	<p>Ventures Book 4 Workbook, 2nd Edition published by Cambridge University Press Readthoery.org eslgamesplus.com Ventures Arcade IXL Quizlet Kahoot YouTube Jamboard GoogleForms Google Slides</p>
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Course text(s), educational technology, other instructional materials	Course name	ESL-English as a Second Language -Advanced Level (4-5)
	Site and schedule	Centennial Area Learning Center/Online Tues. Thurs. 7pm-9pm
	Delivery Method	Online during COVID restrictions A mix of in-person and online is intended upon return from COVID restrictions.
	Target student population (including cut scores, score	CASAS Life and Work Reading 210-230

	ranges, completion criteria)		
	Course goals	Learners will improve their reading, writing, speaking, listening and grammar skills	
	Course content	CCRS	<p><u>Reading Standards:</u></p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR Anchor 2: Determine central idea or themes or a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text (RI.4.3)</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. (RI.5.4) (RL.5.4)</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (RI.4.5) (RI.5.5)</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (RI.5.6) (RL.5.6)</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (RI.4.7) (RI.5.7)</p> <p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (RI.5.8)</p> <p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RI.5.9)</p> <p><u>Writing Standards:</u></p> <p>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.5.1)</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.4.2)</p> <p>CCR Anchor 3:</p> <p>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.5.4)</p> <p>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach. (W.5.5)</p> <p>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (W.4.6)</p>

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.5.7)

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.5.8)

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Speaking and Listening:

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.5.1)

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (SL.5.2)

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.5.3)

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.5.4)

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.5.5)

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.4.6)

Language Strand:

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1 and 5.1 merge)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2 and 5.2 merge)

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.4.3 and 5.3 merge)

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. (L.4.4 and 5.4 merge)

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (L.5.5)

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (L.4.6 and 5.6 merge)

		ACES/TIF	<p>Effective Communication: EC 1 a, b, c, d, e, EC 2 a, b, c EC 3 a, b, c</p> <p>Learning Strategies: LS 1 a,b, c, d, e, f, g LS 2 a, b, c, d LS 3 a, b, c d</p> <p>Navigating Systems: NS 1 a,b,c, NS 2 a, b, c, d, e NS 3, a, b, c, d</p> <p>Critical Thinking: CT 1 a,b, c, d CT 2 a, b, c, d, e CT 3 a, b, d, d CT 4 a, b, c, d</p> <p>Self-Management: SM 1 a, b, c, d, e, f SM 2 a, b, c, SM 3 a, b, c, d, e, f</p> <p>Developing a Future Pathway: DFP 1 a, b, c, d DFP 2 a, b, d DFP 3 a,b, c</p>
		Northstar	Basic Computer Skills Internet Basics Using Email Selected topics in Information Literacy and Social Media Google suite: Google Meet, Google Classroom, Google Documents, Google Forms, Jamboard
		Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
	Course text(s), educational technology, other	<i>Ventures</i> Book 4, 2nd Edition published by Cambridge University Press <i>Ventures</i> Book 4 Workbook, 2nd Edition published by Cambridge University Press	

	instructional materials	<p>Ventures Transitions Book 5, 2nd Edition published by Cambridge University Press Ventures Transitions Book 5 Workbook, 2nd Edition published by Cambridge University Press</p> <p>Readthoery.org eslgamesplus.com Ventures Arcade IXL Quizlet Kahoot YouTube Jamboard GoogleForms Google Slides</p>
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Instructional Program Description- Elk River and Sherburne County Jail

Consortium name	Metro North ABE Elk River & Sherburne County Jail
Staff contact	Sherry Smith
Date of last update	4/12/21
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none"> • Eligible Content Policy • Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.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.

Course name	GED Prep	
Site and schedule	<p>Elk River</p> <p>Students are welcome to attend during any of our hours of operation for independent study or small group instruction. Due to COVID these times vary depending on the current instruction model. Prior to COVID the hours were as follows:</p> <ul style="list-style-type: none"> • four mornings per week for 4 hours • three afternoons per week for 2 hours • one evening per week for 4 hours <p>Students can work on assigned distance learning programs on-site or from home.</p> <p>In response to COVID students could attend weekly math, reading and grammar online sessions as well.</p>	
Delivery method (In-person, hybrid, DL, combination)	Combination	
Target student population (including cut scores, score ranges, completion criteria)	<p>NRS Level/Student Placement Levels: ABE Levels 3–6</p> <p>CASAS GOALS Reading 217+, Math 204+</p> <p>TABE 11/12 Reading 501+, Math 496+, Language 511+</p>	
Course goals	<p>Prepare for the 4 areas of the GED exam by improving skills in the following areas:</p> <ul style="list-style-type: none"> • mathematics • reading • writing • content in social studies and science 	
Course content	CCRS	ELA & Literacy: Reading, Writing, and Language levels A-D and Mathematics levels A-D
	ACES/TIF	Effective Communication 1-2, Learning Strategies 1-4, Critical Thinking 1-4, Self-Management 1-3, Developing a Future Pathway 1, Navigating Systems 1-2
	Northstar	Basic Computer Skills, Word Processing Skills
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational	<p>Texts include but are not limited to:</p> <p>Steck-Vaughn's <i>Strategies for Success</i>, <i>TABE Fundamentals series</i></p>	

technology, other instructional materials	Contemporary's <i>Top 50 Social Studies Skills & Top 50 Reading Skills</i> , <i>Number Power Series</i> and <i>Pre-Algebra, Algebra & Geometry</i> , Pre-GED and GED series, <i>Achieving TABE Success in Reading</i> series, <i>Achieving TABE Success in Language</i> series, <i>Reading Basics</i> series, Kaplan's <i>GED Test Prep 2020</i> , <i>Achieving TABE Success in Mathematics</i> series Platforms: Edmentum, Apex GED Tutorials, IXL, ReadTheory, Khan Academy
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Course name	Credit Recovery Adult Diploma	
Site and schedule	Elk River Students are welcome to attend during any of our hours of operation for independent study. Due to COVID these times vary depending on the current instruction model. Prior to COVID the hours were as follows: <ul style="list-style-type: none"> ● four mornings per week for 4 hours ● three afternoons per week for 2 hours ● one evening per week for 4 hours Students could work on assigned distance learning programs on-site or from home.	
Delivery method	Combination	
Target student population (including cut scores, score ranges, completion criteria)	NRS Level/Student Placement Levels: ABE Levels 3+ Minimum scores on one of the following: <ol style="list-style-type: none"> 1. Valid TABE 11/12 Reading score of 519 (Forms M, D or A) 2. Valid CASAS GOALS Reading score of 223 (Forms C or D) 3. Students that started prior to November 2019 can still qualify with their previously valid minimum TABE 9/10 and CASAS Life and Work test scores. (CASAS: 236 or TABE Reading: 6.0) 	
Course goals	By the end of this class the student will: <ul style="list-style-type: none"> ● complete all credits required for a diploma issued from a Minnesota high school ● pass required state tests ● prepare for entrance into post-secondary if that is a goal of the student 	
Course content	CCRS	ELA & Literacy: Reading, Writing, Language and Speaking & Listening levels D and E, and Mathematics levels D and E
	ACES/TIF	Effective Communication 1-3, Learning Strategies 1-4, Critical Thinking 1-4, Self-Management 1-3, Developing a Future Pathway 1, Navigating Systems 1-2
	Northstar	Basic Computer Skills, Internet Basics, Using Email, Word Processing Skills (MS Word/Google Docs), Slideshows (Powerpoint, Google Slides), Information Literacy, Career Search Skills
	Other (e.g. career/occupational content,	Minnesota state and local 9-12 grade academic standards

	science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	We use a wide variety of text books including, but not limited to AGS, Globe-Feron, Contemporary, and a vast array of literature. Computer platforms: Edmentum, Apex Courseware, Khan Academy Some content is delivered via Schoology	

Course name	State Standard Adult Diploma
Site and schedule	Elk River Students are welcome to attend during any of our hours of operation for independent study or small group instruction: Due to COVID these times vary depending on the current instruction model. Prior to COVID the hours were as follows: <ul style="list-style-type: none"> • four mornings per week for 4 hours • three afternoons per week for 2 hours • one evening per week for 4 hours Students could work on assigned distance learning programs on-site or from home. In response to COVID students could attend weekly math, reading and grammar online sessions as well.
Delivery method	Combination
Target student population (including cut scores, score ranges, completion criteria)	NRS Level/Student Placement Levels: ABE Levels 3+ Minimum scores on one of the following: <ol style="list-style-type: none"> 1. Valid TABE 11/12 Reading score of 519 (Forms M, D or A) 2. Valid CASAS GOALS Reading score of 223 (Forms C or D) 3. Students that started prior to November 2019 can still qualify with their previously valid minimum TABE Reading 9/10 (6.0 GLE) or CASAS Life and Work (236). To begin instruction on diploma content in the Math domain, students must demonstrate minimum scores in one of the following: <ol style="list-style-type: none"> 1. TABE 11/12 Math valid score 473 2. CASAS GOALS Math valid score 200
Course goals	Completion of each of the competency domains: <ol style="list-style-type: none"> 1. English Language Arts

	<ol style="list-style-type: none"> 2. Mathematics 3. Science 4. Social Studies 5. Employability and Career Awareness 	
Course content	CCRS	ELA & Literacy: Reading, Writing, Language, and Speaking & Listening levels D and E and Mathematics levels D and E
	ACES/TIF	Effective Communication 1-3, Learning Strategies 1-4, Critical Thinking 1-4, Self-Management 1-3, Developing a Future Pathway 1-3, Navigating Systems 1-3
	Northstar	Basic Computer Skills, Internet Basics, Using Email, Operating Systems (Windows/Mac), Word Processing Skills (MS Word/Google Docs), Slideshow skills (Powerpoint/Google Slides)
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Minnesota K-12 Academic Standards in Science (Nature of Science and Engineering, Physical Science, Earth and Space Science, and Life Science) Minnesota K-12 Academic Standards in Social Studies (U.S. Government and Citizenship, Economics, History, and Geography)
Course text(s), educational technology, other instructional materials	<p>Texts include but are not limited to: Steck-Vaughn's <i>Strategies for Success</i>, <i>TABE Fundamentals</i> series Contemporary's <i>Top 50 Social Studies Skills & Top 50 Reading Skills</i>, <i>Number Power Series</i> and <i>Pre-Algebra, Algebra & Geometry</i>, Pre-GED and GED series, <i>Achieving TABE Success in Reading</i> series, <i>Achieving TABE Success in Language</i> series, <i>Reading Basics</i> series, <i>Achieving TABE Success in Mathematics</i> series Kaplan's <i>GED Test Prep 2020</i> Platforms: Edmentum, Apex GED Tutorials, IXL, ReadTheory, Khan Academy</p>	

Course name	Adult Basic Education	
Site and schedule	<p>Elk River</p> <p>Students are welcome to attend during any of our hours of operation for independent study or small group instruction. Due to COVID these times vary depending on the current instruction model. Prior to COVID the hours were as follows:</p> <ul style="list-style-type: none"> • four mornings per week for 4 hours • three afternoons per week for 2 hours • one evening per week for 4 hours <p>Students could work on assigned distance learning programs on-site or from home.</p> <p>In response to COVID students could attend weekly math, reading and grammar online sessions as well.</p>	
Delivery method	Combination	
Target student population (including cut scores, score ranges, completion criteria)	<p>NRS Level/Student Placement Levels: ABE Levels 1-6, ESL</p> <p>CASAS GOALS 0+</p> <p>TABE 11/12 300+</p> <p>CASAS Life & Work 191+</p>	
Course goals	<p>Students will improve skills in</p> <ul style="list-style-type: none"> • Writing • Math • Reading • Basic technology and keyboarding • Accuplacer/college prep • Job seeking/resume writing 	
Course content	CCRS	ELA & Literacy and Mathematics levels A-D
	ACES/TIF	Effective Communication 1-2, Learning Strategies 1-4, Critical Thinking 1-4, Self-Management 1-3, Navigating Systems 1-2
	Northstar	Basic Computer Skills, Internet Basics, Using Email, Operating Systems (Windows/Mac), Word Processing Skills (MS Word/Google Docs), Spreadsheets (Excel, Google Sheets), Slideshows (Powerpoint, Google Slides), 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	<p>Texts include but are not limited to: Steck-Vaughn's <i>Strategies for Success</i>, <i>TABE Fundamentals</i> series Contemporary's <i>Top 50 Reading Skills</i>, <i>Number Power</i>, <i>Achieving TABE Success in Reading</i> series, <i>Achieving TABE Success in Language</i> series, <i>Reading Basics</i> series, <i>Word Power</i> series Curriculum Associates' <i>Strategies to Achieve Reading Success (STARS)</i> series</p>
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Course name	English as a Second Language	
Site and schedule	<p>Elk River Students are welcome to attend during any of our hours of operation for independent study or small group instruction. Due to COVID these times vary depending on the current instruction model. Prior to COVID the hours were as follows:</p> <ul style="list-style-type: none"> ● four mornings per week for 4 hours ● three afternoons per week for 2 hours ● one evening per week for 4 hours <p>Students can work on assigned distance learning programs on-site or from home.</p> <p>In response to COVID, students are able to participate in online classes in areas of general ESL, conversation, pronunciation, reading and grammar.</p>	
Delivery method	Combination	
Target student population (including cut scores, score ranges, completion criteria)	<p>NRS Level/Student Placement Levels: ESL Levels 1-6 CASAS Life and Work 0+ CASAS GOALS 0+</p>	
Course goals	<p>Increase student proficiency and comfort in the following areas of Standard American English:</p> <ul style="list-style-type: none"> ● speaking, including pronunciation and conversation ● listening ● reading ● writing <p>Improve students understanding of American culture and pragmatics</p>	
Course content	CCRS	ELA & Literacy levels A-D
	ACES/TIF	Effective Communication 1-3, Learning Strategies 1-4, Critical Thinking 1 & 4, Self-Management 1-3, Navigating Systems 1-3
	Northstar	Basic Computer Skills, Internet Basics, Using Email, Word Processing Skills (MS Word/Google Docs), Slideshows (Powerpoint, Google Slides),
	Other	Citizenship prep content is often included within English class

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	English Language Proficiency Standards for Adult Education
Course text(s), educational technology, other instructional materials	<p>Authentic texts and realia, video and audio clips, and a variety of found or created supplemental materials. Common sites for content: NewsELA, Readworks, CommonLit, Reading Skills for Today's Adults, EL Civics</p> <p>Computer platforms include the following: USA Learns, Edmentum, ReadTheory, MobyMax, Readworks, IXL, Vocabulary A-Z</p> <p>Texts include but not limited to: Prentiss Hall's <i>Side by Side</i> series, <i>ExpressWays</i> series, <i>Grammar Dimensions</i>, <i>Fundamentals of English Grammar</i> Pearson Longman's <i>Basic English Grammar</i>, and <i>Foundations</i> series Cambridge's <i>Ventures</i> series Thomson Learning's <i>Stand Out</i> series New Oxford <i>Picture Dictionary</i> Mcgraw Hill's <i>Citizenship Now</i></p>	

Course name	Adult Basic Education -Sherburne County Jail	
Site and schedule	Sherburne County Jail	
Delivery method	In-Person	
Target student population (including cut scores, score ranges, completion criteria)	<p>NRS Level/Student Placement Levels: ABE Levels 1-6 CASAS GOALS 0+</p> <p>NRS Level/Student Placement Levels: ABE Levels 1-6, ESL CASAS GOALS 0+ TABE 11/12 300+ CASAS Life & Work 191+</p>	
Course goals	<p>Students will improve skills in</p> <ul style="list-style-type: none"> • writing 	

	<ul style="list-style-type: none"> ● math ● reading ● basic word processing / keyboarding <p>Those interested at an appropriate EFL can work on GED preparation adding improvement in content in social studies and science as needed.</p>	
Course content	CCRS	ELA & Literacy and Mathematics levels A–D
	ACES/TIF	Effective Communication 1–2, Learning Strategies 1–4, Critical Thinking 1–4, Self-Management 1–3, Navigating Systems 1–3
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>A variety of found or created supplemental materials.</p> <p>Texts include but not limited to: Contemporary’s Word Power and Number Power, Strategies for Success (Steck-Vaughn), Steck-Vaughn’s and Contemporary’s Pre-GED and GED series Steck-Vaughn’s <i>Strategies for Success</i>, <i>TABE Fundamentals</i> series Contemporary’s <i>Top 50 Reading Skills</i>, <i>Number Power</i>, <i>Achieving TABE Success in Reading</i> series, <i>Achieving TABE Success in Language</i> series, <i>Word Power</i> series</p>	

Course name	English as a Second Language
Site and schedule	Sherburne County Jail
Delivery method (In-person, hybrid, DL, combination)	In-person
Target student population (including cut scores, score ranges, completion criteria)	<p>NRS Level/Student Placement Levels: ESL Levels 1-6</p> <p>CASAS Life and Work 0+</p> <p>CASAS GOALS 0+</p>
	Increase student proficiency and comfort in the following areas of Standard American English:

Course goals	<ul style="list-style-type: none"> ● speaking, including pronunciation and conversation ● listening ● reading ● writing <p>Improve students understanding of American culture and pragmatics</p>	
Course content	CCRS	ELA & Literacy and Mathematics levels A–D
	ACES/TIF	Effective Communication 1-3, Learning Strategies 1-4, Self-Management 1-3, Critical Thinking 1 & 4, Navigating Systems 1-3
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	English Language Proficiency Standards for Adult Education
Course text(s), educational technology, other instructional materials	<p>A variety of found or created supplemental materials.</p> <p>Texts include but not limited to: Prentiss Hall's <i>Side by Side</i> series, <i>ExpressWays</i> series, <i>Fundamentals of English Grammar</i> Pearson Longman's <i>Foundations</i> series Cambridge's <i>Ventures</i> series Thomson Learning's <i>Stand Out</i> series New Oxford <i>Picture Dictionary</i> Contemporary's <i>Putting English to Work</i></p>	

Instructional Program Description – St. Francis ABE

Consortium name	Metro North ABE – St. Francis Area Schools ABE
Staff contact	Tammi Bernard
Date of last update	
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies):

	<ul style="list-style-type: none">• Eligible Content Policy• Distance Learning Policy
Additional resources	<p>ATLAS website (www.atlasabe.org)</p> <p>WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa)</p> <p>Minnesota ABE Distance Learning website (www.mnabe-distancelearning.org/)</p>

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.

Instructional Program Description – Course Descriptions

Course name	ESL – All Levels; GED Preparation; Brush-up Academic Skills; *Citizenship Preparation *supplemental course
Site and schedule	Metro North - St. Francis Area Schools ABE Monday-Tuesday-Wednesday-Friday: 9 a.m. – 1 p.m. (drop-in) Tuesdays, Thursdays: 4 p.m. – 7 p.m. (drop-in)
Delivery method (In-person, hybrid, DL, combination)	Prior to COVID – Only In-person, drop-in classes Since COVID – Hybrid Model: In-person and Individual Zoom Lessons by appointment: 9 a.m. – 7 p.m. DL Platforms: USA Learns; Khan Academy; Edmentum; and EdReady (Added 2 DL Platforms since COVID)
Target student population (including cut scores, score ranges, completion criteria)	ESL; GED Preparation; Brush-up Academic Skills ESL Score Ranges: CASAS 180 – 235 (Exit Advanced ESL 236 and above) ESL 3/ABE 1: TABE Reading at/below 367; TABE Math at/below 313 ESL 4/ABE 2: TABE Reading 368-460; TABE Math 314-441 ESL 5/ABE 3: TABE Reading 461-517; TABE Math 442-505 ESL 6/ABE 4: TABE Reading 518-566; TABE Math 506-565 ASE 1: TABE Reading 567-595; TABE Math 566-594 ASE 2: TABE Reading 596+; TABE Math 595+
Course goals	ESL 1 & 2: English Language Acquisition: Speaking, Listening, high frequency phrases, pre-reading & pre-writing skills (see CCRS standards Level A) ESL 3/ABE 1: English Language Acquisition via Speaking, Listening, Reading, Writing, Phonemic Awareness, Spelling, Math (see CCRS Level A) ESL 4/ABE 2: Reading, Writing, Math, Non-fiction/ informational texts, discussion, SP/L, technology integration (see CCRS Level B) ESL 5-6/ABE 3-4: Reading, Writing, Math, Informational complex texts, discussion, SP/L, technology Interventions are important for mastery & progress in reading skills/comprehension strategies (see CCRS Levels C, D) ASE 1: Reading, Writing, Math, Discussion, Science & Social Studies content, Technology—Pre-GED® level (see CCRS Level E) ASE 2: GED® Ready Level : Reading, Writing, Math, Science, Social Studies, Technology—GED® (CCRS aligned)

Course content	CCRS	All courses are CCRS aligned as stated in Course Goals above.
	ACES/TIF	Soft skills and professional skills necessary to transition into employment or postsecondary training are interwoven in the courses.
	Northstar	The digital skills needed to transition into employment or post-secondary training are incorporated in lessons as integral life skills.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Career/occupational content is included in the CASAS curriculum and in college and career readiness. Science (Life Science/Physical Science/Earth and Space Science) and Social Studies (Civics & Government/U.S. History/Economics/Geography and the world) are part of the pre-GED and GED curriculum and are also incorporated into all courses via non-fiction reading. Citizenship preparation is offered as a supplemental course for current ESL students who have that as one of their goals.
Course text(s), educational technology, other instructional materials	<p>ESL: Ventures textbooks (Basic, Levels 1-4, Transitions); Ventures Arcade Interactive Website with reporting capability https://www.cambridge.org/us/esl/venturesadulted/venturesarcade/</p> <p>Newsela; Reading Skills For Today's Adults https://www.readingskills4today.com/</p> <p>Pre-GED & GED: Steck Vaughn textbooks; GED Study Guides & free practice tests from www.ged.com</p> <p>Screencast-o-matic videos to add audio/visual to assigned readings for ESL and GED Preparation.</p> <p>Pre-GED & GED Math: Number Power textbooks; Khan academy videos; Customizable Common Core-aligned worksheets www.commoncoresheets.com</p> <p>Videos and interactive activities from www.mathisfun.com</p> <p>Citizenship Preparation: materials (books and flashcards) from www.uscis.gov</p> <p>Ventures Arcade Interactive website Citizenship tab: https://www.cambridge.org/us/esl/venturesadulted/venturesarcade/</p>	