Section Four
Educational Quality

"This program has been so helpful for me. My last job closed their doors, and I didn't know what I was going to do…I'm in Adult Education gaining professional development skills. In this program, I earned my PCA, and I passed my Paraprofessional test…I wish I could have gotten into the Adult Education program right away; maybe I would have gotten a paraprofessional job a lot earlier…So thanks for this wonderful opportunity because it has helped me a lot.

~Dislocated Worker and SCSEP client co-enrolled in ABE

AEOA
Arrowhead Economic Opportunity Agency, Inc.

4.1 High-Quality Educational Services

The program offers all allowable services and as a Community Action Agency, designs programming in partnership with a wide variety of organizations and community stakeholders. When developing programming, AEOA ABE always engages a workforce development partner to assist in the process, whether that be our own employment services department or the Northeast Minnesota Office of Job Training (NEMOJT). In addition, we have working relationships with the Northeast Higher Education District community colleges and Fond du Lac Tribal and Community College to assist in developing training programs. We also engage numerous employers in development of curriculum and identifying key areas on which to focus our classroom efforts. We have worked to develop curriculum with Aitkin Public Schools; Anthem; Blue Cross/Blue Shield; Delta Airlines; Carpenter's Local #606; Cook County Schools; Habitat for Humanity; Iron Range Partnership for Sustainability; TriTec; Ziegler CAT; LaBounty; L&M Radiator; Ulland Brothers; Range Steel Fabricators; and Iron Range Resources and Rehabilitation Board to name a few.

In general, we use a collaborative process to develop programming. We have steering or advisory committees that help our instructors in planning curriculum and targeting challenges identified in the current workforce. Ongoing check-in meetings are performed throughout the training periods to ensure program success and act as an early intervention mechanism if project goals are not being meet.

We leverage our resources, and those of our partners, to collaboratively build the best service structure for those in need. Our agency board is comprised of low-income individuals, public officials, and private sector parties ensuring multiple voices are heard in

planning processes and program evaluation. AEOA's inclusive philosophy means we embed practices such as learning from those we serve throughout our programming and agency policies. Learning from each project influences program design and services moving forward. Also, having access to the agency's Planning Department allows the ABE Program Manager to gather input and best practices from a wide variety of sources. The agency's overall service orientation provides a foundation for high-quality educational services that consider the whole learner. It recognizes the importance of removing barriers and meeting basic needs so our learners can make the educational gains they strive for in the ABE program.

In general, AEOA ABE provides the following programming:

- GED education;
- Career pathways programming for youth and adults;
- Industry specific certifications;
- Learning communities and bridge programming (both integrated and not);
- Computer skill training;
- Workplace literacy services;
- Career assessment and counseling;
- English language services; and
- Basic skill obtainment.

In our core population centers we provide at least 16, and up to 32, hours of instruction per week with more rural sites receiving itinerant services in six- to twelve-week sessions utilizing a managed enrollment model. Examples of such services may include specialized

industry specific certificates (i.e. ServSafe, Paraprofessional) or financial literacy/entrepreneurial courses. Our classes are in easily accessible locations such as workforce centers, community colleges, human service/county service centers, and municipal government buildings.

While not ideal for some residents, the last few years AEOA has pulled classrooms from our most rural locations to conserve resources and enhance programming, opting instead to perform outreach for distance learning services in those communities. Where available, Access to local transportation services is provided to those who may not otherwise be able to attend class. Transportation is a barrier, however, as bus service is limited. The Rural Rides volunteer driver program is mainly for getting to work and is designed to meet short term needs while clients work on their long-term transportation self-sufficiency plans.

When we hire new instructors, we give them a general overview of ABE, then tell them how their specific classes will be designed: managed enrollment, open entry, hybrid or a special project. Our Teacher Orientation Manual includes a Scope and Sequence chart of our own, and we refer new staff to Marshall's Scope and Sequence website for more detail, www.marshalladulteducation.org. Marshall's document is too hefty to print and include with this narrative, but our staff can print the sections they need if they so desire. We remind veteran teachers to use the website, too, especially if they get a random ESL or ABE student working at a level they aren't as comfortable teaching.

"Texts worth reading, questions worth answering, work worth doing," is becoming the mantra for reading instruction. Most of our students come into the program with higher TABE Reading scores than Math scores. We have very few ELLs and most students do not

need to do much work on sound/symbol correspondence (alphabetics), recognition of sight words, basic vocabulary and English word order. Instructors have worked with the EBRI model of explicit reading instruction using explanation, modeling, guided practice and application/monitoring. EBRI fluency diagnostics are a useful supplement to the TABE and provide insights into how the reader groups words and uses emphasis and expression when reading aloud to convey their comprehension and familiarity with vocabulary. A big change in reading instruction has been the move to having the text as a focus and helping learners to set aside their personal experiences and opinions while they are examining what the writer has put on the page. With the CCRS instructional shifts around textual complexity, text-based evidence for argumentation in fiction and non-fiction texts, and content-rich information across disciplines, our instructors recognize the need to go beyond teaching to the TABE. They want to help students engage in more depth with more challenging reading material. Having much higher expectations for our students' reading proficiency is a key development for our program.

Instructors are beginning to use lines of inquiry to combine a variety of readings from different subjects, timeframes, and genres to help their students answer unifying and compelling questions and are seeking out and sharing materials in staff meetings that support this approach. Reading is integrated with writing, speaking and listening activities. Instructors are becoming more familiar with the structure CCRS provides across the grade levels with the ten reading anchors: reading closely for explicit evidence and what can be inferred logically from it; distinguishing between central ideas and supporting ones; analyzing individuals, events and ideas throughout a text; interpreting vocabulary and the

connection to meaning and tone; analyzing the structure of the text and how the parts and the whole relate; assessing point of view and purpose; integrating material across formats and evaluating it; delineating and evaluating arguments and claims; comparing and contrasting multiple texts on similar topics; and ultimately, becoming independent, proficient readers of complex texts who are prepared to function successfully in college and in their careers. Teachers already work with many of these components when teaching reading. The challenge for them now is not to feel they have to scrap everything and start over, but to use the CCRS framework to consciously develop coherence across grade levels rather than teach these skills with random collections of texts. In smaller classrooms, where one part-time instructor is covering all the subject areas, it would be helpful to have a standardized curriculum and standardized texts to use as a baseline, yet teachers appreciate the freedom they have to create their own curriculum and materials for their adult learners using CCRS.

Instead of listing each class separately, we have attached our Instructional Program Descriptions. Throughout the program descriptions you will see reading as a core function. Some courses have a more formal process for reading instruction (e.g. EBRI, STAR), while others contextualize reading instruction in their curriculum (blueprint reading for carpenters, word problems in developmental math).

4.2 Career-focused Programming

AEOA ABE has designed and provided numerous contextualized and career pathways programs that meet the needs of students. The chart below explains both past and current programming as related to career pathways, integrated education and training (IET),

postsecondary preparation, and industry-recognized preparation. Further course outcomes are available in the Instructional Program Descriptions.

Program Name	Description
Academic Excellence Academy	Integrated instruction at Fond du Lac Tribal and Community College (FDLTCC) in developmental math for beginning Algebra and preparation for statistics. This is a one-year program and runs concurrent with the college course session.
Carpenter's Pre-Apprenticeship	Curriculum to help prepare students to qualify for a two-year apprenticeship program through Carpenters' Local #606. This is a ten-week course for six hours a week.
College Prep Bridges and Integrated Instruction (Fond du Lac Community and Tribal College, Hibbing Community College, Itasca Community College)	Short-term summer courses intended to provide students with knowledge of the college environment. Course work is targeted to either Accuplacer Math or College Reading with components on Desire to Learn (D2L), study techniques, and time and stress management for the college environment. These courses can range from an intensive two-week boot camp to ten-week managed enrollment. In addition, we provide co-requisite and integrated courses in the campus' lowest level math and reading classes.
Degree Me	Course work supporting FDLTCC students with college transitions skills and basic education to complete an AA degree within two years. Courses are taught by ABE integrated with FDLTCC instructors. The course is on the FDLTCC transcript.
FastTRAC/Pathways to Prosperity: Fond Du Lac Tribal and Community College, Hibbing Community College, Mesabi Range College, and Itasca Community College.	AEOA has provided FastTRAC and now Pathways to Prosperity programming since the program's inception. We were in one of the first FastTRAC grants awarded at Itasca Community College for a basic college prep pathway. Since then we have taken part in pathways in the following fields: administrative assistant; commercial truck driving; corrections; home health aid; nursing; and paraprofessional. ABE provides bridge programming to ensure students had the literacy skills necessary to enter the chosen industry. We also provide integrated instruction with our MN State partner for at least one course if not two prior to students going in to "mainstream" courses at the college. Students then receive unpaid internship placements thereafter. Trainings ranged from one semester to a year and half.

Lake County and St. Louis County Workforce Development Programs	Short-term industry training in welding and HVAC. This course was first held in Lake County and then in St. Louis County. In Lake County the ABE instructor assisted students longer as there is no MN State campus on-site. ABE performed the bridge into welding providing math for welders, blueprint reading, and other college prep assistance then students transitioned into the MN State coursework at the welding facility at the local high school. The ABE instructor then worked with the college instructor to further assist students with the bookwork portion of their training. It worked much the same in St. Louis County with the addition of an HVAC option and with the ABE instructors working closely with the MN State instructors to align curriculum, but there was not integrated instruction. In both cases students moved on to a paid internship in the field of their choice. These were one-year programs with ABE providing instruction for roughly 3 months and then in support thereafter.
Learning Communities (Hibbing Community College, Itasca Community College, and Rainy River Community College)	Integrated instruction within targeted college cohort courses. These programs run concurrently with the MN State semester and the ABE instructor teaches alongside the MN State instructor as well as independently on a lab day. Targeted cohorts have been auto; law enforcement; nursing; and students testing in to two or more developmental courses.
Lives in Transition ABE Sessions	ABE provides monthly sessions on life skills and academic issues related to employment. This is a program in partnership with AEOA's Displaced Homemaker program.
Paraprofessional Training	A short-term course contextualized to the paraprofessional certification test and local school district employment needs. This course has been held in Aitkin, Cook, and Lake Counties in direct response to hiring needs of the local school districts. Students attend from 10-12 weeks for six hours a week.
ServSafe Food Manager – NERRC, Two Harbors	A course to assist NERCC inmates in developing skills to work in the kitchen at NERRC in a safe and healthy manner. Additional coursework was provided to enhance their knowledge of kitchen math and reading as well as workplace etiquette and conflict management to enhance their abilities to seek employment outside of the corrections environment. Students in Two Harbors received the same training absent the community re-integration components

Women's Entrepreneur	A course designed to assist women who want to launch or grow their own business. Classrooms were mix gender, but extra attention was spent targeting women to increase the number of women owned non-traditional businesses. This is a twelve-week course for six hours a week.
Youth at Work: Pathways to Employment Readiness for Youth (PERY)	A comprehensive training program serving at-risk youth aged 14-24 in Itasca, Koochiching, and St. Louis Counties. Youth are provided life- and work-skills training in either hospitality or weatherization industries; basic literacy skills and financial literacy; the program is capped off with a paid work experience. The ABE instructors provide all the classroom training and instruct students in either ServSafe or a curriculum designed specifically for entering the weatherization environment. Classroom training lasts approximately twelve weeks for six hours a week.
YouthBuild	Basic construction and carpentry training for youth aged 17-24 who are either at-risk of dropping out or have already dropped out of school. Youth attend class to work toward achieving their GED and gain classroom training in construction math, reading for construction and situational judgement. They are provided on-the-job training working on affordable housing projects in the community. Both classroom and work site time is paid time at minimum wage. This is a yearlong program and students attend the ABE classroom for roughly 8 hours a week. **Students currently enrolled in an alternative school are not submitted for NRS reporting.*

4.3 Content Standards

To ensure our services align with best practices in the adult education field AEOA offers many opportunities to engage in professional development. Instructors attend spring and fall regionals, ABE Summer Institute, Language and Literacy conference, the Minnesota Numeracy Initiative, and online learning options through both ATLAS and MLC. Most ABE staff have attended either STAR Reading or Evidence Based Reading Instruction (EBRI) training (one staff has attended both) and the program purchased numerous reading/literature text books to support the techniques learned in that training. A statewide CCRS Math trainer was brought in

for an in-person staff training on the instructional shifts for math. In addition, all AEOA ABE staff, except the most recent hires, have gone through two years of ACES TIF learning communities led by our regional ACES trainer who happens to be an AEOA employee.

Furthermore, mandatory webinars were put in place over two years ago to ensure staff could engage with each other on an ongoing basis around ABE policy changes and instruction of CCRS, ACES, EBRI, and digital literacy. Curriculum is pooled across the service area via a shared repository and teachers partner on evaluating CCRS and ACES implementation in the classroom through peer observations and sharing of lesson plans. Each teacher is asked to utilize the TIF to create or enhance a lesson plan to share with other teachers. We have found this peer led process better engages teachers and helps them become more mindful of the instructional practices outlined in the standards.

ABE instructors provide the Northstar Digital Literacy (NDL) assessment to nearly every student. The tool helps instructors identify areas of instructional need and develop a plan with the students to meet those needs. Our computer courses use the NDL assessment as a pre- and post-test as well.

Our program staff also gather for “term breaks” three times a year. These designated weeks without students allow staff coordinated time to attend ABE trainings, to meet with their students to update learning plans, and to have prep time to plan CCRS, ACES, and digital literacy instruction in their classrooms.

AEOA has undergone a multi-year implementation plan for the content standards. This initiative began with ACES in the 2013-2014 program year. Staff took part in a learning community around three of the content areas and again the next year took on the remaining

content areas. In the 2015-2016 program year we began to introduce the concept of CCRS via the basic CCRS webinars. Most staff have attended a Language and Literacy conference to learn about the CCRS shifts in reading instruction. The CCRS training continues to be supplemented by regular webinars and additional content at monthly in-person in-services. At this same time staff were provided training in EBRI to further their ability to implement CCRS concepts in their reading instruction. By May of 2016 teachers were introduced to the instructional shifts in math and continue to engage in learning around enhancement of their math curriculum. Additionally, several staff have attended the Minnesota Numeracy Initiative (MNI) and share their learning with others via email, webinar, and in-service presentations. Each year we intend to have instructors perform peer observations and share curriculum with each other around ACES, CCRS, and digital literacy instruction. Two pairs of teachers have taken the lead this year on CCRS math and reading standards implementation and are taking turns presenting a series of webinars and assignments on the two areas. We also will continue to attend regional and statewide trainings provided by the Minnesota Department of Education and supplemental service providers.

4.4 Volunteers

We use very few volunteers in our program. Currently, Cloquet and Grand Rapids are the only sites utilizing active volunteers. In both locations, the staff instructor does student intake, pre-and post-assessments, goal setting, data collection and is responsible for all data entry related to the student. The instructor discusses this information with the volunteer before the volunteer and student meet.

Cloquet offers one-to-one tutoring in basic skills and ESL. Students and tutors typically meet for one or two hours each week at the ABE classroom. All ELL learners are offered an ESL class facilitated by a volunteer and an instructor.

The Grand Rapids classroom offers one-to-one tutoring in ELL and basic skills. Students meet with their assigned tutors typically once each week for an hour or two, most often at the ABE site but occasionally at another mutually convenient public site. ELL students are offered an ESL class facilitated by a volunteer and/or a tutor. On occasion, a volunteer is called on to serve as a classroom aide when the classroom is busy or when a volunteer has a specific teaching interest.

All volunteers are provided MLC volunteer training per MDE guidelines by an ABE Instructor before they begin volunteering. Ongoing training is provided as appropriate. Topics include:

- Initial and ongoing assessment (TABE, CASAS, procedures and accountability)
- Goal setting and follow-up including information about NRS goals and mandates
- Working with adults (characteristics of adult learners, cultural issues, sensitivity to learner challenges, understanding of the culture of poverty)
- Working with textbooks (general overview or in-depth coverage of specific text/curriculum used by the program)
- Lesson planning
- Local program information (includes background checks, confidentiality, required paperwork, ongoing support and training)
- Reading (reading for meaning, reading process, phonemic awareness, research based information as applicable)

- Spelling

The instructors provide the training to all new volunteers and most training sessions last approximately two hours. Some tutors need more training than others. For instance, retired teachers often become tutors and they typically require less training than those who are new to the field of education.

In the past, a volunteer tutor appreciation event was held each spring. All tutors have access to the materials on the MLC website, and the regular emails from the MLC , "Tutor Tips", provide a variety of fast, fun and easy-to-use activities for tutors (and instructors) to try. One additional tutor training is offered at least once each year. In the past, tutors remained on board for several years and three tutors worked with individuals for over a decade. Recently, due to program shifts, we have seen a decline in volunteers.

Section Four
Educational Quality
Documents

"I am writing to say thank you [to you] as well as [Teacher] and [Teacher] for all the help and support that you gave me in AEOA. I still need to continue studying English and Mathematics, but now I can work in the job for which I am qualified. You were more friends than teachers, and I had your support at all times. Thanks!
See you again in the summer classes.
sincerely
Yadith
PD.If you find an error in the e-mail, you know I need more English classes  *."*

~Email from English Language Learner to teachers

AEOA
Arrowhead Economic Opportunity Agency, Inc.

Document I

AEOA Instructional Program Description – Course Descriptions

Course name	Zero to 40	
Site and schedule	Fond du Lac Tribal & Community College Room 232 Mondays and Wednesdays, 8:00 am -10:00 am (semester long course)	
Target student population (including cut scores, score ranges, completion criteria)	Participants are students on academic probation and suspension that need to complete an academic petition to continue with school. After students meet with the Academic Petition Committee, the committee chooses students who need support with academic success, study skills, time management and organization to participate in the Zero to 40 program. cumulative rate of completion less than 67% Academic probation and suspension students have cumulative GPA less than 2.0 Successful completion: 1. Attend at least 80% of all scheduled classes, 2. Achieving at least a "D" in all registered classes, and/or 3. Demonstrated level gain on the TABE.	
Course goals	The students will be able to 1. Identify and utilize study skills, time management, and organizational strategies to improve academic success. 2. Complete an academic plan 3. Achieve a 2.0+ GPA and 67% + rate of completion. 4. Identify resources on and off campus to support student success	
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8) Anchor 9 (RI.5.9) Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)

	ACES/TIF	Effective Communication Skill 1 a-f, Skill 3 a, b Learning Strategies Skill 1 a, c, e Skill 2 a-d, Skill 4 a-b Self-Management Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Navigating Systems Skill 1 a-c, Skill 2 a, b
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Students are encouraged to explore degree options at FDLTCC. While completing the academic plan students use program planners and degree and certificate planners to map out educational goals and timeline to complete degree and certificate programs. Content: Learning styles; test anxiety and test preparation; time management; notetaking; study skills; career assessment
Course text(s), educational technology, other instructional materials	Book: 50 Tips for Academic Success College Edition	

AEOA Instructional Program Description – Course Descriptions

Course name	Youth Build
Site and schedule	Virginia Youth Foyer
Target student population (including cut scores, score ranges, completion criteria)	To Qualify for YouthBuild: • be 18 years old or older under 24 • not be enrolled in a public school • not have a GED or high school diploma • live in the Quad Cities area of Eveleth, Gilbert, Mt. Iron, or Virginia. And have one of the following: • formerly in foster care or incarceration • currently or formerly homeless (includes couch hopping) • parenting youth • person of color • migrant/ limited English proficiency • disabled • chemical dependency • on public assistance/subsidized housing • received academic support while in school Successful completion: 1. Attend at least 90% of scheduled classes and work days, 2. Summative assessments and daily work, 3. Attending advising sessions, 4. Achieving a GED, and/or 5. Demonstrated level gain on the TABE.

Course goals	• Diploma/Adult Basic Education, Academic Support, PSEO Opportunities, College Prep
	  ○ Job Search
	  ○ Work Maturity
	  ○ Career Development/Post-Secondary Exploration

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Independent Living Skills development.

Work-Readiness/Soft Skills

Work Maturity
Independent Living Skills
Financial Literacy
Entrepreneurial Training
Career Planning
Vocational Assessment
Career Exploration
Job Search and Portfolio Development

Leadership/Citizenship Development and Community Service

Volunteer
Community meetings
Group Presentations
Crew Lead

</td></tr>
<tr><td rowspan="3">Course content</td><td>CCRS</td><td>LR.2, SL.2, L.4, W.1, W.8, R.6, SL.3, W.9</td></tr>
<tr><td>ACES/TIF</td><td>Effective Communication: Skill 1, 3
Learning Strategies: Skill 1, 3,
Critical thinking: Skill 1, 2, 3, 4,
Self-Management: Skill 1, 2, 3
Developing a Future Pathway: Skill 1, 2, 3
Navigating Systems: 1, 2, 3,</td></tr>
<tr><td>Northstar</td><td>Basic computer skills
Daily communication via email to/from instructors
Word – reports, proposals, grants
Information literacy- current events/ real vs fake news. Bias in reporting comparing different news sites. International news and reporting
Online sign in/out hour verification
World Wide Web – research designs, materials needed, cost comparison</td></tr>
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		Minnesota Works Job search
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Job Search Skills • Interviewing • Goal Setting • Team Building • Decision-making • Self-esteem and self-awareness • Healthy living • Personal and family planning • Money management • Problem Solving • Communication • Cooperation • Research • Critical thinking
Course text(s), educational technology, other instructional materials	OSHA 10, NCCER, I-pathways, Construction Math, Weekly online Current Events research and reporting, Geocaching, Hands on planning for construction projects including geometry, in class discussion	

AEOA Instructional Program Description – Course Descriptions

Course name	STAR Reading and EBRI Class	
Site and schedule	Cloquet M, W, and TH, 9a.m. – 3 p.m.	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 – 235 TABE Read 461 – 566 Successful completion: 1. Complete at least 40 hours of class instruction, 2. Summative assessments and daily work, and/or 3. Demonstrated level gain on the TABE.	
Course goals	To increase intermediate-level students' reading skills in the areas of alphabetics, fluency, vocabulary, and comprehension	
Course content	CCRS	Course is not currently aligned to the CCRS. STAR reading consists of the following four distinct parts: alphabetics, fluency, vocabulary, and comprehension. All STAR classes feature managed enrollment. All instruction is direct and explicit Trained STAR instructors administer diagnostic reading assessment to students interested in participating in STAR class. These assessments pinpoint the level and specific skills students need to work on to improve their reading skills. The instructors carefully group together students with similar needs to tailor lessons to them. The following are examples of lessons for fluency, alphabetics, comprehension, and vocabulary. The STAR instructors use other activities as well. • An example of a STAR fluency lesson is collaborative oral reading, sometimes called "popcorn reading." A group of students, and the instructor, take turns reading from a level-appropriate text. This could be fiction or non-fiction. Each student reads three to five lines

		of text, and then randomly calls on another student (or the instructor) to read next. The instructor may occasionally stop the group to discuss the reading. • An alphabetics lesson begins with the teacher explicitly teaching a new set of phonemes. Students are given a set of words featuring the new phonemes and must sort them into groups. They may work alone or with a partner. After the students have sorted the words at their table, the teacher can guide the students as they take turns sorting the words on the board. • During a comprehension lesson, the teacher helps students find the main idea of a passage. For example, the teacher may teach a questioning technique. Students read a passage of text, then generate as many questions about the reading as they can. The teacher writes the questions on the board. Then, the teacher guides the students as they narrow down the questions to identify questions that are most important. The teacher may also use graphic organizers to help students understand the difference between supporting details and the main idea. In a vocabulary lesson, instructors give the definitions of a set of words and provide several examples of using the word in a sentence. She then asks the students to generate their own sentences using the new vocabulary words and share them with the class. The class may follow this by completing fill-in-the-blank questions or read-and-respond questions.
	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar	Not embedded into the class at this time.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes readings and writing assignments that encompasses many of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Readings from textbooks and online sources are often selected based on the students' future goals and career interests. Curriculum also sometimes includes job search and college preparation strategies.
Course text(s), educational technology, other instructional materials	Authentic intermediate-level materials such as novels, short stories, and non-fiction passages *Words Their Way: Word Sorts for Within Word Pattern Spellers* *Timed Readings Plus* *Fry Reading Drills*	

	Words to Learn By: Expanding Academic Vocabulary *Step By Step* *Intermediate Word Study* STAR Reading Toolkit www.startoolkit.org *Six Way Paragraphs* *Six Way Paragraphs in the Content Area* Read Works website Common Lit website NEWSELA website

AEOA Instructional Program Description – Course Descriptions

Course name	Entrepreneur Bridge Class	
Site and schedule	Virginia Youth Foyer 3 days/week (4 hours each) for 6 weeks. Offered as needed	
Target student population (including cut scores, score ranges, completion criteria)	Students who are interested in starting or buying a small business. Students participating in the Financial Assets for Independence in Minnesota (FAIM) who are on the small business track. TABE: Reading 463+, Mathematics 442+ Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments, 3. Completing all daily tasks and homework, and/or 4. Demonstrated level gain on the TABE.	
Course goals	Students will: • Complete business planning tools that focus on the skills needed to launch a small business • Learn the strategies for planning and operating a successful business • Gain a clear understanding of the marketplace and how it works • Learn how to manage cash • Develop clear personal and business goals • Begin to gather the information needed to plan a business	
Course content	CCRS	Reading: Anchor 4 level D, Writing: Anchor 2 level D, Anchor 4 level D, Anchor 5 level D, Anchor 6 level D, Anchor 7 level D, Anchor 8 level D Speaking and Listening: Anchor 1 level D, Anchor 4 level D, Anchor 6 level D Language: Anchor 1 level D, Anchor 2 level D, Anchor 6 level C Mathematics level C: place value, compute multi-digit numbers Mathematics level D: Rational numbers, fractions, ratio reasoning, real-life math problems
	ACES/TIF	Effective Communication: Skills 1-2 Critical Thinking: Skills 1-3

		Self-Management: Skills 1-3 Developing Future Pathways: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar	Word • Open a new or existing document. • Use Save As to save to a particular folder and name the document. • Use Spelling and Grammar check. • Format the size, color and type of font. • Use bullets and automatic numbering. • Use the Undo button. • Cut, copy and paste. • Print. • Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Success Planning • Attitude • Business plan • Establishing goals • Identifying skills • Personal financial statements • Reasons that businesses fail Marketing • How much are customers worth • How to set prices • Low cost marketing • Delivery methods • Think smarter not harder Cash flow • Leasing • Power of cash • Business loans • Cash - breaking even

		• Gifts • Income statements • Start-Up costs • Where do the numbers come from? Operations • The IRS • Licenses and permits • Employer versus individual contractor • Employees • Worker's Compensation and OSHA • Loan rates and collateral • Partnerships • Work plans
Course text(s), educational technology, other instructional materials	Core Four Business Planning curriculum Teacher made materials Presentations by the Chamber of Commerce, Rotary and local business owners Field trips to local businesses Microsoft Word	

AEOA Instructional Program Description – Course Descriptions

Course name	Reading Prep 0210	
Site and schedule	Hibbing Community College, room F-26 Tuesdays and Thursdays, 9:00-10:00 (semester long course)	
Target student population (including cut scores, score ranges, completion criteria)	Accuplacer: Reading 27-41 TABE: Reading 463+ Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, and/or 3. Demonstrated level gain on the TABE.	
Course goals	Students will be able to: 1. Increasing their Accuplacer reading score to 42-77 to get into Reading 0960 and English 0900 2. Successfully complete the class, as demonstrated through attendance and daily work to qualify for Reading 0960 and English 0900 3. Increase their Accuplacer reading score to 78+ to qualify for college level reading and writing – English 1060.	
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8) Anchor 9 (RI.5.9) Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d

		Self-Management – Skill 1 a-f, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Word: 1. Open a new or existing document, 3. Use save or save as, 5. Use spelling and grammar check, 15. Print, 16. Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Curriculum includes readings having to do with careers/majors that are of interest to enrolled students.
Course text(s), educational technology, other instructional materials	"The Giver" – book and movie "Ten Steps to Building College Reading Skills", 5th edition Newsela.com and Readworks.org websites Teacher created materials	

AEOA Instructional Program Description – Course Descriptions

Course name	Reading for Law Enforcement			
Site and schedule	Hibbing Community College Room B-112 Mondays and Wednesdays, 12:00 – 1:30 p.m. (semester long course)			
Target student population (including cut scores, score ranges, completion criteria)	Open to: Students enrolled in the Law Enforcement program who test into two or more developmental courses. Accuplacer: Reading 42-77, Math 20-68 TABE: Reading 463+, Language Arts 492+, Mathematics 442+ Successful completion: 1. Attend at least 95% of all scheduled classes, 2. Attendance at 95% of all inspections and completion of 100% of their Gigs, 3. Class participation and homework completion, 4. Satisfactory grade on research project and presentation, and 5. Achieve a grade of at least a "C".			
Course goals	Students will be able to: • Learn the definitions and spelling of police terminology, as demonstrated through tests and daily work, that will help them to be successful in other law enforcement classes. • Know how to write an opening paragraph of a police report, as demonstrated through daily work. • Successfully complete this course, as demonstrated through their final grade, before they can take Police Ethics, Introduction to Communications, and General Psychology second semester.			
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8)	Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5) Anchor 6 (W.4.6) Anchor 7 (W.5.7) Anchor 8 (W.5.8)	Speaking and Listening C: Anchor 1 a, b. c, d Anchor 2 (SL.4.2), (SL.5.2) Anchor 4 (SL.5.4) Anchor 5 (SL.5.5)

		Anchor 9 (RI.5.9)
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Develop Future Pathways – Skill 1 a and d Navigating Systems – Skill 1 a-c
	Northstar	Word: 1. Open a new or existing document, 3. Use save or save as, 5. Use spelling and grammar check, 15. Print, 16. Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Law Enforcement content: report writing, statutory language, police ethics, law enforcement terms, and implicit bias
Course text(s), educational technology, other instructional materials	Introduction to Criminal Justice, 9th edition Police Ethics: A Matter of Character, 2nd edition Teacher made materials, Word 2016 Report Writing template, Minnesota Reviser of Statutes website	

AEOA Instructional Program Description – Course Descriptions

Course name	Parents Investing in Education (PIE)	
Site and schedule	Service provided in St. Louis, Aitkin, Carlton, and Koochiching counties Monthly appointments scheduled with participants	
Target student population (including cut scores, score ranges, completion criteria)	Students Must: • Be a MFIP participant • Be between the ages of 17 – 24 • Lack a high school diploma/GED or have a goal of attend post-secondary training • Make a commitment to achieving their educational goals • Be willing to develop and follow an educational plan • Agree to bi-monthly communication with the PIE Coordinator Successful completion: 1. Completion of educational goals, 2. Following through with bi-monthly meetings, and/or 3. Demonstrating a level gain on the TABE.	
Course goals	• Eliminate barriers to educational success by providing extra support services for GED testing fees, college application fees, mileage assistance for school, child care assistance, or other school expenses • Provide school supplies • Assistance in locating educational opportunities and enrollment • Career assessment and exploration • Learning style assessment • Ongoing follow-up	
Course content	CCRS	Not CCRS aligned
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c. Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e Developing a Future Pathway: Skill 1 a-d, Skill 2 a-c, and Skill 3 a-c

	Northstar	World Wide Web: 14. Use scroll bars, 15. Use a hyperlink to access other web pages, 16. Create a new tab, open a webpage in a tab, and move between tabs, 17. Identify a pop-up window and close it.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Career exploration Post-secondary planning
Course text(s), educational technology, other instructional materials	O*Net career assessment tools Minnesota Career Information System	

AEOA Instructional Program Description – Course Descriptions

Course name	PERY – Weatherization Bridge Class	
Site and schedule	Hibbing Community College, Room F22 3 days/week (3 hours each) for 6 weeks.	
Target student population (including cut scores, score ranges, completion criteria)	Students interested in pursuing employment in the skilled trades Students interested in working for the AEOA Weatherization program Preference given to women and minorities TABE: Reading 463+, Mathematics 442+ Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, 3. Successful completion of their internship, and/or 4. Demonstrated level gain on the TABE.	
Course goals	Students will: • Develop the mathematical skills needed for entry level construction jobs, the AEOA Weatherization program, and/or needed to pass apprenticeship placement tests • Read and understand technical information • Be able to read and understand technical drawings and blueprints • Understand and be able to apply workplace safety procedures • Explore construction careers and apprenticeship programs • Build basic computer skills • Develop a resume and job retention skills	
Course content	CCRS	Reading – Level C: Anchor 1, Anchor 2, Anchor 4, Anchor 7 Writing – level C: Anchor 2, Anchor 4, Anchor 7, Anchor 8 Speaking and Listening – Level C: Anchor 1, Anchor 4 Mathematics Standards – Level C and D Number and Operations – Base Ten: • Understand place value System • Perform operations with multi-digit whole numbers and decimals

		The number System: • Compute fluently with multi-digit numbers and find common factors and multiples • Apply and extend previous understanding to multiply and divide fractions • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world problems Number Operations – Fractions: • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understanding • Understand decimal notation for fractions, and compare decimal fractions • Use equivalent fractions as strategy to add and subtract fractions • Apply and extend previous understanding to multiply and divide fractions Ratios and Proportional Relationships: • Understand ratio concepts and use ratio reasoning to solve problems Expressions and Equations: • Apply and extend previous understandings of arithmetic and algebraic expressions • Reason about and solve one-variable equations and inequalities • Solve real-world and mathematical problems using numerical and algebraic expressions • Work with radicals and integer exponents Geometry: • Draw and identify lines and angles • Solve real-world math problems involving area, surface area, and volume • Understand congruence and similarity • Understand and apply the Pythagorean Theorem Measurement and Data: • Measure length indirectly and by iterating length units • Represent and interpret data • Measure and estimate lengths in standard units • Relate addition and subtraction to length
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c

		Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Develop Future Pathways – Skill 1 a and d
	Northstar	Basic Computer Skills 3. Plug in headphones correctly. 9. Identify storage media. 10.Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 16.Adjust volume and mute audio. 17.Identify icons on a desktop. 18.Use the recycle bin for trashing and retrieving items. World Wide Web 1. Identify an Internet Service Provider and ways to connect to the Internet. 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Identify a website. 4. Identify a homepage. 5. Identify common domain types. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs Word 1. Open a new or existing document3. Use Save As to save to a particular folder and name the document. 4. Identify file extensions. 5. Use Spelling and Grammar check. 6. Format the size, color and type of font. 7. Set single or double spacing. 8. Align text. 9. Use bullets and automatic numbering. 10.Use the Undo button. 11.Cut, copy and paste. 12.Set margins. 14.Demonstrate knowledge of the difference between "Save" and "Save As" functions. 15.Print. 16.Save and close a document. Information Literacy 2. Identify purpose for accessing information; how the information will help solve the problem, answer the question, help to make a decision, help with accomplishing a goal or objective. 3. Define the kind of information needed to complete the task. 4. Identify different types and formats of information found online (articles, databases, images, videos, etc.). 5. Plan steps required to solve the problem or accomplish the task. 7. Demonstrate use of efficient search strategies to locate varied resources, including refining search to hone in on relevant information found in a previous search. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information.

		9. Make use of hyperlinks to follow desired/required path of information. 11.Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12.Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 13.File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 14.Monitor extent to which information solves a problem and know when additional information is needed. 15.Synthesize relevant information from one or more sources. 16.Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. 17.Act on information to solve basic problems or answer a question. 19.Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Construction mathematics • Construction terminology and technical reading • Technical Drawing and blueprint reading • OSHA and other job safety on a construction work site • Exploring the construction trades and apprenticeships • Construction vocabulary • Resume writing and job retention skills • Apprenticeships with AEOA's Weatherization program upon completion of the bridge program
Course text(s), educational technology, other instructional materials	On-the-Job Mathematics by Van Buren Public Schools National Center for Construction Education and Research (NCCER) Construction Technology Young Worker Safety and Health Training curriculum OSHA safety videos AEOA Weatherization materials St. Paul Public Library Basic Computer Skills curriculum Teacher made materials and PowerPoints Minnesota Career Information System Microsoft Word	

AEOA Instructional Program Description – Course Descriptions

Course name	PERY- **P**athways to **E**mployment **R**eadiness in **Y**outh	
Site and schedule	Grand Rapids Service Center- 15 Week Course- 5 Hours Weekly	
Target student population (including cut scores, score ranges, completion criteria)	• At-risk youth, ages 14-21 • Students, between the ages of 17 – 21, enrolled in Adult Education • Youth living in a foster care setting and attending Free At Last • Youth working with a corrections/ probation officer Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, 3. Passing the Serve Safe exam, 4. Successful completion of their internship, and/or 5. Demonstrated level gain on the TABE.	
Course goals	Students will: • Develop the skills necessary to enter career field in the food service/ hospitality industry • Pass the ServSafe Managers Certification test • Volunteer at a soup kitchen • Tour Hibbing College's Food Service program • Tour grocery store & farmers markets • Develop money management skills • Create professional portfolio including a resume • Practice workplace communication skills and other soft skills • Learn from guest speakers who work & hire employees in the food service industry (managers)	
Course content	CCRS	Math: Number Operations Base Ten – Perform operations with multi-digit whole numbers; Understanding place value; Number System: Decimals; Number Operations: Fractions; Ratios and Proportional Relationships: Percents Reading: Anchor 4 (RL.5.4), (RI/RL.6.4); Anchor 9 (RI.3.9), (RI.5.9), (RI.8.9) Writing: Anchor 2, Level C, a-d Speaking and Listening: Anchor 1, Level C, a-d; Anchor 3 (SL.3.3), (SL.5.3); Anchor 4, Level C Language: Anchor 1, Level A, a-l; Anchor 2, Level C, a-h

	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Navigating Systems – Skill 1 a-c Developing Future Pathways -
	Northstar	Microsoft Word: 1. Open a new or existing document; 3.Use Save As to save to a particular folder and name the document; 5. Use Spelling and Grammar check; 6. Format the size, color and type of font; 7. Set single or double spacing; 8. Align text; 9. Use bullets and automatic numbering; 10. Use the Undo button; 11. Cut, copy and paste, 12. Set margins; 15.Print; 16. Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Keeping food safe; Understanding the microworld; Contamination, food allergens, and foodborne illnesses; The safe food handler; The flow of food; Purchasing and receiving; Food storage; Food preparation; Safety; Cleaning and sanitizing • Exposure to careers in food service and hospitality
Course text(s), educational technology, other instructional materials	Serve Safe Coursebook, 6th edition Miscellaneous curriculum/materials contextualized to careers in food service Four Cornerstones of Financial Literacy curriculum (parts of)	

AEOA Instructional Program Description – Course Descriptions

Course name	Para Pro Bridge	
Site and schedule	Mesabi Range College Monday – Thursday, 10:00 – 1:00 (6-week program)	
Target student population (including cut scores, score ranges, completion criteria)	Women interested in becoming a para professional TABE Reading 463+ and Mathematics 442+ Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, 3. Completion of surveys, 4. A score of at least 70 on the ParaPro exam, and/or 4. Demonstrated level gain on the TABE.	
Course goals	Students will: • Increase their reading, writing and mathematics skills, as demonstrated through 1) daily work and/or 2) TABE post-testing • Develop the skills needed to pass the para pro practice test • Develop study, test-taking, and note-taking skills as evidence through daily work • Be able to differentiate between high school and college expectations • Develop time, learning, and stress management strategies	
Course content	CCRS	Mathematics Standards – Level C and D Number and Operations – Base Ten: • Understand place value System • Perform operations with multi-digit whole numbers and decimals The number System: • Compute fluently with multi-digit numbers and find common factors and multiples • Apply and extend previous understanding to multiply and divide fractions • Know that are numbers that are not rational • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world problems

		Number Operations – Fractions: • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understanding • Understand decimal notation for fractions, and compare decimal fractions • Use equivalent fractions as strategy to add and subtract fractions • Apply and extend previous understanding to multiply and divide fractions Ratios and Proportional Relationships: • Understand ratio concepts and use ratio reasoning to solve problems Operations and Algebraic Thinking: • Gain familiarity with factors and multiples • Generate and analyze patterns • Write and interpret numerical expressions Expressions and Equations: • Apply and extend previous understandings of arithmetic and algebraic expressions • Reason about and solve one-variable equations and inequalities • Solve real-world and mathematical problems using numerical and algebraic expressions • Work with radicals and integer exponents Geometry: • Draw and identify lines and angles Measurement and Data: • Measure length indirectly and by iterating length units • Represent and interpret data • Measure and estimate lengths in standard units • Relate addition and subtraction to length Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)

		Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8) Anchor 9 (RI.5.9)
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Word: 1. Open a new or existing document, 3. Use save or save as, 5. Use spelling and grammar check, 15. Print, 16. Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Curriculum include real-world problems from the para pro field
Course text(s), educational technology, other instructional materials	Teacher made materials Grammar: Success in 20 Minutes a Day, Learning Express Library Writing Skills: Success in 20 Minutes a Day, Learning Express Library Language Exercises, Books 7 & 8, Steck-Vaughn 6-Way Paragraph Advanced Level, Jamestown Publishing Improving College Reading Skills, by John Langan, Townsend Press Reading Comprehension Success in 20 Minutes a Day, Learning Express Library	

AEOA Instructional Program Description – Course Descriptions

Course name	NERCC Ready to Rent	
Site and schedule	NERCC 7 hours, sessions offered quarterly	
Target student population (including cut scores, score ranges, completion criteria)	Referred by Adult Education All educational levels are eligible Successful completion: 1. Attendance and 2. Completing all assigned tasks.	
Course goals	Assist ex-offenders to develop skills for obtaining and maintaining stable housing.	
Course content	CCRS	Not currently aligned Partner with Housing Access Center to teach the *Ready to Rent* Program, a nine-hour workshop designed to assist individuals with less than perfect rental histories. Barriers to renting an apartment would include past evictions, poor landlord references, criminal background, and poor credit history. The goal of the program is to stabilize ex-offenders in housing by providing education that directly relates to maintaining permanent housing. Topics covered in class include: 1. Budgeting money to pay the rent 2. Understanding a credit report 3. How to fill out a rental application 4. Understanding a lease 5. How to keep an apartment clean and safe 6. Communicating with a landlord and neighbors 7. Conflict resolution How to find an apartment
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c.

		Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Pre- and post- test to assess skills/knowledge attainment. Class activities to include: • Group discussion • Practice filling out a lease agreement • Budgeting worksheet • Renter rights and responsibilities checklist • Advocacy skills • Basic home-keeping and cleaning Activities to understand use of background checks and credit reports in rental agreements
Course text(s), educational technology, other instructional materials	University of Wisconsin *Ready to Rent* curriculum	

AEOA Instructional Program Description – Course Descriptions

Course name	NERCC Individualized Training Modules	
Site and schedule	NERCC M-F, 9am – 4 pm	
Target student population (including cut scores, score ranges, completion criteria)	Students referred by Adult Education All levels are eligible Successful completion: 1. Attendance and 2. Completing all assigned tasks.	
Course goals	To meet individual student needs as described in the Personal Education Plan	
Course content	CCRS	Not currently aligned Tailor instruction by choosing among the following modules to meet students' needs. 1. Budgeting/Money Management a. Child Support b. Credit course – with LSS c. Income tax info - volunteer 2. Computer Skills 3. Referral to community resources: a. CORP (Community Offender Recovery Program) b. Lutheran Social Services (LSS) c. Colleges and technical programs d. Child support e. Legal aid f. Veteran's programs g. Community ex-offender support programs 4. Parenting 5. Ready to Rent course

		6. Job Shadow – provide hands-on learning through on-site visits to the Masonry Program at Mesabi Range Community and Technical College 7. Guest speakers: a. Post-secondary education b. Community services c. Legal assistance d. Housing and homelessness e. Employment f. Medical assistance g. Community ex-offender support programs 8. SS Card, State ID, Driver's License 9. Transition Fair – resource fair of various local agencies, programs, employment and post-secondary education 10. Veterans Services 11. Vocation Evaluation / Career Assessment
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c. Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e Developing a Future Pathway: Skill 1 a-d, Skill 2 a-c, and Skill 3 a-c
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Begin with one-on-one counseling to determine needs and develop PEP • Assist students to improve knowledge / skills in any above-listed area of need • Teach students how to search for information and research own answers • Provide opportunities to address barriers to re-entry into community through connections with services, agencies, post-secondary education • Individualized goal-setting to address barriers to success in transition to community – aimed to reduce risks of recidivism • Courses offered to address barriers: i.e. Ready to Rent, Budgeting and Money Management, Job Basics Provide connection to community services by direct instruction and seminars through use of representatives from local agencies and colleges – i.e. guest speakers and instructors
Course text(s), educational technology, other instructional materials	MN Dept of Corrections resources – *Adult Pre-release Handbook* DOC Transition Coalition meetings and trainings Offender Employment Specialist Training *The Power Source- Taking Charge of Your Life*, Bethany and Robin Casarjian	

	Seminar handouts and training materials Employment Counselor training sessions

AEOA Instructional Program Description – Course Descriptions

Course name	NERCC Credit and Money Management	
Site and schedule	NERCC 2 hour session offered quarterly	
Target student population (including cut scores, score ranges, completion criteria)	Referred by Adult Education Students at any level are eligible Successful completion: 1. Attendance and 2. Completing all assigned tasks.	
Course goals	Provide financial literacy for ex-offenders. Financial difficulties are often a barrier for those transitioning back into community.	
Course content	CCRS	Not currently aligned Credit and money management class offered on site in partnership with Lutheran Social Services. LSS is a local non-profit agency that provides information and training to help individuals sort through the maze of money and credit management. Topics covered include: 1. Basic money management 2. Credit management 3. Credit scores – what is on a credit report 4. Why is a credit score important? 5. What determines a credit score? 6. Establishing a positive credit history 7. Dealing with creditors – what if a person cannot pay? 8. Taking care of a checking account
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c. Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e

	Northstar	
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Handouts • Lecture • Budget activities • How to obtain a credit report activities • Q & A
Course text(s), educational technology, other instructional materials	Lutheran Social Services' *Credit and Money Management* curriculum and resources	

AEOA Instructional Program Description – Course Descriptions

Course name	NERCC Career Counseling/Job Basics	
Site and schedule	NERCC M-F, 9am – 4pm	
Target student population (including cut scores, score ranges, completion criteria)	Referred by Adult Education Students at all academic levels are eligible Successful completion: 1. Attendance and 2. Completing all assigned tasks.	
Course goals	Provide students with opportunities to develop / improve basic employability skills and design working goals for career development.	
Course content	CCRS	Not currently aligned 1. Work readiness skills 2. Job search 3. Résumé-writing 4. Interview skills 5. Employability skills training 6. Apprenticeship programs and application process 7. Post-secondary education and application process 8. Exploration of careers Preparation to enroll in post-secondary education
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c. Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e Developing a Future Pathway: Skill 1 a-d, Skill 2 a-c, and Skill 3 a-c
	Northstar	

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Students learn all facets of career development, focusing on challenges facing ex-offenders including: • Self- assessments • Skills identification • Instruction in and completion of application process to post-secondary education • Instruction in and completion of application process to labor unions – apprenticeships • Instruction in and completion of financial aid (FAFSA) application • Accuplacer preparation and on-site proctoring of Accuplacer exam • Tours of colleges/technical programs • Information on federal incentive programs for hiring of ex-offenders: Work Opportunity Tax Credit (WOTC) and Federal Bonding • College readiness activities to prepare students for transition into post-secondary education; filling out applications, navigation of the college system, study skills, communication skills • Mock interviews • Application process • Résumé writing activities • Self-advocacy and employability skills to answer the "felony question" and • Provide information about workforce needs and trends, state- and nation-wide labor market, as related to career development and preparation • Transition Fair
Course text(s), educational technology, other instructional materials	Job Basics curricula – tailored to meet barriers to employment of ex-offenders COPS, CAPS, COPES – career assessment Self-assessments – through iSEEK Mock interviews – interview skills training Guest speakers – SOAR Career Solutions www.minnesotaworks.net www.iseek.org www.mncis.intocareers.com www.onetonline.org Minnesota DEED: *Creative Job Search guide* *Minnesota Careers 2011* (or earlier version) Minnesota DEED: *Occupations in Demand* (OID)	

	Career Occupational Preference System (COPSystem)

AEOA Instructional Program Description – Course Descriptions

Course name	Law Enforcement Lab			
Site and schedule	Hibbing Community College, room F-22 Tuesday and Thursday 11:00-12:00 (year long course)			
Target student population (including cut scores, score ranges, completion criteria)	Open to: Students enrolled in the Law Enforcement program who test into two or more developmental courses. Accuplacer: Reading 42-77, Math 20-68 TABE: Reading 463+, Language Arts 492+, Mathematics 442+ Successful completion: 1. Attend at least 90% of all scheduled classes, 2. Notify Adult Education of any barriers to successful completion of classes and come in to develop a plan, 3. Achieve a grade of at least a "C' in all law enforcement classes and at least a "D" in general courses, and/or 4. Demonstrated level gain on the TABE.			
Course goals	The students will: • Increase their notetaking, study and test-taking skills, as demonstrated through activities, in order to have a successful first year of college. • Be able to apply their knowledge of the "college culture" as demonstrated through instructor interactions and locating resources on campus. • Seek academic support to help them achieve at least a "C" (program requirement) in each of their courses, as demonstrated through their 1st and 2nd semester grades. • Increase their reading skills, as demonstrated through TABE post-testing.			
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6)	Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5) Anchor 6 (W.4.6) Anchor 7 (W.5.7)	Speaking and Listening C: Anchor 1 a, b. c, d Anchor 2 (SL.4.2), (SL.5.2) Anchor 4 (SL.5.4) Anchor 5 (SL.5.5)

		Anchor 8 (RI.5.8) Anchor 8 (W.5.8) Anchor 9 (RI.5.9)
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Develop Future Pathways – Skill 1 a and d Navigating Systems – Skill 1 a-c
	Northstar	**Power Point**: 3. Insert new slides, duplicate, or reuse slides. 4. Manage text (insert, delete, copy, cut and paste, drag and drop, format, and use spellcheck). 5. Apply or change a theme. 7. Insert items into a presentation, resize, and adjust them (video, chart, pictures, clip art, screenshots). 8. Add a textbox, adjust it, resize it, or delete it. 10. Insert, delete and move slides using slide navigation pane. 11. Use the quick access toolbar. 12. Apply and customize slide transitions (select, preview, add sound, automatic advance). 14. Play a slideshow, advance through the slides, and end slideshow (using screen toolbar features). 15. Save a presentation as a .ppt, .pdf, .png, etc. 16. Create handouts. 17. Print a presentation. **Information Literacy** 1. Define a problem, formulate a question, or identify a decision that needs to be made. 4. Identify different types and formats of information found online (articles, databases, images, videos, etc.). 7. Demonstrate use of efficient search strategies to locate varied resources. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information. 9. Make use of hyperlinks to follow desired/required path of information. 11. Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12. Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 15. Synthesize relevant information from one or more sources. 16. Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
	Other (e.g. career/ occupational content,	Stress management Communication and following directions Study skills Math for law enforcement Test anxiety and test taking skills Applications, cover letters, and resume writing

m Description

	science, social studies, IELCE (civics), citizenship prep)	Notetaking and text marking Sexual Harassment	Learning Styles Personality assessment
Course text(s), educational technology, other instructional materials	Teacher made materials and textbooks from the students' current classes. Microsoft Power Point Scheduling a computer lab		

AEOA Instructional Program Description – Course Descriptions

Course name	Intermediate ESL	
Site and schedule	Hibbing Mondays 1 p.m. to 4:30 p.m., Thursdays 9 a.m. to 12 p.m.	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 201-220 or TABE Reading 368-517 Students scoring above 220 on the CASAS or above 517 on the TABE would begin Advanced ESL work.	
Course goals	Develop student's ability to function using English in the following areas: • Daily Living Skills • Listening and Speaking • Understanding of Vocabulary • Grammatical Understanding • Reading • Writing • Pronunciation	
Course content	CCRS	Not yet fully CCRS aligned. Content included in this level: • Reading RI/RL.2.1, RI/RL.4.1, RI/RL.5.1, RI.3.2, RI.3.4, RI.5.4, RI.3.7, RI.4.7, Anchor 10 • Writing W.3.2, W.2.3, W.3.4 • Speaking and Listening SL.3.2, SL.4.2, SL.5.2, SL.3.3, SL.3.4, SL.3.6, SL.4.6 • Language L.2.1, L.3.1, L.4.1, L.5.1, L.2.2, L.3.2, L.4.2, L.5.2, L.3.3, L.2.4, L.4.4, L.5.4, L.3.5, L.5.5, L.2.6, L.3.6 • Reading Foundational Skills RF.2.4, RF.3.4
	ACES/TIF	Content included in this level: • Effective Communication Skill 1 a-f, Skill 2 a-c, Skill 3 a-c

		• Learning Strategies Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c • Critical Thinking Skill 1 a-d, Skill 2 a-e, Skill 3 a-d • Self-Management Skill 1 a-f, Skill 3 a-f • Developing a Future Pathway Skill 1 a-d, Skill 2 a-c, Skill 3 a-c • Navigating Systems Skill 1 a-c, Skill 2 a-e, Skill 3 a-d
	Northstar	Content will include the following: • Some elements of Basic Computer Skills • Some elements of World Wide Web • Some elements of Windows • Some elements of Microsoft Word
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Content will include most or all of the following areas: • Personal Information • School • Friends and Family • Health • Navigating the Community • Time • Making Purchases • Workplace • Daily Living Skills • Citizenship Students on a path to the GED or College will have extra focus on the following topics: • Science (Life, Physical, Earth and Space) • Social Studies (U.S. History, Civics, Geography, Economics) • English Literature
Course text(s), educational technology, other instructional materials	Ventures Series Great Writing Series Grammar in Context Series Grammar Sense Series Reading for Life 1 & 2	

	Marshall Education Resources MLC Intermediate ESL Curriculum NewsELA CommonLit Breaking News English Citizenship: Passing the Test Step Forward Series Vocabulary Connections Series Read Works For Today Series Pathways Series Reading Explorer Series Weaving it Together Series American Lives Series America's Story Series English in Context Series

AEOA Instructional Program Description – Course Descriptions

Course name	ABE Intermediate	
Site and schedule	Cloquet M, W, and TH, 9a.m. – 3 p.m.	
Target student population (including cut scores, score ranges, completion criteria)	Adult Education students and English language learners. TABE Reading 368 - 566 TABE Math 314 – 565 Successful completion: 1. Increasing TABE post-test score and/or 2. Satisfactory completion of daily work (Summative Assessment).	
Course goals	Self-sufficiency: to increase the learner's level of proficiency in reading, writing, mathematics, life skills, and basic work skills to a level where s/he will improve assessment scores enough to progress an educational functioning level after studying: 1. Communication 2. Consumer Economics 3. Community Resources 4. Health 5. Employment 6. Government and Law 7. Computation 8. Learning to Learn (Reading) 9. Grammar and Writing	
Course content	CCRS	Not currently CCRS aligned **By the end of this level, learners will have worked on and attained competency in the following areas:** 1. Communication a. Practice appropriate group communication skills b. Initiate conversation with a single person

		c. Provide appropriate verbal and nonverbal feedback in face-to-face conversations d. Use responsive listening 2. Consumer Economics a. Use banking skills b. Write a check and a deposit form c. Read and interpret housing availability through want ads and signs, d. Interpret information on landlord and tenant rights e. Interpret information on driving regulations f. Interpret information on automobile insurance g. Interpret information on automobile maintenance h. Compare and contrast shopping payment options i. Interpret product ads j. Interpret product labels k. Recognize elements of comparison shopping l. Interpret and compare information on savings plans m. Complete a 1040EZ tax form n. Create a personal and family budget o. Evaluate products through comparison shopping p. Interpret return policies q. Complete a credit card application and interpret information on a credit card statement r. Interpret information on a utility bill s. Interpret information on home safety and security and develop an emergency plan t. Read and interpret information on consumer protection 3. Community Resources a. Locate information about community agencies and services b. Use maps to locate places and travel directions c. Interpret time zone information d. Use a thermometer to measure temperature e. Communicate with a child's school and know information about children's educational programs f. Locate information on free or low cost legal information and services g. Locate information on community assistance agencies h. Plan a vacation 4. Health

		a. Compute dosage using a chart or table b. Interpret nutrition information c. Identify information on substance abuse problems d. Use advanced medical vocabulary to describe medical conditions, medical personnel, and body systems e. Interpret written medical instructions and information f. Interpret information on substance abuse problems g. Develop a meal plan following food pyramid recommendations 5. Employment a. Identify places to obtain information about employment vacancies b. Interpret job vacancy information c. Complete a detailed job application without assistance, d. Create a resume e. Write a cover letter in response to a specific job f. Ask and answer questions at a job interview g. Fill out a time card or time sheet h. Interpret information on a pay stub i. Compare information about benefit plans and fill out enrollment forms j. Fill out a productivity chart k. Locate information on a procedure chart or diagram l. Read and interpret job-related information m. Interpret and compute information on time cards and pay stubs n. Identify employment training opportunities 6. Government and Law a. Know basic American history and government facts b. Know information on basic economic systems c. Know consequences for breaking the law d. Fill out a voter registration card, compare and contrast candidates for elected office, and mark a ballot, e. Fill out federal and state tax forms f. Identify issues of concern to a community and processes that can be used to address the issue g. Read and interpret information on common laws and ordinances h. Read and discuss information about governmental activities i. Identify political leaders 7. Computation a. Know number names up to 1,000,000

		b. Complete addition and subtraction computations c. Complete multiplication and division computations d. Identify prime numbers up to 13 e. Apply fraction concepts f. Convert fractions to other fraction forms g. Complete computations with fractions h. Apply decimal concepts i. Identify the relationship between fractions and decimals j. Complete computations with decimals k. Relate decimals to the money system l. Apply percentage concepts m. Complete computations with percentages n. Apply concepts of ratio and proportion o. Solve narrative math problems p. Use a calculator q. Identify mathematical patterns r. Apply basic algebra concepts s. Interpret exponents t. Write abbreviations for standard units of measurement, use a ruler, and add or subtract measurements u. Describe, classify, compare, and sort geometric figures v. Identify types of lines w. Calculate time x. Find rates y. Read, interpret, and analyze data z. Solve algebraic equations aa. Perform calculations using signed numbers bb. Identify and describe two and three-dimensional shapes cc. Find the perimeter, area, and volume of two and three-dimensional shapes dd. Apply characteristics of angles ee. Convert and calculate measurements using US and metric units ff. Measure using various measurement tools gg. Analyze and represent data hh. Apply concepts of probability 8. Learning to Learn (Reading) a. Apply word analysis concepts b. Reading and interpret vocabulary

		c. Read and comprehend a variety of texts d. Utilize conventions of writing to make meaning e. Utilize reference materials f. Apply reading strategies g. Apply reading skills h. Analyze literary text i. 9. Grammar and Writing a. Use Edited American English b. Follow spelling rules for adding suffixes and prefixes c. Utilize a writing process d. Organize writing using organization patterns and transitions e. Identify parts of speech in text f. Use verbs in the present, past, and future tenses g. Write and identify sentences with various sentence structures h. Write paragraphs i. Write a multi-paragraph narrative essay j. Follow a writing process k. Identify all parts of speech in a sentence l. Write compound and complex sentences m. Practice self-editing skills
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Basic computer skills Using Windows Basic Internet
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Career information is integrated into many of the materials used.

Course text(s), educational technology, other instructional materials	**Writing:** *Language Builder, Word Power, Pre-GED Language Arts-Writing, Voyager Writing* **Reading:** *Reading Drills, Challenger, Reading for Today, Vocabulary Connections, Reading Basics, Pre-GED Language Arts-Reading*, STAR curriculum, *Six-Way Paragraph, Reading for Life, Laubach Way to Reading,* Quiddler **Math:** *Working with Numbers, Number Power, Top Line Math, Pre-GED Math*, Math Dice, Cuisenaire Rods, Math Flash Cards, Math dominos, Fraction squares **Social Studies:** *America's Story, Pre-GED Social Studies*, Scrambled States of America, *World Geography and You* **Science:** *Pre-GED Science*

AEOA Instructional Program Description – Course Descriptions

Course name	ICC Integrated Reading Class	
Site and schedule	Itasca Community College (ICC) Monday, Wednesday, and Friday, 10:00-12:00 (semester long course)	
Target student population (including cut scores, score ranges, completion criteria)	Accuplacer: Reading 27-41 TABE: Reading 463+ Successful completion: 1. Attend at least 95% of all scheduled classes, 2. Achieve a "C" average on all essays and quizzes, 3. Summative assessments and daily work, and/or 4. Demonstrated level gain on the TABE.	
Course goals	Students will: 1. Successfully complete the class, with a grade of at least a "C", as demonstrated through attendance and daily work to qualify for Comp I 2. Be able to answer questions that require critical reading skills 3. Demonstrate the Conventions of Standard English 4. Be able to create at least a 400-word essay Course is taught cooperatively with an ICC instructor.	
Course content	CCRS	Although the course is not CCRS aligned, it does partially address the following CCRS standards: Reading Level D: Anchors 1-8 Writing Level D: Anchors 1-9 Language Level D: Anchors 1-4, and 6
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d

		Self-Management – Skill 1 a-f, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Word: 1. Open a new or existing document, 3. Use save or save as, 5. Use spelling and grammar check, 15. Print, 16. Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Study Skills
Course text(s), educational technology, other instructional materials	*They Say, I Say – With Readings* *Evergreen: Guide to Writing with Readings* Newsela.com and Readworks.org websites AEOA Study Skills curriculum Teacher created materials	

AEOA Instructional Program Description – Course Descriptions

Course name	ICC Integrated Learning Skills Math	
Site and schedule	Itasca Community College Mondays, Wednesdays and Friday, 10:00 a.m. – 12:00 a.m. (semester long course)	
Target student population (including cut scores, score ranges, completion criteria)	Open to: Students enrolled at ICC and GED students Cut Scores: Accuplacer score of 20-39 or TABE Total Math score of 442+ Successful completion: 1. Complete daily work with 70% accuracy 2. Achieve at least a "D" in the course to advance to Beginning Algebra.	
Course Goals	The students will be able to: 1. Understand and apply place value, decimal, fraction, and percent skills in varying problems and real-life scenarios 2. Successfully complete the course, as demonstrated through attendance and daily work, to enroll in Beginning Algebra	
Course content	CCRS	The course is not aligned to the CCRS, but does address the following CCRS standards. <u>CCRS Mathematics – Level C</u> Number Operations – Place Value and Operations with Decimals Number Systems – Fluency with multi-digit numbers and finding common factors and multiples Number and Operations – Fractions (all) Number Systems Ratios and Proportional Relationships <u>CCRS Mathematics – Level D</u> The Number System – Apply and extend previous understanding of numbers to the system of rational numbers, Apply and extend previous understanding of operations with fractions, and Understand ratio concepts and use ratios to solve problems

		Expressions and Equations – Use properties of operations to generate equivalent expressions and Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
	ACES/TIF	Effective Communication: Skill 1 a-f, 2 a-c and 3 c. Learning Strategies: Skill 1 a-g, 2 b and c, 3 a-d, and 4 a-c. Critical Thinking: Skill 1 a-d, 2 a-e, and 3 a-d. Self-Management: Skill 1 a-e and 3 a-f
	Northstar	World Wide Web 3. Identify a website. 4. Identify a homepage. 9. Correctly enter a security code. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17.Identify a pop-up window and close it. 18.Enable an individual pop up window.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses many of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Problems are selected based on the students' future goals and career interests.
Course text(s), educational technology, other instructional materials	Basic College Mathematics 8th edition, Hawkes Learning Hawkes Learning System software	

AEOA Instructional Program Description – Course Descriptions

Course name	Health Careers Learning Community	
Site and schedule	Hibbing Community College, room F-26 Tuesdays and Thursdays, 10:00-11:00 (semester long course)	
Target student population (including cut scores, score ranges, completion criteria)	Students, who test into 2 or more developmental classes, who declare or are considering a major in the health field. Accuplacer: Reading 27-41, Arithmetic of 20-39 TABE: Reading 463+, Total Math 442+ Successful Completion: 1. Attending at least 85% of scheduled classes, or 2. Achieving at least a grade of a "C" in all classes, or 3. Demonstrating a level gain on the TABE.	
Course goals	Students will be able to: 1. Increasing their Accuplacer reading score to 42-77 to get into Reading 0960 and English 0900 2. Increase their Accuplacer arithmetic score to 40+ to get into a technical math course or Liberal Arts Mathematics 3. Successfully complete the class, as demonstrated through attendance and daily work to qualify for Reading 0960 and English 0900 4. Successfully complete the class, as demonstrated through attendance and daily work to qualify for a technical math course and/or Liberal Arts Mathematics 5. Increase their Accuplacer reading score to 78+ to qualify for college level reading and writing – English 1060.	
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8) Anchor 9 (RI.5.9) Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)

		Mathematics Level C and D: 4.NF.1 4.NF.2 4.NF.3c 4.NF.4, b, c 4.NF.6 5.NF.1 5.NF.3 5.NF.4 5.NF.6 5.NF.7, a, b, c 6.NS.1 6.RP.1 6.RP.2 6.NS.5 6.NS.6, a 6.NS.7b, c, d 7.NS.1, d 7.NS.2, c, d 7.NS.3 6.RP.3b, c, d 7.RP.1 7.RP.2, a, b, c 7.RP.3 5.OA.1 5.OA.2 6.EE.1 6.EE.2, a, b 7.EE.3 7.EE.4 8.EE.2 8.EE.3 8.EE.4 8.EE.7 , a A.SSE.1a 4.G.1 5.G.3 6.G.1 4.MD.2 4.MD.3 4.MD.5 4.MD.7 5.MD.3 5.MD.3 5.MD.4 5.MD.5 7.G.1 7.G.4 7.G.5 7.G.6 8.G.2 8.G.4 8.G.7 6.SP.2 6.SP.3 6.SP.5
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Word: 1. Open a new or existing document, 3. Use save or save as, 5. Use spelling and grammar check, 15. Print, 16. Save and close a document.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Curriculum includes readings and mathematics skills having to do with careers/majors that are of interest to enrolled students.
Course text(s), educational technology, other instructional materials	"Wordsmith", 5th edition "75 Readings Plus" "Ten Steps to Building College Reading Skills", 5th edition Newsela.com, commonlit.org, and Readworks.org websites Contemporary skills books: Fractions, Decimals, Percents, and Geometry supplemented with CCRS aligned activities CCRS aligned materials/lesson plans from Engage New York, Illustrative math, Yummy Math, etc. Teacher created materials	

AEOA Instructional Program Description – Course Descriptions

Course name	GED Social Studies Class	
Site and schedule	Hibbing Workforce Center M-TH, 1-3p.m.	
Target student population (including cut scores, score ranges, completion criteria)	Any student needing to pass the GED Social Studies test, students building their civics skills before taking the citizenship test, or students wishing to build their basic skills in social studies before enrolling in college. Materials used are adjusted to meet students' academic skill level. Successful completion: 1. Score of 145+ on the GED Ready, or 2. Summative assessments, or 3. Increase TABE Reading or Language score to 600+, or 4. Completing daily work with 85% accuracy	
Course goals	Students will: • Demonstrate understanding of government, history, geography and economics at local, state, national and global levels based on daily work and formative assessments • Be able to answer at least 85% of the 100 questions used for the U.S. Citizenship Test	
Course content	CCRS	Reading: CCR Anchor 1 Level D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Level E: Cite strong and thorough textual evidence….) CCR Anchor 2 Level D: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

		Level E: Provide an objective summary of the text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms. CCR Anchor 6 Level D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Level E: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCR Anchor 7 Level D: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. Level E: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. CCR Anchor 8 Level D: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Level E: Delineate…. whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Writing: CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCR Anchor 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. CCR Anchor 9: Draw evidence from literacy or informational texts to support analysis, reflection and research. Language: CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking CCR Anchor 2: Demonstrate….English capitalization, punctuation and spelling when writing.

		CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar	World Wide Web: 1. Identify an Internet Service Provider and ways to connect to the Internet. 3. Identify a website10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17.Identify a pop-up window and close it. 18.Enable an individual pop up window. Information Literacy: 1. Define a problem, formulate a question, or identify a decision that needs to be made. 2. Identify purpose for accessing information; how the information will help solve the problem, answer the question, help to make a decision, help with accomplishing a goal or objective. 3. Define the kind of information needed to complete the task. 4. Identify different types and formats of information found online (articles, databases, images, videos, etc.). 5. Plan steps required to solve the problem or accomplish the task. 7. Demonstrate use of efficient search strategies to locate varied resources, including refining search to hone in on relevant information found in a previous search. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information. 9. Make use of hyperlinks to follow desired/required path of information. 11.Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12.Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 13.File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 14. Monitor extent to which information solves a problem and know when additional information is needed. 15.Synthesize relevant information from one or more sources. 16.Integrate new information into current knowledge and use it to

		support understanding, views, perspectives, or opinions. 17.Act on information to solve basic problems or answer a question. 19.Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Citizenship Science, ELA, and mathematics
Course text(s), educational technology, other instructional materials	• Top 50 Social Studies Skills • Social Studies for the GED Test • Keys to GED Success: Social Studies • Pre-HSE Core Skills in Social Studies • Common Core Basics – Social Studies • Common Core Achieve – Social Studies • Steck-Vaughn Social Studies Test Preparation for the 2014 GED Test • Steck-Vaughn Key Historical Documents • Building Strategies for GED Success: Social Studies • Kaplan Big Book: Social Studies • GED Scoreboost • Kahn Academy • PBS, iCivics, Budget Simulator, History Channel, Time Maps, Channel One News, Historical Documents, White House, Library of Congress, Congressional Bills, NEWSELA, Read Works, Teaching Tolerance, Common Lit, Pro-Con, C3teachers.org, and other various websites • GED Ready • Teacher created CCRS aligned materials	

AEOA Instructional Program Description – Course Descriptions

Course name	GED Science Class	
Site and schedule	Hibbing Workforce Center M-TH, 1-3p.m.	
Target student population (including cut scores, score ranges, completion criteria)	Any student needing to pass the GED Science test or students wishing to build their basic skills in science before enrolling into a post-secondary school. Materials used are adjusted to meet students' academic skill level. Successful completion: 1. Score of 145+ on the GED Ready, or 2. Summative assessments, or 3. Increase TABE Reading or Language score to 600+, or 4. Completing daily work with 85% accuracy	
Course goals	Students will: • Attain competency in nature of science & engineering, physical science, life science and Earth and space science • Gain experience with the 12 Science Practices that are necessary to reason about science and are assessed by the GED • Be able to plan, conduct and critique the success of experiments following the Scientific Method	
Course content	CCRS	Reading – Level D: CCR Anchor 1, Anchor 2, Anchor 6, Anchor 7, and Anchor 8 Writing – Level D: CCR Anchor 1, Anchor 4, and Anchor 9 Language – Level D: CCR Anchor 1, Anchor 2, and Anchor 4 Mathematics – Level D: Use ration reasoning to solve problems; Model bivariate data using a linear equation; understand the concept of a function; calculate with and compare integers; represent equations graphically Mathematics - Level E: Create a linear equation to represent a data set
	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4

		Self-Management: Skills 1-3 Navigating Systems: Skills 1-2
	Northstar	World Wide Web: 1. Identify an Internet Service Provider and ways to connect to the Internet. 3. Identify a website10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17.Identify a pop-up window and close it. 18.Enable an individual pop up window. Information Literacy: 1. Define a problem, formulate a question, or identify a decision that needs to be made. 2. Identify purpose for accessing information; how the information will help solve the problem, answer the question, help to make a decision, help with accomplishing a goal or objective. 3. Define the kind of information needed to complete the task. 4. Identify different types and formats of information found online (articles, databases, images, videos, etc.). 5. Plan steps required to solve the problem or accomplish the task. 7. Demonstrate use of efficient search strategies to locate varied resources, including refining search to hone in on relevant information found in a previous search. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information. 9. Make use of hyperlinks to follow desired/required path of information. 11.Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12.Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 13.File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 14. Monitor extent to which information solves a problem and know when additional information is needed. 15.Synthesize relevant information from one or more sources. 16.Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. 17.Act on information to solve basic problems or answer a question. 19.Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?
	Other (e.g. career/ occupational content,	Skills are related to medical, health, and science careers depending on student career interests. Social studies, RLA, and mathematics are integrated.

	science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Minneapolis ABE Science curriculum Top 50 Science Skills Science for the GED Test Keys to GED Success: Science Pre-HSE Core Skills in Science Common Core Basics – Science Common Core Achieve – Science Steck-Vaughn Science Test Preparation for the 2014 GED Test Building Strategies for GED Success: Science Kaplan Big Book: Science GED Scoreboost Kahn Academy PBS and Nova websites U of M Anatomy and Physiology Learning Modules Steve Spangler Science Cells Alive Read Works website Common Lit website NEWSELA website GED Ready Teacher created CCRS aligned materials	

AEOA Instructional Program Description – Course Descriptions

Course name	GED RLA Class	
Site and schedule	Hibbing Workforce Center M-TH, 1-3p.m.	
Target student population (including cut scores, score ranges, completion criteria)	Any student needing to pass the GED RLA test or students wishing to build their basic English skills before enrolling into a post-secondary school. Materials used are adjusted to meet students' academic skill level. Successful completion: 1. Score of 145+ on the GED Ready, or 2. Summative assessments, or 3. Increase TABE Reading or Language score to 600+, or 4. Completing daily work with 85% accuracy.	
Course goals	Students will (as demonstrated through daily work and post-testing): • Develop critical reading skills • Gain experience with evidence-based writing • Show competency in using Conventions of Standard English	
Course content	CCRS	Currently working toward CCRS alignment. Reading – Level D/E*: CCR Anchors 1- 8 Writing – Level D/E*: CCR Anchors 1-9 Language – Level D: CCR Anchor 1-4, 6 Language – Level E*: CCR Anchors 2, 4, and 6 *Students can successfully complete the course without attainment of all Level E standards.
	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3

		Navigating Systems: Skills 1-2
	Northstar	**Word**: 1. Open a new or existing document. 3. Use Save As to save to a particular folder and name the document. 5. Use Spelling and Grammar check. 6. Format the size, color and type of font. 7. Set single or double spacing. 8. Align text. 10.Use the Undo button. 11.Cut, copy and paste. 12.Set margins. 15.Print. 16.Save and close a document. **World Wide Web**: 11. Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. **Information Literacy**: 1. Define a problem, formulate a question, or identify a decision that needs to be made. 2. Identify purpose for accessing information; how the information will help solve the problem, answer the question, help to make a decision, help with accomplishing a goal or objective. 5. Plan steps required to solve the problem or accomplish the task. 7. Demonstrate use of efficient search strategies to locate varied resources, including refining search to hone in on relevant information found in a previous search. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information. 9. Make use of hyperlinks to follow desired/required path of information. 11.Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12.Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 14. Monitor extent to which information solves a problem and know when additional information is needed. 15.Synthesize relevant information from one or more sources. 16.Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. 17.Act on information to solve basic problems or answer a question. 19.Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes readings and writing assignments that encompasses many of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Readings from textbooks and online sources are often selected based on the students' future goals and career interests. Curriculum also sometimes includes job search and college preparation strategies.

Course text(s), educational technology, other instructional materials	Top 50 Reading Skills Top 50 Writing Skills Steck-Vaughn Language Exercises Books Writing for the GED Test – Books 1-4 Keys to GED Success: Reading Keys to GED Success: Writing Pre-HSE Core Skills in Reading and Writing Common Core Basics – Writing Common Core Achieve – Reading and Writing Building Strategies for GED Success: Language Arts, Reading Building Strategies for GED Success: Language Arts, Writing Transitions: Preparing for College Writing Ten Steps to Improving College Reading Skills Kaplan Big Book: Science Steck-Vaughn Complete Test Preparation GED Scoreboost i-Pathways Plato Kahn Academy Read Works website Common Lit website NEWSELA website GED Ready Teacher created CCRS aligned materials

AEOA Instructional Program Description – Course Descriptions

Course name	GED Mathematics	
Site and schedule	Hibbing WFC Tuesdays 9:00 – 12:00	
Target student population (including cut scores, score ranges, completion criteria)	TABE Total Mathematics 528+ Successful completion: 1. Score of 145+ on the GED Ready, or 2. Ability to complete Number Transitions, or similar, post-tests with 75% accuracy, or 3. Increase TABE Mathematics score to 600+, or 4. Completing daily work with 85% accuracy.	
Course goals	The student will be able to (as demonstrated through daily work and/or post-testing): • Determine mean, median, mode, and range of a data set • Complete prime factorization of a number and determine the LC and GCF of two numbers • Solve inequalities • Opposite and Absolute value • Graphing and functions • Understand and solve linear equations • Solve problems involving Slope, slope intercept, and point-slope form • Recognize and solve System of Equation problems • Add, subtract, multiply and divide polynomials • Demonstrate understanding of Distributive property and the FOIL method • Factor polynomials • Work with the Quadratic Equation • Understand Angles and triangles and be able to solve for missing information • Solve real-world problems involving perimeter, area, and volume • Understand and apply the Pythagorean distance and midpoint theorems	
	CCRS	Mathematics Standards – Level D Expressions and Equations:

Course content		• Understand and solve linear equations • Understand the connection between proportional relationships, lines, and linear equations Functions: • Define, evaluate and compare functions • Use functions to model relationships between quantities Geometry: • Draw and identify lines and angles • Graph points on a coordinate plane • Solve real-world math problems involving area, surface area, and volume • Understand congruence and similarity • Understand and apply the Pythagorean Theorem Measurement and Data: • Understand concept of angle and measure angles • Understand volume Statistics and probability • Develop an understanding of statistical variability • Summarize and describe distributions Level E: • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Create equations that describe numbers or relationships • Solve equations and inequalities in one variable • Solve system of equations • Understand the concept of a function and use function notation • Apply geometric concepts in modeling situations
	ACES/TIF	Effective Communication: Skill 1 a and e Learning Strategies: Skill 1 a-g, Skill 3 a-d Critical Thinking: Skill 2 a-e, Skill 3 a-d

		Self-Management: Skill 1 a-f, Skill 3 a-f Developing a Future Pathway: Skill 1 a, c, and d Navigating Systems: Skill 1 b and c; Skill 2 a, d, and e
	Northstar	Basic Computer Skills: 13. Plug in headphones correctly. 4. Identify a mouse and a touchpad. 5. Identify mouse pointers. 9. Identify storage media. 10.Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 16.Adjust volume and mute audio. World Wide Web: 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Identify a website. 4. Identify a homepage. 9. Correctly enter a security code. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17. Identify a pop-up window and close it.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses most, if not all, of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Problems are selected based on the students' future goals and career interests.
Course text(s), educational technology, other instructional materials	Teacher made materials supplemented with CCRS activities Published materials (supplemented with CCRS aligned activities): • Number Power 3, 4, and Transitions • Top 50 Math Skills • Math Problem Solver • EMPower math • Math Sense – Focus on Problem Solving and Focus on Analysis	
	m Description	

	• Working with Numbers - Algebra • HMH/Contemporary Mathematics Skills Books • Steck-Vaughn skills books • Kaplan Big Book • Elementary and Intermediate Algebra: A Combined Approach • Introductory Algebra: An Applied Approach Websites: • Plato • Kahn Academy • Test Prep Review • Various math worksheet and practice websites • GED Ready Manipulatives: • Math Dice • Teacher made materials

AEOA Instructional Program Description – Course Descriptions

Course name	Financial Literacy
Site and schedule	Grand Rapids Hibbing Virginia Cloquet International Falls
Target student population (including cut scores, score ranges, completion criteria)	ABE Level 3 or above Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, and 3. Completion of surveys
Course goals	Students will be able to: -Track where their money goals and make choices that get them to their goals. -Make a spending plan that gets their bills paid on time and allow for savings. -Find thrifty ways to spend their money for their goals, not to keep up with neighbors. -Set aside money for non-monthly expenses and emergencies that come up. -Teach children in their lives about earning, spending, saving, and giving. -Make a system to keep financial papers and record where they can find them. -Read their paycheck stub and know how many exemptions to claim for taxes. -File taxes and claim tax credits and refunds to build their net worth. -Create an income plan to manage what they make now and find ways to make extra. -Make a debt plan to prioritize what they ow and get it paid of faster. -Keep their savings safe and use basic investment tools to make their savings grow. -Build wealth and net worth by reducing their debts and building assets. -Get and understand their credit reports and start to build or re-build good credit. -Know their insurance coverage (health, home, car) and how to get claims paid. -Be a safe consumer and where to find free consumer protection and legal help.

	-Spot predatory financial practices and how to report fraud or identity theft.	
Course content	CCRS	**Smart Consuming**: *Primary Standard(s) (6.RP.2) Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal 0, and use rate language in the context of a ratio relationship. For example, "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* *Supporting Standard(s):(7.NS.3) Solve real-world and mathematical problems involving the four operations with rational numbers.* *(4.NF.7) Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons with the symbols greater than, equal to, and less than, and justify the conclusions using a visual model.*
	ACES/TIF	Self Management (SM) Skill 1- Set realistic goals and work independently to achieve them.
	Northstar	Information Literacy 15: Synthesize relevant information from one or more sources. Information Literacy 16: Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	• Projector & Computers • Four Cornerstones of Financial Literacy Curriculum • Dollar Works Curriculum • Contemporary's Fraction Packet p. 3: Writing Proper Fractions & p. 6 Writing Equivalent Fractions • Contemporary's Whole Numbers & Money Packets • Four Cornerstones of Financial Literacy Curriculum	

AEOA Instructional Program Description – Course Descriptions

Course name	EMPOWER Study Lab	
Site and schedule	Hibbing Community College, Room F-26 Monday – Thursday, 2:00 – 4:00	
Target student population (including cut scores, score ranges, completion criteria)	Women interested or enrolled in non-traditional careers (IT Networking & Security, Automotive Mechanics, Diesel Mechanics, Truck Driving, Electrical Maintenance, Heating & Cooling Technology, Industrial Systems Technology, and Law Enforcement) TABE Reading 463+	
Course goals	Students will: • Increase their reading, math, and study skills, as demonstrated through daily work and course grades • Complete a SWOT Analysis (strengths, weaknesses, opportunities, threats) and set a clear plan for their educational success • Attend weekly meetings to assess progress in meeting their goals, stay up-to-date on homework and other course requirements, and develop strategies to overcome threats • Determine personality type and preferred learning style through the "Strengths Finder" assessment • Attend quarterly cohort meetings designed to build a network of support Successful completion: 1. Checking in at least two times each week, 2. Achieving at least a "C" in each college course they are enrolled in, 3. Notifying Adult Ed of any barriers to college success and coming in to develop a plan, and/or 4. Demonstrating a level gain on the TABE.	
Course content	CCRS	Varies for each student depending on the course they are enrolled in and their educational needs. Some examples include: Math: Number Operations Base Ten – Perform operations with multi-digit whole numbers Understanding place value Number System: Decimals

		Number Operations: Fractions Ratios and Proportional Relationships: Percents Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8) Anchor 9 (RI.5.9) Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	**Basic Computer Skills:** 10. Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 17.Identify icons on a desktop. **Windows:** 2. Demonstrate knowledge of the Windows Start menu. 5. Use 'Search' to locate a file, program, or document. 6. Identify and demonstrate knowledge of basic office software programs. Identify their corresponding file extensions. 10.Open and exit programs. 11.Open, close and switch between windows. 14.Shutdown, restart, and log off a computer. **Word:** 1. Open a new or existing document. 3. Use Save As to save to a folder and name the document. 4. Identify file extensions. 5. Use Spelling and Grammar check. 6. Format the size, color and type of font. 7. Set single or double spacing. 8. Align text. 9. Use bullets and automatic numbering. 10.Use the Undo button. 11.Cut, copy and paste. 12.Set margins. 15.Print. 16.Save and close a document.
	Other	All study materials are imbedded in the program that they are enrolled in.

	(e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Teacher created materials Various textbooks for the courses the students are taking (supplemented with CCRS aligned activities) Microsoft Word	

AEOA Instructional Program Description – Course Descriptions

Course name	Employment Skills Bridge	
Site and schedule	Hibbing Community College, Room F-26 4-week, 45-hour, bridge program (offered as needed)	
Target student population (including cut scores, score ranges, completion criteria)	Accuplacer: Reading 42-77, Arithmetic 20-68, Elementary Algebra 0-40 TABE: Reading 463+, Mathematics 442+	
Course goals	Students will: • Increase their math skills, as demonstrated through TABE post-testing • Develop a resume and sample cover letter to assist in their job search process • Improve their interviewing skills, as demonstrated through mock interviews • Learn how to completely and accurately fill out a job application, as demonstrated through daily work • Develop their job seeking and job retention skills, as demonstrated through daily work Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, 3. Completion of surveys, and/or 4. Demonstrated level gain on the TABE.	
Course content	CCRS	Math: Number Operations Base Ten – Perform operations with multi-digit whole numbers, Understanding place value Number System: Decimals Number Operations: Fractions Ratios and Proportional Relationships: Percents Reading: Anchor 4 (RL.5.4), (RI/RL.6.4) Anchor 9 (RI.3.9), (RI.5.9), (RI.8.9)

		Writing: Anchor 2, Level C, a-d Speaking and Listening: Anchor 1, Level C, a-d Anchor 3 (SL.3.3), (SL.5.3) Anchor 4, Level C Language: Anchor 1, Level A, a-l Anchor 2, Level C, a-h
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	**Basic Computer Skills:** 10. Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 17.Identify icons on a desktop. **Windows:** 2. Demonstrate knowledge of the Windows Start menu. 5. Use 'Search' to locate a file, program, or document. 6. Identify and demonstrate knowledge of basic office software programs. Identify their corresponding file extensions. 10.Open and exit programs. 11.Open, close and switch between windows. 14.Shutdown, restart, and log off a computer. **Word:** 1. Open a new or existing document. 3. Use Save As to save to a folder and name the document. 4. Identify file extensions. 5. Use Spelling and Grammar check. 6. Format the size, color and type of font. 7. Set single or double spacing. 8. Align text. 9. Use bullets and automatic numbering. 10.Use the Undo button. 11.Cut, copy and paste. 12.Set margins. 15.Print. 16.Save and close a document.
	Other (e.g. career/ occupational content, science, social studies,	Materials used incorporate career information from many of the 16 MN ABE approved career clusters.

	IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Teacher created materials “Creative Job Search” materials from DEED “Employment Bound” materials from AEOA Microsoft Word	

AEOA Instructional Program Description – Course Descriptions

Course name	Distance Learning	
Site and schedule	All sites	
Target student population (including cut scores, score ranges, completion criteria)	Target audience • Students with transportation and/or childcare issues • Students that are employed and work during ABE open class times • Students that are GED test ready or very close to test ready Cut Scores: TABE Total Mathematics 592+ TABE Reading 585+ Successful completion: 1. Completion of modules, 2. Studying at least 10 hours per week, 3. Passing a section of the official GED test, and/or 4. Demonstrated level gain on the TABE.	
Course goals	To prepare students, who have difficulty attending class, for the GED through distance learning.	
Course content	CCRS	Not currently aligned to the CCRS iPathways, Plato, and Khan Academy all cover the same material as the GED classes taught in our classroom. It provides an overview of reading, writing, math, science, and social studies.
	ACES/TIF	While the programs have not integrated ACES skills, ACES skills are needed in order to be a successful distance learner. Skills needed: • Learning Strategies: Skill 1 a-g, 2 b and c, 3 a-d, and 4 a-c. • Critical Thinking: Skill 1 a-d, 2 a-e, and 3 a-d.

		• Self-Management: Skill 1 a-e and 3 a-f
	Northstar	Students need Northstar digital literacy (basic computers, window, world Wide Web) skills to use all three online platforms.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Science and social studies
Course text(s), educational technology, other instructional materials	www.i-pathways.org www.khanacademy.org ple.platoweb.com	

AEOA Instructional Program Description – Course Descriptions

Course name	Degree Me			
Site and schedule	Fond du Lac Tribal & Community College Monday -Thursday 9:00 am-3:00 pm Two-year, 4 semester program (ABE times vary within class times and vary between 2-5 hours per week)			
Target student population (including cut scores, score ranges, completion criteria)	Participants are students who have signed up for the Degree Me program and are committed to earning an AA Degree. Accuplacer scores vary in range, however many students qualify for at least one developmental education course. Students are committed to be a part of the learning cohort and working with ABE.			
Course goals	The students will be able to 1. Identify and utilize study skills, time management, and organizational strategies to improve academic success. 2. Participate in a Learning Cohort to support fellow students and improve Effective Communication skills 3. Achieve 100% completion with 2.0+ GPA and complete 60 credits across the required 10 goals areas in 4 semesters earning an AA Degree. 4. Identify resources on and off campus to support student success. 5. Achieve college level academic standards with ABE support. Students do not participate in developmental education courses and achieve academic success with ABE support.			
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8) Anchor 9 (RI.5.9)	Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)	Mathematics Level C: Place value - Decimals Fractions Ratios & Proportions Percents Integers Order of Operations Solve for *X* Mean, Median, Mode

	ACES/TIF	Effective Communication Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies Skill 1 a-g, Skill 2 a-d, Skill 3 a-d Skill 4 a-c Self-Management Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Developing a Future Pathway Skill 1 a, Skill 2 a-b, Skill 3 b Navigating Systems Skill 1 a-c, Skill 2 a-d,
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Advantages for the Degree Me program include: Stable schedule for long-term planning Pre-selected course enrollment Embedded study groups and tutoring Integrated, seamless instruction Build friendships and professional bonds Increased sense of community Support and planning for continued education or employment
Course text(s), educational technology, other instructional materials	Varies based on student needs. Materials selected from Adult Education library and online resources.	

AEOA Instructional Program Description – Course Descriptions

Course name	Construction Trades Bridge Class	
Site and schedule	Virginia Youth Foyer 3 days/week (2 hours each) for 8 weeks. Offered as needed	
Target student population (including cut scores, score ranges, completion criteria)	Students interested in pursuing employment in the skilled trades Students interested in union employment Preference given to women and minorities TABE: Reading 463+, Mathematics 442+	
Course goals	Students will: • Develop the mathematical skills needed for entry level construction jobs and/or needed to pass apprenticeship placement tests • Read and understand technical information • Be able to read and understand technical drawings and blueprints • Understand and be able to apply workplace safety procedures • Explore construction careers and apprenticeship programs • Build basic computer skills • Develop a resume and job retention skills Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments and daily work, 3. Development of a resume, and/or 4. Demonstrated level gain on the TABE.	
Course content	CCRS	Reading – Level C: Anchor 1, Anchor 2, Anchor 4, Anchor 7 Writing – level C: Anchor 2, Anchor 4, Anchor 7, Anchor 8 Speaking and Listening – Level C: Anchor 1, Anchor 4 Mathematics Standards – Level C and D Number and Operations – Base Ten: • Understand place value System • Perform operations with multi-digit whole numbers and decimals

		The number System: • Compute fluently with multi-digit numbers and find common factors and multiples • Apply and extend previous understanding to multiply and divide fractions • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world problems Number Operations – Fractions: • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understanding • Understand decimal notation for fractions, and compare decimal fractions • Use equivalent fractions as strategy to add and subtract fractions • Apply and extend previous understanding to multiply and divide fractions Ratios and Proportional Relationships: • Understand ratio concepts and use ratio reasoning to solve problems Expressions and Equations: • Apply and extend previous understandings of arithmetic and algebraic expressions • Reason about and solve one-variable equations and inequalities • Solve real-world and mathematical problems using numerical and algebraic expressions • Work with radicals and integer exponents Geometry: • Draw and identify lines and angles • Solve real-world math problems involving area, surface area, and volume • Understand congruence and similarity • Understand and apply the Pythagorean Theorem Measurement and Data: • Measure length indirectly and by iterating length units • Represent and interpret data • Measure and estimate lengths in standard units • Relate addition and subtraction to length
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c

		Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Develop Future Pathways – Skill 1 a and d
	Northstar	Basic Computer Skills 3. Plug in headphones correctly. 9. Identify storage media. 10.Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 16.Adjust volume and mute audio. 17.Identify icons on a desktop. 18.Use the recycle bin for trashing and retrieving items. World Wide Web 1. Identify an Internet Service Provider and ways to connect to the Internet. 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Identify a website. 4. Identify a homepage. 5. Identify common domain types. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs Word 1. Open a new or existing document3. Use Save As to save to a particular folder and name the document. 4. Identify file extensions. 5. Use Spelling and Grammar check. 6. Format the size, color and type of font. 7. Set single or double spacing. 8. Align text. 9. Use bullets and automatic numbering. 10.Use the Undo button. 11.Cut, copy and paste. 12.Set margins. 14.Demonstrate knowledge of the difference between "Save" and "Save As" functions. 15.Print. 16.Save and close a document. Information Literacy 2. Identify purpose for accessing information; how the information will help solve the problem, answer the question, help to make a decision, help with accomplishing a goal or objective. 3. Define the kind of information needed to complete the task. 4. Identify different types and formats of information found online (articles, databases, images, videos, etc.). 5. Plan steps required to solve the problem or accomplish the task. 7. Demonstrate use of efficient search strategies to locate varied resources, including refining search to hone in on relevant information found in a previous search. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information.

		9. Make use of hyperlinks to follow desired/required path of information. 11.Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12.Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 13.File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 14.Monitor extent to which information solves a problem and know when additional information is needed. 15.Synthesize relevant information from one or more sources. 16.Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. 17.Act on information to solve basic problems or answer a question. 19.Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Construction mathematics • Construction terminology and technical reading • Technical Drawing and blueprint reading • OSHA and other job safety on a construction work site • Exploring the construction trades and apprenticeships • Construction vocabulary • Resume writing and job retention skills
Course text(s), educational technology, other instructional materials	On-the-Job Mathematics by Van Buren Public Schools National Center for Construction Education and Research (NCCER) Construction Technology Young Worker Safety and Health Training curriculum OSHA safety videos St. Paul Public Library Basic Computer Skills curriculum Teacher made materials and PowerPoints Minnesota Career Information System Microsoft Word	

AEOA Instructional Program Description – Course Descriptions

Course name	College Prep Bridge			
Site and schedule	Hibbing Community College, Room F-26 4-week, 45-hour, bridge program (offered as needed)			
Target student population (including cut scores, score ranges, completion criteria)	Accuplacer: Reading 42-77, Arithmetic 20-68, Elementary Algebra 0-40 TABE: Reading 463+, Mathematics 442+			
Course goals	Students will: • Increase their reading and mathematics skills, as demonstrated through TABE post-testing • Develop study, test-taking, and note-taking skills as evidence through daily work • Be able to differentiate between high school and college expectations • Develop time, learning, and stress management strategies • Explore careers that match their interests, work values, and abilities Successful completion: 1. Attend at least 90% of scheduled classes, 2. Summative assessments, 3. Completion of surveys, and/or 4. Demonstrated level gain on the TABE.			
Course content	CCRS	Reading Level C: Anchor 1 (RI/RL.4.1), (RI/RL.5.1) Anchor 2 (RI/4.2) Anchor 3 (RI.4.3) Anchor 4 (RI.5.4), (RL.5.4) Anchor 5 (RI.4.5), (RI.5.5) Anchor 6 (RI.5.6), (RL.5.6) Anchor 8 (RI.5.8)	Writing Level C: Anchor 1 a, b, c, d Anchor 2 a, b, c, d, e Anchor 4 (W.5.4) Anchor 5 (W.5.5)	Mathematics Level C: Place value - Decimals Fractions Ratios & Proportions Percents Integers Order of Operations Solve for *X*

		Anchor 9 (RI.5.9)
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Unfortunately, computers are not available for this class. Students are encouraged to use Kahn Academy, Purple Math, and Test Prep Review outside of class. We use smart phones to play Kahoot and Quizlet, so students are enhancing the following Northstar skills: Demonstrate knowledge of browsers and identify commonly used browsers. Identify a website. Fill out an online form. Identify the address bar and enter a URL address. Act on information to solve basic problems or answer a question.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Learning styles Stress management Time management College Culture Text marking and Notetaking Study Skills Test anxiety and test preparation Money management and paying for college College reading skills College writing skills College math skills Career Assessment
Course text(s), educational technology, other instructional materials	Teacher made materials *Reading Comprehension Success in 20 Minutes a Day* *Writing Success in 20 Minutes a Day* *O*Net Interest Profiler and Work Importance Locator* *Transitions: Preparing for College Math* by Steck-Vaughn *Introductory Algebra: An Applied Approach* *Number Power: Transitions Math* by Contemporary	

	Working with Numbers Algebra by Steck-Vaughn *Transitions: Preparing for College Writing* by Steck-Vaughn *Evergreen: A Guide to Writing with Reading* by Susan Fawcett The College Board website

AEOA Instructional Program Description – Course Descriptions

Course name	College Math Preparation I – Beginning Algebra Track				
Site and schedule	Hibbing Community College Room F-22 Mondays and Wednesdays, 9:00 a.m. – 11:00 a.m. (semester long course)				
Target student population (including cut scores, score ranges, completion criteria)	Open to: Students enrolled at HCC and GED students Cut Scores: Accuplacer score of 20-39 or TABE Total Math score of 528+ Successful completion: 1. Complete daily work with 70% accuracy and/or 2. Raise TABE and/or Accuplacer score and 3. Attend at least 75% of the classes.				
Course Goals	The students will be able to: 1. Increase their Accuplacer Elementary Algebra score to 76+ in order to take College Level Math or 2. Successfully complete the course, as demonstrated through attendance and daily work, in order to enroll in Math 0971 Beginning Algebra or Math 0961 Algebra for Liberal Arts.				
Course content	CCRS	Apply and extend previous understanding of fractions, decimals, and percents Ratios and proportional relationships			
		4.OA.4	5.OA.1	5.OA.2	6.EE.1	6.EE.2
		6.EE.2a	6.EE.2b	6.EE.2c	6.EE.3	6.EE.4
		6.EE.5	6.EE.6	6.EE.7	6.EE.8	6.EE.9
		4.G.1	5.G.1	5.G.2	5.G.3	6.G.1
		6.G.3	5.MD.2	5.MD.3	5.MD.5	6.SP.2
		6.SP.3	6.NS.5	6.NS.6	6.NS.7	8.NS.2
		6.RP.3	7.RP.1	7.RP.2	7.EE.1	7.EE.2
		7.EE.3	8.EE.1	8.EE.2	8.EE.3	8.EE.4
		8.EE.7	8.F.1	8.F.3	7.G.4	7.G.5
		7.G.6	8.G.2	8.G.4	8.G.5	8.G.7

		8.G.8 6.SP.5 7.SP.5 7.SP.6 7.SP.8a 7.SP.8b
	ACES/TIF	Effective Communication: Skill 1 a-f, 2 a-c and 3 c. Learning Strategies: Skill 1 a-g, 2 b and c, 3 a-d, and 4 a-c. Critical Thinking: Skill 1 a-d, 2 a-e, and 3 a-d. Self-Management: Skill 1 a-e and 3 a-f Developing a Future Pathway: Skill 1 a-d
	Northstar	Unfortunately, computers are not available for this class. Students are encouraged to use Kahn Academy, Purple Math, and Test Prep Review outside of class. We use smart phones to play Kahoot and Quizlet, so students are enhancing the following Northstar skills: Demonstrate knowledge of browsers and identify commonly used browsers. Identify a website. Fill out an online form. Identify the address bar and enter a URL address. Act on information to solve basic problems or answer a question.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses most, if not all, of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Problems are selected based on the students' future goals and career interests.
Course text(s), educational technology, other instructional materials	Course content is aligned to CCRS Mathematics standards in levels C- D Teacher made materials supplemented with CCRS aligned activities CCRS aligned materials/lesson plans from Engage New York, Illustrative math, Yummy Math, Man Meyers Three-Act Math, and Robert Kaplinsky's blog Introductory Algebra: An Applied Approach – Auffman, Barker, and Lockwood Beginning and Intermediate Algebra – Tyler Wallace Number Power – Transition Working with Numbers - Algebra	

AEOA Instructional Program Description – Course Descriptions

Course name	College Math Preparation I – Accuplacer Track					
Site and schedule	Hibbing Community College Room F-26 Mondays and Wednesdays, 9:00 a.m. – 11:00 a.m. (semester long course)					
Target student population (including cut scores, score ranges, completion criteria)	Open to: Students enrolled at HCC and GED students Cut Scores: Accuplacer score of 20-39 or TABE Total Math score of 442+ Successful completion: 1. Complete daily work with 70% accuracy and/or 2. Raise TABE and/or Accuplacer score and 3. Attend at least 75% of the classes.					
Course Goals	The students will be able to: 1. Increase their Accuplacer Mathematics score to 40+ or Elementary Algebra score to 41+ or 2. Successfully complete the course, as demonstrated through attendance and daily work, in order to enroll in Math 0971 Beginning Algebra or Math 0961 Algebra for Liberal Arts.					
Course content	CCRS	4.NF.1	4.NF.2	4.NF.3c	4.NF.4, b, c	4.NF.6	5.NF.1
		5.NF.3	5.NF.4	5.NF.6	5.NF.7, a, b, c	6.NS.1	6.RP.1
		6.RP.2	6.NS.5	6.NS.6, a	6.NS.7b, c, d	7.NS.1, d	7.NS.2, c, d
		7.NS.3	6.RP.3b, c, d	7.RP.1	7.RP.2, a, b, c	7.RP.3	5.OA.1
		5.OA.2	6.EE.1	6.EE.2, a, b	7.EE.3	7.EE.4	8.EE.2
		8.EE.3	8.EE.4	8.EE.7 , a	A.SSE.1a	4.G.1	5.G.3
		6.G.1	4.MD.2	4.MD.3	4.MD.5	4.MD.7	5.MD.3
		5.MD.3	5.MD.4	5.MD.5	7.G.1	7.G.4	7.G.5
		7.G.6	8.G.2	8.G.4	8.G.7	6.SP.2	6.SP.3
		6.SP.5					
	ACES/TIF	Effective Communication: Skill 1 a-f, 2 a-c and 3 c. Learning Strategies: Skill 1 a-g, 2 b and c, 3 a-d, and 4 a-c.					

		Critical Thinking: Skill 1 a-d, 2 a-e, and 3 a-d. Self-Management: Skill 1 a-e and 3 a-f Developing a Future Pathway: Skill 1 a-d
	Northstar	Unfortunately, computers are not available for this class. Students are encouraged to use Kahn Academy, Purple Math, and Test Prep Review outside of class. We use smart phones to play Kahoot and Quizlet, so students are enhancing the following Northstar skills: Demonstrate knowledge of browsers and identify commonly used browsers. Identify a website. Fill out an online form. Identify the address bar and enter a URL address. Act on information to solve basic problems or answer a question.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses most, if not all, of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Problems are selected based on the students' future goals and career interests.
Course text(s), educational technology, other instructional materials	Course content is aligned to CCRS Mathematics standards in levels C- D Contemporary skills books: Fractions, Decimals, Percents, and Geometry supplemented with CCRS aligned activities Teacher made materials supplemented with CCRS aligned activities CCRS aligned materials/lesson plans from Engage New York, Illustrative math, Yummy Math, Dan Meyers Three-Act Math, and Robert Kaplinsky's blog Basic College Mathematics – Martin Gay	

AEOA Instructional Program Description – Course Descriptions

Course name	Career Exploration	
Site and schedule	Hibbing Community College, room F-26 12-20 hours, program that can be done individually or in small groups	
Target student population (including cut scores, score ranges, completion criteria)	Open to all students Successful completion: 1. Completion of assessment tools and 2. Setting preliminary career goals.	
Course goals	Students will: • Evaluate their career interests, work values and abilities by completing various career assessments • Determine their personality type, through assessments, and learn how it relates to career choices, affects job search activities and how they relate to other people • Explore their careers, based on assessment results and past interests, using the Minnesota Career Information System • Begin to set career goals using career planning tools	
Course content	CCRS	Reading Level C: Anchor 2 (RI/4.2) Anchor 4 (RI.5.4), (RL.5.4) Anchor 9 (RI.5.9)
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c. Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e Developing a Future Pathway: Skill 1 a-d, Skill 2 a-c, and Skill 3 a-c
	Northstar	World Wide Web: 14. Use scroll bars, 15. Use a hyperlink to access other web pages, 16. Create a new tab, open a webpage in a tab, and move between tabs, 17. Identify a pop-up window and close it.

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Career assessment and Exploration Exploring post-secondary training options and planning
Course text(s), educational technology, other instructional materials	Keirsey Temperament Sorter "Please Understand Me" personality types O*Net Interest Profiler and Work Importance Locater Career Ability Placement Survey (CAPS)	Minnesota Career Information System (MCIS) Social Styles assessment Talent Assessment Program (TAP) Barsch Learning Style

AEOA Instructional Program Description – Course Descriptions

Course name	**COMMUNITY ADDICTION RECOVERY ENTERPRISES (CARE)**	
Site and schedule	CARE Tuesdays 9 a.m. – 3 p.m. and Fridays 9 a.m. - noon	
Target student population (including cut scores, score ranges, completion criteria)	Any (all levels) resident of CARE that is referred by the facility. Successful completion: 1. Increasing TABE post-test score and/or 2. Satisfactory completion of daily work (Summative Assessment).	
Course goals	Self-sufficiency: to increase the learner's level of proficiency in reading, spelling, arithmetic, and basic life skills to a level where s/he will improve assessment scores enough to progress an educational functioning level after studying: 1. Communication 2. Consumer Economics 3. Community Resources 4. Health 5. Employment 6. Government and Law 7. Computation 8. Learning to Learn (Reading) 9. Grammar and Writing	
Course content	CCRS	Not CCRS aligned at this time. Content is tailored for individual learners' needs (literacy, GED, employment skills, college prep, or time management, etc). However, we focus on budgeting and parenting for all students. • 12-part Budgeting series

		• Parenting sessions • Field trips to the public library and local bookstores • Study brain development using children's books • Write essays on the above topics to practice composition and communication skills • *Rent Wise* as they prepare leave treatment • Career exploration and assessment • Employment skills and paper tools
	ACES/TIF	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Navigating Systems: Skills 1-2 Developing a Future Pathway: Skill 1- 3
	Northstar	No computers are available for developing Northstar Digital Literacy skills
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes readings and writing assignments that encompasses many of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Readings from textbooks and online sources are often selected based on the students' future goals and career interests. Curriculum also sometimes includes job search and college preparation strategies.
Course text(s), educational technology, other instructional materials	*DollarWork$* (University of MN, Extension) *Positive Parenting* (University of MN, Extension) *Rent Wise* curriculum (University of MN, Extension) Any / all resources listed in the ABE, STAR Reading, College Preparation, Employment Preparation, and GED instructional program descriptors AEOA College and Employment Preparation curriculum	

AEOA Instructional Program Description – Course Descriptions

Course name	Bois Fort Youth Build Program	
Site and schedule	Nett Lake Community Center Monday – Friday 9-12, and other times as scheduled	
Target student population (including cut scores, score ranges, completion criteria)	To Qualify for YouthBuild: • youth ages 17-24 • Bois Forte Band members or residing in the reservation communities • Not be enrolled in a public school • Person of color or considered an at-risk youth Successful completion: 1. Attendance both in the classroom and on the worksite, 2. Completion of daily work, and/or 3. Demonstrating a level gain on the TABE.	
Course goals	Participation in this program will: • Gain independent living skills • Plan for career and college • Engage with the broader Tribal community • Develop the reading and math skills needed for construction trades • Strengthen Northstar Digital Literacy, financial literacy, time and stress management, and conflict resolution skills • Complete the National Center for Construction Education and Research (NCCER) curriculum • Engaged in culturally specific learning opportunities: the history of Bois Forte; understanding treaties and treaty rights; historical trauma and it's impacts on their lives today; how to engage in Tribal leadership and volunteer within the community; Anishinabe language learning; traditional activities such as ricing and meat drying; and cultural specific construction related projects such as birch bark basket making, cradle boards, and traditional waginagon (dome shaped birch bark house) creation.	
Course content	CCRS	This program is not totally aligned to the CCRS. Course content is taught both in the classroom (contextualized to the construction trades) and on-the-job as new math and reading skills are needed. Some CCRS skills worked on include LR.2, SL.2, L.4, W.1, W.8, R.6, SL.3, W.9

		The course also include some GED content for those without a HS diploma or GED
	ACES/TIF	Effective Communication: Skill 1, 3 Learning Strategies: Skill 1, 3, Critical thinking: Skill 1, 2, 3, 4, Self-Management: Skill 1, 2, 3 Developing a Future Pathway: Skill 1, 2, 3 Navigating Systems: 1, 2, 3,
	Northstar	Students complete all Northstar Digital Literacy assessments and use the Northstar Digital Literacy Guide to work on any areas where they score below 85%.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	• Career assessment and goal Setting • Team Building • Decision-making • Self-esteem and self-awareness • Healthy living • Personal and family planning • Money management • Problem Solving • Communication • Cooperation • Time and stress management • Cultural topics
Course text(s), educational technology, other instructional materials	NCCER manual Construction Math curriculum Sections of the AEOA – ABE Employment Skills curriculum Teacher created lessons IXL Mathematics and Khan Academy Northstar Digital Literacy Assessment St. Paul Library Northstar Digital Literacy Guide Various GED resources (Number Power, Kaplan Big Book, etc.) O*Net career assessment tools Minnesota Career Information System	

AEOA Instructional Program Description – Course Descriptions

Course name	**Bethel Female Offender Program Transition for Success**	
Site and schedule	The Duluth Bethel Tuesdays, 10 - 12	
Target student population (including cut scores, score ranges, completion criteria)	Any woman referred by The Duluth Bethel. Completion criteria: attendance and participation.	
Course goals	1. To support successful transition of female offenders into their home communities 2. To assess needs and barriers to successful re-entry and provide programs and/or services 3. Develop goals and individualized case planning to address these barriers	
Course content	CCRS	Not aligned to the CCRS
	ACES/TIF	Learning Strategies: Skill 1 a-g, Skill 2 b and c, and 4 a-c. Critical Thinking: Skill 1 a-d, Skill 2 a-e, and Skill 3 a-d. Self-Management: Skill 1 a-e Developing a Future Pathway: Skill 1 a-d, Skill 2 a-c, and Skill 3 a-c
	Northstar	No computers are available at the site.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	NERCC Guidance Counselor will meet with FOP clients on an individual and group basis once per week Curricula-based educational programming to include: 1. Needs assessment to address barriers to successful life transition – re-entry planning 2. Vocational and educational evaluation and referral 3. Career assessment and planning– "life coaching" 4. GED prep and referral 5. College readiness and assistance with application to post-secondary education, financial aid process, scholarships

		6. Job readiness: Resumes, interview skills, assistance with job application, self-advocacy skills to answer the "felony question" and Work Opportunity Tax Credits (WOTC) 7. Resource referral to community assistance agencies 8. Discuss opportunities and review (on a weekly basis) accomplishments related to identified life goals 9. Career and educational goals – self-awareness and self-efficacy skills Meet one-to-one in an as need basis to address goals/barriers to transition and provide additional materials/information for transition planning • Individualized needs assessment • Group discussion • Identification of goals – Skittles game • Group activities to develop goals • SMART Goals worksheet • Career development workshops • Art therapy: make journals to process change and foster goal-setting and completion • One-to-one career counseling
Course text(s), educational technology, other instructional materials	MN-DOC materials – *Adult Pre-release Handbook*, *Making a Successful Transition* *Power Source: Taking Charge of Your Life*, Bethany and Robin Casarjian Job Basics curricula COPS, CAPS, COPES – career assessment Self-assessments – through iSeek *StrengthsQuest* – computer assessment of work/life skills; strengths- based curricula www.minnesotaworks.net www.iseek.org	

AEOA Instructional Program Description – Course Descriptions

Course name	ESL Beginning Low	
Site and schedule	Cloquet M and TH, 8 - 9:30 W, 7 - 10	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 181 - 190 Successful completion: 1. Increasing CASAS post-test score and/or 2. Satisfactory completion of daily work (Summative Assessment).	
Course goals	To increase the learner's level of English proficiency in ready writing listening speaking work skills and life skills to a level where s/he will obtain a CASAS score of 191 or higher after studying: 1. Communication 2. Consumer Economics 3. Community Resources 4. Health 5. Listening 6. Employment 7. Government and Law 8. Computation 9. Learning to Learn (Reading) 10. Writing and Grammar	
Course content	CCRS	Alignment in progress
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f
	Northstar	
	Other (e.g. career/ occupational content, science, social studies,	**By the end of this level learners will have worked on and attained competency in the following areas:** 1. Communication

	IELCE (civics), citizenship prep)	a. Identify orally, read, and write self and personal information b. Use and respond to polite expressions c. Write upper and lower case letters 2. Consumer Economics a. Recognize US currency, symbols relating to money, and read prices b. Identify basic foods c. Identify basic information on food labels d. Recognize common transportation signs e. Use vocabulary for home furnishings and reporting household repairs f. Recognize concepts and vocabulary for cleaning and hygiene 3. Community Resources a. Use a residential telephone; call to request appoints; call 911 b. Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations c. Tell time using analog and digital clocks d. Identify signs using sight words and symbols e. Know basic American holidays f. Ask and answer simple questions about the weather 4. Health a. Recognize and identify basic body parts b. Recognize basic vocabulary relating to illness and accidents c. Recognize basic health care vocabulary d. Read an appointment card e. Identify basic first aid 5. Employment a. Identify entry level jobs and associated vocabulary b. Complete a simplified job application with assistance c. Respond to basic job interview questions d. Produce identification forms required for employment e. Ask for assistance and clarification on the job f. Understand basic work safety phrases g. Identify common, basic workplace tools 6. Government and Law a. Follow basic traffic signs and laws b. Communicate with emergency personnel

		c. Understand basic concepts of US governmental structure 7. Computation a. Recognize, read, and write cardinal (through 100) numbers b. Recognize basic cooking measurements 8. Learning to Learn (Reading) a. Recognize the conventions of written English b. Recognize phonological patterns c. Read basic vocabulary d. Read simple sentences e. Interpret graphical information f. Use reference material g. Apply reading strategies 9. Writing and Grammar a. Write personal information on forms b. Write addresses on envelopes c. Use subject pronouns d. Use common verbs e. Use adverbs f. Write simple phrases using familiar vocabulary 10. Listening a. Distinguish English sounds b. Comprehend basic vocabulary c. Distinguish speech by grammar and structures d. Comprehend conversations in a variety of situations e. Respond appropriately to messages and instructions **See Marshall Adult Education website for complete Scope and Sequence activities** www.marshalladulteducation.org Additional activities include but are not limited to: • Learn terms for daily life: home, cooking, body parts, clothing, social activity (smile, wave, nod, shake hands, walk, etc) • Improve pronunciation: take turns reading and repeating what teacher has read • Learn money: Identify coins, learn values, practice purchases / change / tax / tip • Review frequently

Course text(s), educational technology, other instructional materials	*Real Life English* *Vocabulary Connections* *LifePrints ESL for Adults* *Passages to ESL* *Stories Plus* *Focus on Phonics* *Step Forward* *Heinle Picture Dictionary* *Citizenship: Passing the Test* iCivics, www.a4esl.org, NEWSELA, Read Works, Common Lit, and other various websites Games: Bingo and Zingo Money Box manipulatives

AEOA Instructional Program Description – Course Descriptions

Course name	Beginning Literacy Class	
Site and schedule	Cloquet M, W, and TH, 9a.m. – 3 p.m.	
Target student population (including cut scores, score ranges, completion criteria)	Adult Education students and English language learners. TABE Reading 0-367 TABE Math 0-313 Successful completion: 1. Increasing TABE post-test score and/or 2. Satisfactory completion of daily work (Summative Assessment).	
Course goals	Self-sufficiency: to increase the learner's level of proficiency in reading, spelling, arithmetic, and basic life skills to a level where s/he will improve assessment scores enough to progress an educational functioning level after studying: 1. Communication 2. Consumer Economics 3. Community Resources 4. Health 5. Employment 6. Government and Law 7. Computation 8. Learning to Learn (Reading) 9. Grammar and Writing	
Course content	CCRS	Not currently CCRS aligned. **By the end of this level, learners will have worked on and attained competency in the following areas:** 1. Communication a. Read and write personal information b. Respond orally to questions regarding personal information c. Sign their name

		d. Ask questions for clarification in group communication e. Read and write letters in upper and lower case 2. Consumer Economics a. Recognize coins, currency, and monetary symbols b. Read clothing labels for size and care c. Locate size information using a height and weight chart d. Recognize and interpret product safety labels e. Recognize information on food safety f. Read food labels and tags 3. Community Resources a. Buy stamps and address a letter b. Interpret clock time c. Read the months of the year and the days of the week d. Recognize directional and informational signs e. Recognize transportation signs f. Read some items on a restaurant menu 4. Health a. Read an appointment card b. Follow simple medical directions c. Read a simple medicine label d. Recognize the differences of the form different medicines take e. Recognize the concepts of good nutrition 5. Employment a. Complete a simple job application b. Answer basic job interview questions c. Complete, with assistance, federal employment forms d. Ask for assistance and clarification e. Read a work schedule f. Locate information on a pay stub g. Understand common workplace safety signs 6. Government and Law a. Recognize basic government facts b. Recognize basic laws 7. Computation a. Read, write, and say numbers b. Count by 1's, 2's, 5's, and 10's c. Count backwards and forwards up to 30

		d. Recognize odd and even numbers e. Know basic math concepts f. Add single digit numbers with totals up to 10 g. Subtract single digits numbers from numbers up to 20 h. Multiply single-digit numbers i. Multiply with double-digit numbers up to 10 j. Identify the patterns in a multiplication table k. Divide even numbers in half up to 20 l. Identify and write fractions representing a part m. Read and write simple common fractions n. Compare and order simple fractions o. Divide an object in fractional pieces p. Calculate money amounts q. Know basic measurement concepts r. Solve narrative math problems using basic math concepts and simple numbers s. Recognize, identify, and describe common two-dimensional shapes t. Identify, count, and extra data from simple tables and charts u. Collect, label, and organize information for simple tables and charts 8. Learning to Learn (Reading Skills) a. Read and write the alphabet in upper and lower case b. Understand relationship of letters and sounds c. Understand the conventions of text arrangement d. Interpret basic vocabulary e. Read a variety of texts f. Read texts in various formats g. Utilize reference materials h. Practice reading strategies i. Practice reading skills 9. Grammar and Writing a. Write using correct parts of speech b. Follow the simple capitalization and end punctuation rules c. Write sentences in a simple pattern with subject-verb agreements d. Write personal stories, sentences, and questions
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f

		Navigating Systems – Skill 1 a-c
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	**Writing:** *Language Builder*, *Word Power* **Reading:** *Voyager, Reading for Today, Vocabulary Connections, Reading Basics, Six-Way Paragraph, Reading for Life, Laubach Way to Reading, Word Cubes* **Math:** *Working with Numbers, Number Power,* Math Dice, Play Money, Cuisenaire Rods, Math Flash Cards, Bananagrams www.marshalladulteducation.org	

AEOA Instructional Program Description – Course Descriptions

Course name	**ESL Beginning High**	
Site and schedule	Cloquet M and TH, 8 - 9:30 W, 7 - 10	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 191 - 200 Successful completion: 1. Increasing CASAS post-test score and/or 2. Satisfactory completion of daily work (Summative Assessment).	
Course goals	To increase the learner's level of English proficiency in ready writing listening speaking work skills and life skills to a level where s/he will obtain a CASAS score of 201 or higher after studying: 1. Communication 2. Consumer Economics 3. Community Resources 4. Health 5. Employment 6. Government and the Law 7. Computation 8. Learning to Learn (Reading) 9. Writing and Grammar 10. Listening	
Course content	CCRS	Alignment in progress
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 3 a-d Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 3 a-f
	Northstar	

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	**By the end of this level learners will have worked on and attained competency in the following areas:** 1. Communication a. Identify orally, read, and write self and personal information 2. Consumer Economics a. Recognize US currency, symbols relating to money, and read prices b. Identify basic foods, food groups, and healthy eating habits, c. Use vocabulary for home furnishings and reporting household repairs d. Recognize concepts and vocabulary for cleaning and hygiene e. Name common items of clothing f. Follow directions of location g. Follow directions of maintenance and care 3. Community Resources a. Use a residential telephone; call to request appointments; call 911 b. Tell time using analog and digital clocks c. Identify signs using sight words and symbols d. Use vocabulary to ask for and give simple directions e. Know basic American holidays f. Read a restaurant menu g. Know basic principles of safe driving h. Use a simple street or road map 4. Health a. Recognize and identify basic body parts b. Recognize basic vocabulary relating to illness and accidents c. Recognize basic health care vocabulary d. Read an appointment card e. Interpret for simple first aid f. Interpret medication and prescription labels g. Interpret basic nutritional information on food labels 5. Employment a. Identify entry level jobs and associated vocabulary b. Request a job application c. Complete a simplified job application with assistance

		d. Respond to basic job interview questions e. Produce identification forms required for employment f. Ask for assistance and clarification on the job g. Understand basic work safety phrases h. Read a simple work schedule i. Recognize pay stubs and deductions 6. Government and the Law a. Recognize basic traffic signs b. Communicate with safety personnel 7. Computation a. Read, write, and say numbers b. Count by 1's, 2's, 5's, and 10's c. Count backwards and forwards up to 30 d. Recognize odd and even numbers e. Know basic math concepts f. Add single digit numbers with totals up to 10 g. Subtract single digits numbers from numbers up to 20 h. Multiply single-digit numbers i. Multiply with double-digit numbers up to 10 j. Identify the patterns in a multiplication table k. Divide even numbers in half up to 20 l. Identify and write fractions representing a part m. Read and write simple common fractions n. Compare and order simple fractions o. Divide an object in fractional pieces p. Calculate money amounts q. Know basic measurement concepts r. Solve narrative math problems using basic math concepts and simple numbers s. Recognize, identify, and describe common two-dimensional shapes t. Identify, count, and extra data from simple tables and charts u. Collect, label, and organize information for simple tables and charts 8. Learning to Learn (Reading) a. Recognize phonological patterns b. Read and interpret vocabulary c. Read and comprehend simple texts on familiar topics

		d. Read and comprehend text using conventions of written English e. Use reference materials f. Apply reading strategies g. Practice reading skills 9. Writing and Grammar a. Write dictation based on life skill topics b. Demonstrate use of capitalization c. Write a simple note and address an envelope including the return address d. Use subject pronouns e. Use demonstrative pronouns f. Use common verbs g. Use adverbs h. Use adjectives i. Use prepositions of location j. Use common and proper nouns 10. Listening a. Distinguish words and sounds in English b. Comprehend basic vocabulary c. Utilize grammar structures to construct meaning d. Understand and participate in conversations in a variety of situations e. Comprehend and responded to non-face-to-face communication f. Comprehend instructions and messages g. Comprehend oral information **See Marshall Adult Education website for complete Scope and Sequence activities** www.marshalladulteducation.org Additional activities include but are not limited to: • Short field trips: outside, learn street names, familiar landmarks in town, nearby stores, window shop, review names of interesting things • Share song from the radio that is a student's favorite - Clarify word pronunciation - Explain meaning • Play board games and encourage conversation • Lots of review of previously taught words and skills • Frequent use of Picture dictionaries to identify and practice pronunciation

Course text(s), educational technology, other instructional materials	*Real Life English* *Vocabulary Connections* *LifePrints ESL for Adults* *Talk of the Block* *101 American Idioms* *Focus on Phonics* *Step Forward* *Heinle Picture Dictionary* *Citizenship: Passing the Test* *Speaking of Pictures* iCivics, www.a4esl.org, NEWSELA, Read Works, Common Lit, and other various websites

AEOA Instructional Program Description – Course Descriptions

Course name	Beginning ESL	
Site and schedule	Hibbing Mondays 1 p.m. to 4:30 p.m., Thursdays 9 a.m. to 12 p.m.	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 0-200 or TABE Reading below 367 Students scoring above 200 on the CASAS or above 367 on the TABE would begin Intermediate ESL work.	
Course goals	Develop student's ability to function using English in the following areas: • Daily Living Skills • Listening and Speaking • Understanding of Vocabulary • Grammatical Understanding • Reading • Writing • Pronunciation	
Course content	CCRS	Not yet fully CCRS aligned. Content included in this level: • Reading RI/RL.1.1, RI.1.4 • Writing W.1.3, W.1.8 • Speaking and Listening SL.1.1, SL.K.2, SL.K.3, SL.1.4, SL.K.6, SL.1.6 • Language L.K.1, L.1.1, L.K.2, L.1.2, L.1.4, L.1.5, L.1.6 • Reading Foundational Skills RF.K.2, RF.1.2, RF.K.3, RF.1.3, RF.K.4, RF.1.4
	ACES/TIF	Content included in this level: • Effective Communication Skill 1 a-f, Skill 2 a-c, Skill 3 a-c • Learning Strategies Skill 1 a-g, Skill 3 a-d, Skill 4 a-c

		• Critical Thinking Skill 1 a-d, Skill 3 a-d • Self-Management Skill 1 a-f • Developing a Future Pathway Skill 1 a-d, Skill 2 a-c, Skill 3 a-c • Navigating Systems Skill 1 a-c, Skill 2 a-e, Skill 3 a-d
	Northstar	Content will include the following: • Some elements of Basic Computer Skills • Some elements of World Wide Web • Some elements of Windows • Some elements of Microsoft Word
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Content will include most or all of the following areas: • Personal Information • School • Friends and Family • Health • Navigating the Community • Time • Making Purchases • Workplace • Daily Living Skills • Citizenship
Course text(s), educational technology, other instructional materials	Ventures Series Grammar in Context Series Grammar Sense Series Reading for Life 1 & 2 Story by Story Marshall Education Resources MLC Pre-Beginning and Beginning ESL Curriculum NewsELA Breaking News English Citizenship: Passing the Test	

	Step Forward Series Vocabulary Connections Series Read Works Sam and Pat

AEOA Instructional Program Description – Course Descriptions

Course name	Beginning Algebra Integrated Class	
Site and schedule	Fond du Lac Tribal & Community College Room 256 12:00pm-2:00pm Course is taught cooperatively with a FDLTCC instructor.	
Target student population (including cut scores, score ranges, completion criteria)	Students scoring 33-60 on the Accuplacer test qualify for Beginning Algebra or Math 0010 Math Concepts. Students signing up for this session can work with ABE before and after the class as well as in the classroom. Successful completion: 1. Attend at least 90% of scheduled classes, 2. Completing class work with 85% accuracy, and/or 3. Demonstrating a level gain on the TABE Math test.	
Course goals	Students will be able to: • Successfully complete the course, as demonstrated through daily attendance, completing weekly homework, taking notes, completing all exams, exam corrections and extra projects • Move on to the next math class in the progression	
Course content	CCRS	College aligned, but not CCRS aligned curriculum Beginning Algebra applies algebra and geometry to problem solving. Featured topics are problem modeling, linear programming, plane coordinate geometry, solid geometry, and appropriate computational methods. A review of basic topics is included: operations with real numbers and rational expressions, linear equations, systems of linear equations, geometry, set theory and logic, and operations with polynomials. (Prerequisite: MATH 0010 OR placement OR instructor permission).
	ACES/TIF	Effective Communication: Skill 1 a-f, 2 a-c and 3 c. Learning Strategies: Skill 1 a-g, 2 b and c, 3 a-d, and 4 a-c. Critical Thinking: Skill 1 a-d, 2 a-e, and 3 a-d.

		Self-Management: Skill 1 a-e and 3 a-f
	Northstar	• Demonstrate knowledge of browsers and identify commonly used browsers. • Identify a website. • Fill out an online form. • Identify the address bar and enter a URL address. • Act on information to solve basic problems or answer a question.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses many of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE).
Course text(s), educational technology, other instructional materials	Plickers: (Technology) A simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Beginning Algebra, 12th Edition, Lial	

AEOA Instructional Program Description – Course Descriptions

Course name	Basic Computer Skills	
Site and schedule	Virginia WFC M, T, TH, and F 9:00 – 11:30	
Target student population (including cut scores, score ranges, completion criteria)	All students, who meet Adult Education requirements, at all levels. The curriculum available spans all Adult Education functioning levels and is selected based on individual needs and goals. Successful completion: Scoring at least 85% on each Northstar Digital Literacy module.	
Course goals	Students will increase their basic computer skills to gain employment, enroll in post-secondary, and/or complete their other educational and life goals.	
Course content	CCRS	Reading: Anchor 4 (RL.5.4), (RI/RL.6.4); Anchor 9 (RI.3.9), (RI.5.9), (RI.8.9) Writing: Anchor 2, Level C, a-d Speaking and Listening: Anchor 1, Level C, a-d; Anchor 3 (SL.3.3), (SL.5.3); Anchor 4, Level C Language: Anchor 1, Level A, a-l; Anchor 2, Level C, a-h
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Navigating Systems – Skill 1 a-c
	Northstar	Basic Computer Skills 1. Tell the difference between a desktop and laptop computer. 2. Identify parts of a computer. 3. Plug in headphones correctly. 4. Identify a mouse and a touchpad. 5. Identify mouse pointers. 6. Demonstrate understanding that mice can be customized. 7. Demonstrate understanding that it is possible to customize a computer for increased accessibility. 8. Demonstrate understanding that software programs are upgraded periodically. 9. Identify storage media. 10.Demonstrate knowledge of keys on a keyboard. 11.Turn a

		computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 16.Adjust volume and mute audio. 17.Identify icons on a desktop. 18.Use the recycle bin for trashing and retrieving items. World Wide Web 1. Identify an Internet Service Provider and ways to connect to the Internet. 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Identify a website. 4. Identify a homepage. 5. Identify common domain types. 6. Demonstrate knowledge of ways to increase Internet safety for children. 7. Demonstrate knowledge of antivirus software. 8. Avoid providing financial information unless on a secured website. 9. Correctly enter a security code. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17.Identify a pop-up window and close it. 18.Enable an individual pop up window. Windows 1. Identify the operating system used by a computer. 2. Demonstrate knowledge of the Windows Start menu. 3. Identify drives on a computer. 4. Access the help menu. 5. Use 'Search' to locate a file, program, or document. 6. Identify and demonstrate knowledge of basic office software programs. Identify their corresponding file extensions. 7. Identify the desktop. 8. Identify the taskbar. 9. Minimize and maximize windows. 10.Open and exit programs. 11.Open, close and switch between windows. 12.Demonstrate knowledge of Windows file organizational system. 13.Delete documents or files. 14.Shutdown, restart, and log off a computer. Email 1. Define email. 2. Tell the difference between a URL and an email address. 3. Register for a new email account. 4. Log into email. 5. Address an email and create an email message. Then, Send an email. 6. Open an email and reply to all. 7. Forward an email. 8. Add an attachment to an email. 9. Open an attachment in an email. 10.Delete an email and retrieve an email from the trash. 11.Understand basics of email etiquette. 12.Use caution when opening an email from an unfamiliar source. 13.Avoid giving out personal information to unfamiliar

		people. 14.Identify and delete junk mail, including spam. 15.Be selective and cautious about forwarding email to large groups of people. 16.Sign out of email. 17.Define computer virus. Word 1. Open a new or existing document. 2. Identify the Ribbon. 3. Use Save As to save to a particular folder and name the document. 4. Identify file extensions. 5. Use Spelling and Grammar check. 6. Format the size, color and type of font. 7. Set single or double spacing. 8. Align text. 9. Use bullets and automatic numbering. 10.Use the Undo button. 11.Cut, copy and paste. 12.Set margins. 13.Select portrait or landscape. 14.Demonstrate knowledge of the difference between "Save" and "Save As" functions. 15.Print. 16.Save and close a document. Social Media 1. Identify different types of social media and their primary functions (Facebook, LinkedIn, Twitter). 2. Create a new account on a social media network. 3. Recognize information posted by others or online or on social media networks that may present a risk to you (user as consumer of information). 4. Demonstrate knowledge of managing "friends" on Facebook: adding friends or accepting/declining "friend" requests. 5. Demonstrate an awareness that social media accounts have privacy settings that can be set by users. 6. Demonstrate an understanding of the consequences of "liking" something. 7. Share content by uploading media. 8. Identify information that is unwise to post and/or upload on a social media (too much personal sharing, inappropriate photos/comments) (User as publisher of information). 9. Distinguish between public and private "spaces" on social media sites (ex: Facebook messages and Facebook wall). 10.Post, share, like or comment on content. 11.Demonstrate knowledge of the permanence of anything posted on the internet. Excel 1. Open a workbook. 2. Identify parts of Excel Screen: ribbon, formula bar, active cell, name box, column letter, row number. 3. Locate a cell. 4. Identify sheet tabs, create a new tab, and rearrange tabs. 5. Name worksheets. 6. Create headings and freeze them. 7. Format cells: bold, underline, size, merge and center, wrap text, number (currency, time, percentages, etc.) 8. Adjust rows and columns. 9. Enter data in a cell. 10.Copy and move cell entries. 11.Choose page orientation. 12.Select a print area and print. 13.Save and name workbook. 14.Insert and delete rows and columns. 15.Write a formula in the formula bar (-, +, *, /). 16.Use Auto Fill. 17.Use AutoSum (Sum, average, etc.). 18.Select a range. 19.Sort data (least to greatest,

		alphabetically, etc.). 20.Create a graph using data. 21.Save and close workbook using the quick access toolbar. Information Literacy 1. Define a problem, formulate a question, or identify a decision that needs to be made. 2. Identify purpose for accessing information; how the information will help solve the problem, answer the question, help to make a decision, help with accomplishing a goal or objective. 3. Define the kind of information needed to complete the task. 4. Identify different types and formats of information found online (articles, databases, images, videos, etc.). 5. Plan steps required to solve the problem or accomplish the task. 6. Recognize the costs, in time or money, and benefits of accessing different sources of information (article, newspaper, consumer reports). 7. Demonstrate use of efficient search strategies to locate varied resources, including refining search to hone in on relevant information found in a previous search. 8. Locate potentially relevant information in media found online, including text, video, images, etc. Locate the source of the information. 9. Make use of hyperlinks to follow desired/required path of information. 10.Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheet, etc). 11.Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search. 12.Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context. 13.File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.) 14.Monitor extent to which information solves a problem and know when additional information is needed. 15.Synthesize relevant information from one or more sources. 16.Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions. 17.Act on information to solve basic problems or answer a question. 18.Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience. 19.Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Assignments and tasks are adjusted to include career goals whenever possible
Course text(s), educational technology, other instructional materials	Northstar Digital Literacy Assessment Northstar Learning Guide - St. Paul Public Library Learning Express Library – Computer Skills Minnesota Intelligent Learning Communities (MIRC) St. Paul Public Library Basic Computer Skills curriculum MLC computer curriculum GCF Learn Free Minnesota Career Information System (MCIS)	

AEOA Instructional Program Description – Course Descriptions

Course name	Automotive Garage Receptionist Bridge	
Site and schedule	Virginia Youth Foyer 3 days/week (4 hours each) for 4 weeks.	
Target student population (including cut scores, score ranges, completion criteria)	Individuals participating with AEOA Employment & Training work programs TABE: Reading 463+, Language Arts 492+, Mathematics 442+ Successful completion: 1. Demonstrate a level gain on the TABE Reading, Math, or Language tests or 2. Completing daily work with 85% accuracy.	
Course goals	Students will: • Increase their math skills, as demonstrated through TABE post-testing • Improve their interviewing skills, as demonstrated through mock interviews • Develop their job seeking and job retention skills, as demonstrated through daily work • Determine their personality type, through assessments, and learn how it relates to career choices, affects job search activities and how they relate to other people • Improve Communication, customer service, and stress management skills, as demonstrated through daily work • Develop basic time and cost estimation, business banking, and workplace safety skills, as demonstrated through daily work	
Course content	CCRS	Number Operations Base Ten - Understanding place value Number System: Decimals, Integers Number Operations: Fractions Ratios and Proportional Relationships: Percents, Simple and Compound interest
	ACES/TIF	Effective Communication – Skill 1 a-f, Skill 2 a-c, Skill 3 a-c Learning Strategies – Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c Critical Thinking – Skill 1 a-d, Skill 3 a-d, Skill 4 a-d Self-Management – Skill 1 a-f, Skill 2 a-c, Skill 3 a-f Develop Future Pathways – Skill 1 a and d

		Navigating Systems – Skill 1 a-c
	Northstar	**Basic Computer Skills** 10. Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 17.Identify icons on a desktop. **Windows** 2. Demonstrate knowledge of the Windows Start menu. 5. Use 'Search' to locate a file, program, or document. 6. Identify and demonstrate knowledge of basic office software programs. Identify their corresponding file extensions. 10.Open and exit programs. 11.Open, close and switch between windows. 14.Shutdown, restart, and log off a computer. **Information Literacy** 1. Define a problem, formulate a question, or identify a decision that needs to be made. 3. Define the kind of information needed to complete the task. 5. Plan steps required to solve the problem or accomplish the task.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Stress management Interviewing Skills Job Retention Time and Cost Estimation Business Banking Communication Customer Service Workplace Safety Personality assessment
Course text(s), educational technology, other instructional materials	Teacher made materials Social Styles assessment Quickbooks	

AEOA Instructional Program Description – Course Descriptions

Course name	Advanced ESL	
Site and schedule	Hibbing Mondays 1 p.m. to 4:30 p.m., Thursdays 9 a.m. to 12 p.m.	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 221-235 or TABE Reading 518-566 Students scoring above 235 on the CASAS or above 566 on the TABE could begin only attending GED or college readiness coursework.	
Course goals	Develop student's ability to function using English in the following areas: • Daily Living Skills • Listening and Speaking • Understanding of Vocabulary • Grammatical Understanding • Reading • Writing • Pronunciation	
Course content	CCRS	Not yet fully CCRS aligned. Content included in this level: • Reading RI/RL.7.1, RI.3.2, RI/RL.6.4, RI.4.7, Anchor 10 • Writing W.7.1, W.6-8.2, W.6-8.4 • Speaking and Listening SL.8.4, SL.8.6 • Language L.6-8.1, L.6-8.2, L.6.4, L.8.6
	ACES/TIF	Content included in this level: • Effective Communication Skill 1 a-f, Skill 2 a-c, Skill 3 a-c • Learning Strategies Skill 1 a-g, Skill 2 a-d, Skill 3 a-d, Skill 4 a-c • Critical Thinking Skill 1 a-d, Skill 2 a-e, Skill 3 a-d

		• Self-Management Skill 1 a-f, Skill 3 a-f • Developing a Future Pathway Skill 1 a-d, Skill 2 a-c, Skill 3 a-c Navigating Systems Skill 1 a-c, Skill 2 a-e, Skill 3 a-d
	Northstar	Content will include the following: • Some elements of Basic Computer Skills • Some elements of World Wide Web • Some elements of Windows • Some elements of Microsoft Word
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	Content will include most or all of the following areas: • Personal Information • School • Friends and Family • Health • Navigating the Community • Time • Making Purchases • Workplace • Daily Living Skills • Citizenship Students on a path to the GED or College will have extra focus on the following topics: • Science (Life, Physical, Earth and Space) • Social Studies (U.S. History, Civics, Geography, Economics) • English Literature
Course text(s), educational technology, other instructional materials	Ventures Series Great Writing Series Grammar in Context Series Grammar Sense Series MLC Advanced ESL Curriculum NewsELA CommonLit	

	Breaking News English Citizenship: Passing the Test Step Forward Series Vocabulary Connections Series Read Works For Today Series Pathways Series Reading Explorer Series Weaving it Together Series American Lives Series English in Context Series Inside Reading Series

AEOA Instructional Program Description – Course Descriptions

Course name	Adult Education Intermediate Mathematics	
Site and schedule	Hibbing WFC Tuesdays 9:00 – 12:00	
Target student population (including cut scores, score ranges, completion criteria)	TABE Total Mathematics 442 - 527 Successful completion: 1. Ability to complete Number Power 2 and Number Power Pre-Algebra, or similar, post-tests with 75% accuracy, or 2. Increase TABE Mathematics score to 528+, or 3. Completing daily work with 85% accuracy.	
Course goals	The student will be able to (as demonstrated through daily work and/or post-testing): • Add, subtract, multiply, and divide fractions • Add, Subtract, multiply, and divide decimals • Answer and explain ratio, rate, and proportion problems • Solve all types of percent problems including percent of change • Convert between fractions, decimals, and percents • Add, subtract, multiply, and divide integers • Solve one and two-step equations • Know and be able to follow order of operations when solving problems • Combine and simplify like terms • Work with exponents and scientific notation • Solve, estimate, and simplify radical numbers • Evaluate variable expressions • Solve, estimate, and simplify radical numbers • Evaluate variable expressions	
	CCRS	Mathematics Standards – Level C and D Number and Operations – Base Ten: • Understand place value System • Perform operations with multi-digit whole numbers and decimals

Course content		The number System: • Compute fluently with multi-digit numbers and find common factors and multiples • Apply and extend previous understanding to multiply and divide fractions • Know that are numbers that are not rational • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world problems Number Operations – Fractions: • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understanding • Understand decimal notation for fractions, and compare decimal fractions • Use equivalent fractions as strategy to add and subtract fractions • Apply and extend previous understanding to multiply and divide fractions Ratios and Proportional Relationships: • Understand ratio concepts and use ratio reasoning to solve problems Operations and Algebraic Thinking: • Gain familiarity with factors and multiples • Generate and analyze patterns • Write and interpret numerical expressions Expressions and Equations: • Apply and extend previous understandings of arithmetic and algebraic expressions • Reason about and solve one-variable equations and inequalities • Solve real-world and mathematical problems using numerical and algebraic expressions • Work with radicals and integer exponents Geometry: • Draw and identify lines and angles Measurement and Data: • Measure length indirectly and by iterating length units • Represent and interpret data • Measure and estimate lengths in standard units

		• Relate addition and subtraction to length
	ACES/TIF	Effective Communication: Skill 1 a and e Learning Strategies: Skill 1 a-g, Skill 3 a-d Critical Thinking: Skill 2 a-e, Skill 3 a-d Self-Management: Skill 1 a-f, Skill 3 a-f Developing a Future Pathway: Skill 1 a, c, and d Navigating Systems: Skill 1 b and c; Skill 2 a, d, and e
	Northstar	Basic Computer Skills: 13. Plug in headphones correctly. 4. Identify a mouse and a touchpad. 5. Identify mouse pointers. 9. Identify storage media. 10.Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 16.Adjust volume and mute audio. World Wide Web: 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Identify a website. 4. Identify a homepage. 9. Correctly enter a security code. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17. Identify a pop-up window and close it.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses most, if not all, of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Problems are selected based on the students' future goals and career interests.
Course text(s), educational technology, other instructional materials	Teacher made materials supplemented with CCRS activities Published materials (supplemented with CCRS aligned activities): • Number Power 2, 3, Pre-Algebra, and Transitions	

m Description

	• Breakthrough in Math – Book 2 • EMPower Math • Math Sense – Focus on Problem Solving and Focus on Analysis • Working with Numbers • HMH/Contemporary Mathematics Skills Books • Steck-Vaughn skills books • Math Workplace Essentials • Building Strategies for GED Success – Mathematics • NRP Core Skills in Mathematics • Top 50 GED Skills – Mathematics • The Math Problem Solver Websites: • Plato • Kahn Academy • Test Prep Review • Various math worksheet and practice websites Manipulatives: • Rainbow Fraction Tower • Fraction Tiles • Math dice • Teacher made materials

AEOA Instructional Program Description – Course Descriptions

Course name	Adult Education Basic Math Development	
Site and schedule	Hibbing WFC Tuesdays 9:00 – 12:00	
Target student population (including cut scores, score ranges, completion criteria)	TABE Total Mathematics 217-441 Successful completion: 1. Ability to complete Number Power 1, or similar, post-test with 75% accuracy, or 2. Increase TABE Mathematics score to 442+, or 3. Completing daily work with 85% accuracy.	
Course goals	The student will be able to (as demonstrated through daily work and/or post-testing): • Add, subtract, multiply, and divide whole numbers • Explain what a fraction is, what the numbers represent • Add, subtract, multiply and divide units of measurement • Convert between units of measurement • Identify basic geometric shapes	
Course content	CCRS	Mathematics Standards – Level A and B Number and Operations – Base Ten: • Understand place value, rounding, and estimation • Use place value understanding and properties of operations to add and subtract • Use place value understanding and properties to perform multi-digit arithmetic Number Operations – Fractions: • Develop understanding of fractions as numbers Operations and Algebraic Thinking: • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations • Work with addition and subtraction • Represent and solve problems involving addition and subtraction • Represent and solve problems involving multiplication and division

		• Understand properties of multiplication and the relationship between multiplication and division • Solve problems involving the four operations, and identify and explain patterns in arithmetic Geometry: • Reason with shapes and their attributes Measurement and Data: • Measure length indirectly and by iterating length units • Represent and interpret data • Measure and estimate lengths in standard units • Relate addition and subtraction to length
	ACES/TIF	Effective Communication: Skill 1 a and e Learning Strategies: Skill 1 a-g, Skill 3 a-d Critical Thinking: Skill 2 a-e, Skill 3 a-d Self-Management: Skill 1 a-f, Skill 3 a-f Developing a Future Pathway: Skill 1 a, c, and d Navigating Systems: Skill 1 b and c; Skill 2 a, d, and e
	Northstar	Basic Computer Skills: 13. Plug in headphones correctly. 4. Identify a mouse and a touchpad. 5. Identify mouse pointers. 9. Identify storage media. 10.Demonstrate knowledge of keys on a keyboard. 11.Turn a computer and monitor on and off. 12.Log on to a computer. 13.Double click and right click. 14.Drag and drop. 15.Use a mouse to select check boxes, use drop-down menus, and scroll. 16.Adjust volume and mute audio. World Wide Web: 2. Demonstrate knowledge of browsers and identify commonly used browsers. 3. Identify a website. 4. Identify a homepage. 9. Correctly enter a security code. 10.Fill out an online form. 11.Identify the address bar and enter a URL address. 12.Identify browser toolbar buttons and use them correctly. 13.Identify search engines and enter search terms into the search engine. 14.Use scroll bars. 15.Use a hyperlink to access other webpages. 16.Create a new tab, open a webpage in a tab, and move between tabs. 17. Identify a pop-up window and close it.

m Description

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	The curriculum used in this course includes real-world math problems that encompasses most, if not all, of the 16 career clusters (programs of study) recognized by the Office of Vocational and Adult Education (OVAE). Problems are selected based on the students' future goals and career interests.
Course text(s), educational technology, other instructional materials	Teacher made materials supplemented with CCRS activities Published materials (supplemented with CCRS aligned activities): • Number Power 1, 2, and consumer mathematics • Breakthrough in Math – Book 1 and 2 • EMPower Everyday Number Sense and Using Benchmarks • Math Sense – Focus on Operations • Working with Numbers • HMH/Contemporary Mathematics Skills Books • Steck-Vaughn skills books • Math Workplace Essentials • Building Strategies for GED Success - Mathematics Websites: • Plato • Kahn Academy • Test Prep Review • Various math worksheet and practice websites Manipulatives: • Base-Ten Blocks • Unifix Cubes • Rainbow Fraction Tower • Fraction Tiles • Money set • Teacher made materials	

Document J

Program CCRS Implementation Plan

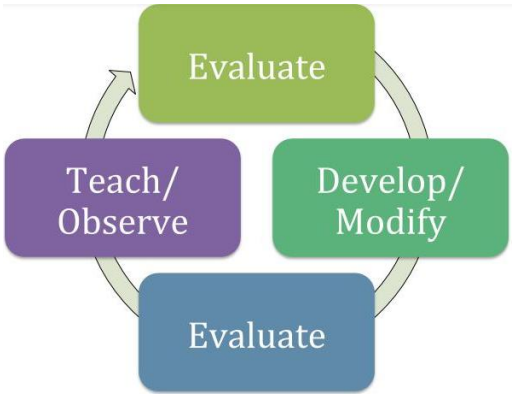
Overview

Led by an administrator, at the close of this cohort year each program will have a plan to expand these key components of standards implementation beyond the cohort participants.

1. Lay the **groundwork** for standards implementation:
    a. Identify the benefits of standards-based education
    b. Clearly communicate standards implementation processes and plans
    c. Develop staff's foundational understanding of the standards

2. Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)

3. Improve **instructional quality**:
    a. Identify appropriate **standards** for a particular class level or student learning plan
    b. **Evaluate lessons/units** to determine alignment and **make needed improvements** (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)
    c. **Create** standards-aligned **lessons/units** *(Lesson/Unit Planning Template)*
    d. **Evaluate larger resources** (such as curricula or textbooks) to determine alignment and needed modifications (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)
    e. **Evaluate student tasks** to determine alignment and needed modifications (*Student Task Study Protocol*)
    f. **Observe & provide feedback** to instructors regarding standards-aligned instruction *(Observation Tool)*



4. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)

Instructions and Timeline

This planning tool is meant to be a living, working document to support CCRS implementation in your program, both in the short and long term. While initial efforts will take place this school year, standards implementation is a multi-year process. This document can guide your work into the 2017-2018 school year. We anticipate that you will draft and revisit the different components of your CCRS Implementation plan at multiple points during the cohort training year and beyond.

CCRS cohort leaders will be reviewing and providing feedback on your plan several times this year, according to the following schedule:

Draft for Components 1 & 2 = post in Schoology by December 1, 2017 (to be discussed on December 12 Administrator Webinar)

Plan for Components 1 & 2, and initial notes on Components 3 & 4 = post in Schoology by February 9, 2018 (to be discussed at Institute II)

Draft of plan for Components 3 & 4 = post in Schoology folder by March 20, 2018 (to be discussed on March 20 Final Administrator Webinar)

Completed plan for your program = post in your program Schoology folder AND email to Kristine Kelly (kkelly01@hamline.edu) by May 11, 2018

In order to give adequate and timely attention and guidance to all programs, we ask that you please adhere to the above deadlines.

We are so pleased to be joining you in this important work for your students, teachers, program, and for the field of ABE!

Program Plan

Component 1: Groundwork

1. Lay the **groundwork** for standards implementation:

a. Identify the benefits of standards-based education
b. Clearly communicate standards implementation processes and plans
c. Develop staff's foundational understanding of the standards

Questions for Consideration:

- *What is our key message around CCRS implementation?*
- *What strategies will we use to gain the support of key individuals or stakeholders?*
- *What challenges have we faced with implementing previous initiatives and how have we successfully overcome them?*
- *What barriers do we anticipate and how might you handle them?*
- *How will we support staff who are hesitant to change?*
- *What professional development and other activities can support teachers' understanding and implementation of the key instructional shifts in math and ELA? (rigor, focus, coherence; text complexity, evidence, knowledge)*

Notes/Questions:
Although the transition to CCRS can be a bit overwhelming, it is here to stay, and this alignment can benefit the students greatly. I realize this transition will be difficult for some staff because of the depth and workload, but I also believe that there are staff who will embrace it wholeheartedly. Through regular training opportunities and planned monthly "Go-To" Meetings, it will help to support and ally some of the pushback.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will be able to identify CCR Standards- Math and ELA. They will understand the importance of these standards and why we are shifting our curriculum to meet the standards. They will be able to identify and discuss the key shifts and be able to give examples of said shifts in both ELA and math.

Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***

Staff will be introduced to the CCRS Cohort and what the initiative is about at the December local ABE in-service.	December 2017	CCRS Cohort- Tracy Chase- Manager Denise Rodgers & Terri Ferris- Math Angela Smith & Sean Scarbrough- ELA	Discussion will take place from the cohort team regarding the initiative and there will be an opportunity for Q & A from the other staff.
All staff will have Foundational training in CCRS- Math and ELA. AEOA keeps track of all training through their payroll system.	Ongoing	Tracy Chase- Manager	Summer Institute, Regionals, Local, and Online.
New staff will attend the Language and Literacy Institute.	January 2018	Tracy Chase- Manager	Language and Literacy Institute, January 2018- Burnsville, MN
All staff will have a physical copy of the CCRS manual in their classrooms to use as a resource. They will also have online access to the manual.	January 2018	Tracy Chase- Manager	Copy of the CCRS Manual for each staff person. Website address for the online version of the manual.
Monthly "Go To" meetings will take place to discuss Rigor, Complexity, etc. Each meeting will discuss a different shift. The 4th Wednesday in each month from 3:00- 4:30 is when the "Go To" will take place.	January 2018- June 2018	CCRS Cohort- Tracy Chase- Manager Denise Rodgers & Terri Ferris- Math Angela Smith & Sean Scarbrough- ELA Denise & Terri will lead the math "Go To" meetings- February, April, and June. Angela and Sean will lead the	Each month a "Go To" meeting will take place and discussion of each shift will be discussed. In addition, examples will be generated by staff to reflect their understanding. After each "Go To" meeting, their will be a homework assignment that will be turned in in Google Drive. The assignment will reflect what

		ELA "Go To" meetings- January, March, and May.	was discussed during the meeting.

Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will have a better understanding of CCRS and what it entails. They will be able to identify and discuss the key shifts and be able to give examples of said shifts in both ELA and math.

Component 2: Supports

2. Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)

Questions for Consideration:

- *What funding is available or could be reallocated to support standards training and implementation?*
- *How will our cohort participants be leaders in future standards training and/or implementation activities in our program?*
- *What incentives can be provided to staff for participation?*
- *What expertise do we currently have on staff or within the district or area?*
- *What local PD structures are currently in place that could be repurposed (e.g. staff meetings, PLCs, etc.)?*

Notes/Questions:

Because this is an important transition that will benefit students' success, professional development opportunities will be added with CCRS as the focus. The program will put additional dollars into professional development opportunities to ensure all staff are trained in the standards. Having a geographical area that is so large, it can be expensive to run PD opportunities. That is why, in addition to our local, regional, and state PD times, we will be including "Go To" Meetings to help supplement our learning. Peer Observation times will take place.

In the future, I will continue to use the CCRS Cohort staff as a resource when providing local training. I will have the group continue to receive any additional/ special training to ensure they are knowledgeable and up-to-date with the standards.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: : All staff will participate in training- to include local in-services, Regionals, Summer Institute, Go-To Meetings, Peer Observations, etc. Each staff person will work on a lesson of their choice and implement the standards.			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
All staff will participate in "Go To" meetings, in real time or recorded, discussing CCRS- ELA and Math- how to implement the standards, what are the shifts, etc.	January 2018- June 2018	CCRS Cohort- Tracy Chase- Manager Denise Rodgers & Terri Ferris- Math Angela Smith & Sean Scarbrough- ELA	Computer access, power point presentation
All staff will participate in local in services to learn how to use the ELA CCRS Alignment Evaluation and Rating Tool, ELA High-Value Action Revision Tool, Mathematics CCRS Alignment Evaluation and Rating Tool, Mathematics High-Value Action Revision Tool.	On-going Local in-services will take place twice a year. Typically this will be in late fall and late spring- December & May. Depending on how it goes, additional training may be added. The training will be 3 to 4 hour sessions.	CCRS Cohort- Tracy Chase- Manager Denise Rodgers & Terri Ferris- Math Angela Smith & Sean Scarbrough- ELA	CCRS Manual, lessons, copies of the ELA CCRS Alignment Evaluation and Rating Tool, ELA High-Value Action Revision Tool, Mathematics CCRS Alignment Evaluation and Rating Tool, Mathematics High-Value Action Revision Tool
All staff will participate in local in services where CCRS alignment of lessons will be worked on. The lessons will include both ELA and math. The "Go To" meetings will focus on the shifts in Math and	Spring, Summer, and Fall 2018	CCRS Cohort- Tracy Chase- Manager Denise Rodgers & Terri Ferris- Math Angela Smith & Sean Scarbrough- ELA	Math and ELA materials, CCRS manual

ELA. The in-services will focus on the use of other tools.			
Staff will choose one lesson in math and one lesson in ELA to work on aligning the curriculum	On-going	CCRS Cohort Members and staff	ELA and Math lessons, CCRS manual
Staff will be paired, and Peer Observation will take place implementing an aligned lesson.	Spring & Fall 2018	CCRS Cohort Members and staff	ELA and Math lessons
Resource Bank-Google Drive-Folders divided into RLA, Math, Social and Science where staff will add aligned CCRS curriculum.	On-going	CCRS Cohort Members and staff	Google Drive, Curriculum, websites, resources
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will begin to align a lesson in Math and ELA using the CCRS standards. They will know how to use the ELA CCRS Alignment Evaluation and Rating Tool, ELA High-Value Action Revision Tool, Mathematics CCRS Alignment Evaluation and Rating Tool, and the Mathematics High-Value Action Revision Tool. Also, in addition to ATLAS' resource bank, staff will begin to create a bank of resources in Google Drive.			

Component 3: Instructional Quality

3. a. Identify appropriate **standards** for a particular class level or student learning plan

Questions for Consideration:

- *How will work as a team to determine which standards will be addressed in different aspects of our programming?*
- *How will work as a team to ensure no standards are left out of our programming?*

- *How will we determine priority standards for individual students?*
- *How is this being documented and shared in our program and with students?*
- *How will we revisit and refine these decisions as needed moving forward?*

Notes/Questions:
Because we have multiple classrooms that range in types of instruction/need, each staff person will need to evaluate the levels and areas of instruction they concentrate on.
Because we have one-room schoolhouses, it will a process to align all curriculum. This is a multi-year task.
Content and levels that are worked with most often will take priority.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will identify programming and level of instruction in each classroom. Each staff person will be assigned to a working group (working in person, via email, GoTo, telephone, etc.)			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
Staff will evaluate their classrooms and decide what their primary programming is- Exp- ESL, math, reading, writing, etc. and what level of study it meets- ABE Level 1,2,3 etc./ ESL Level 1, 2, etc. . Staff will document the information in Google Docs	Summer	Each Staff Person	Class Rosters CCRS Manual
At the August local ABE Inservice, staff will decide what content area of the curriculum they would like to work with and what matches their student body-	August 2018	Manager Staff CCRS Cohort	Google Docs Spreadsheet to document what each staff person chooses CCRS Manual Paid Staff Time

math, ELA (science, reading, social studies, etc.), etc. Staff will be put into working groups of similar content and level. The working groups – in future work- will meet in person, via GoTo, email, telephone, etc. Because I am not sure how many levels/areas of instruction will be worked on initially, the spreadsheet will contain areas that will need future work. Also, areas of instruction/levels that staff see most often will be reviewed first.			
Staff, the CCRS Cohort, and the manager will continue to evaluate the ABE program to ensure all levels and areas are being covered	Ongoing	Staff CCRS Cohort Manager	Classroom Rosters
Expected Outcome (What will it look like when we have succeeded with this objective?): Each staff person will be part of a working group similar in content and level.			

3. b. Evaluate lessons/units to determine alignment and **make needed improvements** (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)

Questions for Consideration:

- *Will staff work individually or collaboratively on the lesson/unit evaluation process? Will all staff be responsible for evaluating lessons and units or just a key team?*
- *How will revised lessons/units be shared within our program?*
- *How will staff be supported or compensated for this evaluation and revision process?*

Notes/Questions:
Staff will work in working groups. The groups are composed of similar areas of instruction/levels.
Lessons will be put on Google Docs
Staff receive Prep Time
All staff will be responsible for evaluating lessons.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will be put into working groups of a similar composition- level and content area. Each staff person will receive Resource Alignment Evaluation and Rating Tool & High- Value Action Tools.

Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
The CCRS Cohort team will review the Resource Alignment Evaluation Rating and High-Value Action tools with the groups. The CCRS Cohort team will show staff how each one works.	August 2018	CCRS Cohort Manager Staff	Resource Alignment Evaluation Rating Tool High-Value Action Tool CCRS Manual Lesson Plan Paid Staff Time
Staff, in their working groups, will work on a lesson plan together using the tools. Feedback will be provided, by the CCRS Cohort, if the tools are being used correctly and if staff understand how to use the tools. The lesson plan will be one that has been used in the classroom. Resources will be reviewed on how to make the lesson better.	August 2018	CCRS Cohort Manager Staff	Resource Alignment Evaluation Rating Tool High-Value Action Tool CCRS Manual Lesson Plan Reources- Online, text, etc. Paid Staff Time

Staff will work on a lesson plan individually and then meet with their working group to see how they each did using the tools. Suggestions for improvement will be made.	August 2018	CCRS Cohort Manager Staff	Resource Alignment Evaluation Rating Tool High-Value Action Tool CCRS Manual Lesson Plan Reources- Online, text, etc. Paid Staff Time
Staff will begin to evaluate one lesson in their chosen area of study. If the lesson is of inadequate quality, what resources or changes can be made to improve it. They will use the tools and put their work in Google Docs for comment, suggestions, additions, etc. They will connect with their working group a few times per trimester via GoTo, telephone or email.	Fall 2018	CCRS Cohort Manager Staff	Resource Alignment Evaluation Rating Tool High-Value Action Tool CCRS Manual Lesson Plan Google Docs Paid Staff Time
Staff will continue to evaluate their lessons for quality and alignment. If additional resources are needed, they will add what is needed. All lessons will be in Google Docs for other staff to give suggestions, additions, etc. Staff can also contact the CCRS Cohort for guidance and suggestions.	Ongoing	CCRS Cohort Staff	Resource Alignment Evaluation Rating Tool High-Value Action Tool CCRS Manual Lesson Plan Google Docs Paid Staff Time
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will be able to evaluate a lesson checking to see if it meets the rigor, knowledge, complexity, etc. And if it doesn't, what can the staff person do to improve the lesson.			

3.c. Create standards-aligned **lessons/units** *(Lesson/Unit Planning Template)*

Questions for Consideration:

- *What lesson/unit planning templates will be used in our program? [if using something in addition to the CCRS cohort provided templates]*
- *How will staff be trained to use the lesson/unit planning templates?*
- *Who will create aligned lessons and units? Will all teachers work to create and vet their own, or will a team work to create and/or vet lessons?*
- *How will staff work together to assure that created lessons are high-quality and standards-aligned?*
- *How will lessons/units be shared within our program?*

Notes/Questions:
CCRS Cohort templates will be used
Staff will be trained using the templates at an inservice
All staff will be expected to create aligned lessons and units.
The staff will continue to work in working groups to accomplish their tasks.
Google Docs will be the go to for sharing.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will be shown the CCRS lesson plan templates and how to use the templates for planning.			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
The CCRS cohort will show and review with staff the CCRS lesson plan template. Each staff person will receive a copy of the	Spring ABE Inservice 2019	CCRS Cohort Manager Staff	CCRS Cohort Template CCRS Manual Lesson Plan Resources

template. The cohort will walk the group through how to create a lesson that hasn't already been created.			Paid Staff Time
In their working groups, the staff will begin working on one "new" lesson using the template. The lesson will be evaluated for content/level.	Spring ABE Inservice 2019	CCRS Cohort Manager Staff	CCRS Cohort Template CCRS Manual Lesson Plan Resources Paid Staff Time
Staff will continue to create "new" lessons/ones that haven't been used in their classrooms before. They will evaluate their lesson as they go. The lesson will be in Google Docs. The CCRS Cohort will give feedback and guidance.	Ongoing	CCRS Cohort Staff Manager	CCRS Cohort Template CCRS Manual Lesson Plan Resources Paid Staff Time
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will be able to complete a lesson plan that is effective, enjoyable, and meets the standards.			

3.d. Evaluate larger resources (such as curricula or textbooks) to determine alignment and needed modifications (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)

Questions for Consideration:

- *What will be the process for evaluating and supplementing existing resources? Who will be involved?*
- *How will decisions be made about discontinuing the use of resources/curricula/textbooks that lack sufficient alignment?*
- *What will be the process for evaluating resources to be purchased? Who will be involved?*
- *How will these larger aligned resources be shared within our program?*

Notes/Questions:
All staff will be part of the evaluation process
If resources are not able to be used, the manager and CCRS Cohort will make the decision
CCRS Cohort team and manager
Google Docs

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will review materials looking for alignment			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
Staff will evaluate five pieces of material, from their classroom, for alignment and put their findings in a Google Doc.	Summer 2019	Staff Manager CCRS Cohort	Resource Alignment Evaluation Rating Tool High-Value Action Tool Google Docs Paid Staff Time
The CCRS Cohort and Manager will review the Google Doc and make a decision, based on the information, whether to keep the material or dispose of it. If by using additional resources the material is useable, it will be kept.	Summer 2019	Manager CCRS Cohort	Resource Alignment Evaluation Rating Tool High-Value Action Tool Google Docs Paid Staff Time
Staff will continue to evaluate classroom materials for alignment and put their findings in a Google Doc.	Ongoing	Staff Manager CCRS Cohort	Resource Alignment Evaluation Rating Tool High-Value Action Tool Google Docs Paid Staff Time

The CCRS Cohort and Manager will decide what materials need to be purchased for each classroom/site.	2019 and Ongoing	Manager CCRS Cohort	Google Docs Paid Staff Time Publishing Companies Online materials, etc.
Expected Outcome (What will it look like when we have succeeded with this objective?): Each classroom will contain aligned curriculum for staff to use and prepare their lessons.			

3.e. Evaluate student tasks to determine alignment and needed modifications (*Student Task Study Protocol*)

Questions for Consideration:

- *Who will participate in the evaluation of student tasks? Will all teachers join in this work or just a targeted team?*
- *How and when will staff work together to evaluate and improve student tasks?*
- *How will aligned student tasks be shared within our program?*

Notes/Questions:
All staff will participate in the evaluation of student tasks.
Working groups
Go To Meetings, face-to-face meetings, emails, etc.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will be able to use the Student Task Study Protocol benefitting their students.			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
Staff, at the Fall 2019 inservice, will be trained in how to use the Student Task Study Protocol. Each staff person will receive a copy of the study. Staff will continue to work in their working groups, unless the groups need to be modified.	Fall 2019	CCRS Cohort Manager	Student Task Study Paid Staff Time
At the Fall 2019 inservice, staff, in their working groups, will try using the STSP with the guidance of the CCRS Cohort.	Fall 2019	CCRS Cohort Staff Manager	Student Task Study Student Work Paid Staff Time
Staff will meet with their working groups to share their students' work. Staff will evaluate each other on the use of the tool and make recommendations.	Winter 2020	CCRS Cohort Staff Manager	Student Task Study Student Work GoTo Meeting, email, face-to-face Paid Staff Time
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will be able to properly use the student task study, so instruction becomes stronger and students have more success.			

3. f. Observe & provide feedback to instructors regarding standards-aligned instruction *(Observation Tool)*

Questions for Consideration:

- *What are our current policies and procedures around observation? How might those be modified or supplemented to support standards-based observations and feedback?*
- *How will additional staff in our program be trained to use the CCRS observation form?*
- *How might peer observations be used to support professional development around standards?*
- *What supports (training, release time, subs, etc.) will need to be put in place for observations?*

Notes/Questions:
Current policies- peer review
Evaluation- lead and manager
CCRS Cohort- 2nd round
CCRS Cohort- train existing staff
Supports- training staff, see-do,

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will peer review other staff giving constructive feedback.			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
Lead and Manager will peer review/observe staff. Lead and Manager were both part of the CCRS Cohort team.	Fall- Spring 2018/2019	Lead Teacher Manager	Observation Tool
CCRS Cohort, using the observation tool, will help train staff to be able to peer observe each other. This will take place at our Spring Inservice.	Spring 2020	CCRS Cohort Staff Manager	Observation Tool
Staff will peer observe other co-workers during instruction. The manager and lead will be part of the process to help with questions.	Fall 2020 and ongoing	Staff Manager Lead	Observation Tool Classroom Instruction
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will be able to effectively use the observation tool and give productive feedback on staff's instruction.			

Component 4: Program Structures

4. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)

Questions for Consideration:

- *How will our program staff work together to determine gaps in offerings around the standards?*
- *How will decisions be made to grow or alter current course offerings to ensure standards implementation?*
- *How might our student assessment and/or placement procedures need to change?*
- *How might staffing decisions be impacted by standards-implementation work?*
- *How can volunteers get the information they need to support standards-based instruction, and how can they best be used in our program?*

Notes/Questions:
Monthly GoTo meetings will take place to review our program.
Continued training at local, regional, and state trainings.

Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.

Measurable Objective: Staff will work as a whole to ensure standards are being implemented and met.			
Action Item	***Time Frame***	***Person Responsible***	***Resources Needed***
Staff will meet monthly via GoTo to discuss how the standards are being met/implemented in their classrooms.	Ongoing	Manager CCRS Cohort Staff	Go To Curriculum

Staff will continue to attend local, regional, and state trainings around CCRS implementation	Ongoing	Manager Staff	Trainings
Through Google Docs, ATLAS, etc. resources/lessons that are aligned will be implemented into every classroom.	Ongoing	Staff Manager	Google Docs ATLAS Website Other Resources
Expected Outcome (What will it look like when we have succeeded with this objective?): Classrooms will be fully aligned to the standards.			

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Unit Overview

Instructor/Program: AEOA **Course/Setting: College Math Prep I and GED**

NRS or CCRS Level(s): CCRS Level D	**Unit Theme:** Pythagorean Theorem	**Length (e.g., hours, days):** 2 days, 4 hours

Rationale for this Unit: (Why is this unit important to my students?)

- Students will be able to calculate an "immeasurable length" (this is a length that you cannot measure directly, too big, using a measuring device).
- Students may need to measure large objects or spaces, or at least make reasonable estimates based on size.
- Students get to physically see an irrational length using Pythagorean Theorem and can also construct irrational lengths for themselves. Draw a square with side length 1 unit and you know by Pythagorean Theorem that the length of the diagonal will be the square root of 2
- You can use Pythagorean Theorem when you are not physically there to measure something.

Instructional Objective(s): Students will be able to ….

- Compute the answer to word problems related to the Pythagorean theorem
- Create a visual sketch to solve word problems related to the Pythagorean Theorem
- Recognize when they are finding a side ($a^2+b^2=c^2$) or the hypotenuse ($c^2 - a^2 = b^2$) and use the appropriate formula to solve problems.
- Identify pertinent information from the word problem and plug this information into the theorem.

Focus:

CCR Standard(s):

Primary Standard(s) (1-2 per lesson) :

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

Supporting Standard(s):

- Use variables to represent quantities in real-world or mathematical problems, and construct simple equations and inequalities to solve problems and reason about the quantities. (7. EE.4)

ACES TIF Skill(s):

Effective Communication – Skill 1
Learning Strategies – Skill 1, Skill 2c, and Skill 3 c. and d.
Critical Thinking – Skill 1 d., Skill 2, and Skill 3.
Self-Management – Skill3a., d. and f.

Northstar Digital Literacy Standard(s):

No digital literacy skills in this lesson

- Compute approximate square root.
- Students will be able to use the square and square root functions on their calculator and round to the nearest tenth.
- Write radicals in simplest radical form.
- Plug given sides into the Pythagorean Theorem and can decide if the triangle is right, acute or obtuse.

Coherence:

Prerequisite or foundational content students need to succeed in the lesson:

- Can compute the square of a number
- Knowledge of perfect squares
- Ability to estimate a square root
- Know how to simplify square roots
- Know how to use a ruler and a tape measure

Description of how the content of the lesson is related to other content taught at the lesson's level:

- Solving real world word problems involving variable
- Using square root symbol

Description of how content connects to future learning:

- Leads into lesson on distance and midpoint
- Apply the Pythagorean Theorem to find the distance between two points in a coordinated system. (8.G.8)

Components of Rigor:

___Conceptual Understanding ___Procedural Skill and Fluency
_X_ Application

Additional Content Standards or Skills: (e.g. career, science, social studies, etc.)

- Construction – wall framing

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Standards for Mathematical Practice: *Only select the 2-4 practices that are <u>central</u> to the lesson*

_x_MP 1: *Make sense of problems and persevere in solving them*
__MP 2: *Reason abstractly and quantitatively*
__MP 3: *Construct viable arguments and critique the reasoning of others*
_x_MP 4: *Model with mathematics*
__MP 5: *Use appropriate tools strategically*
__MP 6: *Attend to precision*
__MP 7: *Look for and make use of structure*
_x_MP 8: *Look for and express regularity in repeated reasoning*

Level(s) of Knowing:

_x_Intuitive: *Linking to what students already know*
__Concrete: *Moving manipulatives*
__Pictorial: *Drawing pictures*
__Abstract: *Writing with symbols and numbers*
_x_Application: *Applying to different situations*
_x_Communication: *Explaining concepts, process and/or solutions to others*

Materials:

- Calculators
- Chalk or dry erase markers
- Black board or white board
- Pencils
- Map of Hibbing Community College (1/student)
- Transparency map of HCC
- Overhead projector
- Pythagorean Theorem explanation sheet (1/student)
- Copies of worksheets 1-11 (1/student)
- Perfect square sheet (1/student)
- Handout: "How to use the 3-4-5 Rule…" (1/group)
- Tape Measures (1/group)
- Pythagorean Triplets Sort Cards (1 per group)
- Set of triangles (1/group)
- Scissors (at least 1/group)
- Rulers (at least 1/group)
- Scratch paper

Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:

- Forgetting to the final step ($\sqrt{\ }$) when solving the Pythagorean Theorem
- Not properly (remembering to) converting between units of measure
- Not knowing directions
- Don't recognize that they are finding the hypotenuse rather than a side
- Students often miss the idea that this works for only RIGHT triangles.

Adaptations and/or Accommodations: (How will EVERY student have access to the content of the lesson?)

- Additional challenge worksheets for advanced learner
- Students that don't need college algebra do not need to master simplifying square root
- Students struggling with simplifying square root will have the ability to schedule extra instruction
- Encourage students to draw a picture when doing story problems
- Rewrite word problems using fewer and easier words for English language learners
- Use a graphic organizer

Key Math Terms and Symbols:	**Academic Vocabulary and Additional Language Demands:** (Non-math academic vocabulary and other language that may impact a student's ability to access the content in directions, examples, problems, etc.)
square, square root, perfect square, rounding, tenths, perimeter, right triangle, legs, hypotenuse, Pythagorean Theorem, Pythagorean Triplets, acute triangle, obtuse triangle, rectangle, x^2, $\sqrt{x}$, Perpendicular, isosceles triangle, horizontal, vertical, simplest radical form, and simplify (as opposed to solve).	diagonal, identifying, current, floppy diskettes, revolving, method, ensuring, framing square, and accompanying. Some ELA skills needed for this lesson: • Students will need to, without significant scaffolding, comprehend complex text and develop effective arguments. • Students will need to read complex sentences and make conjectures • Students will need to state assumptions and give explanations • Students will need to use vocabulary in context to figure out unknown words • Identify a writer's key points and supporting details

Teacher Reflection

Notes for next time:

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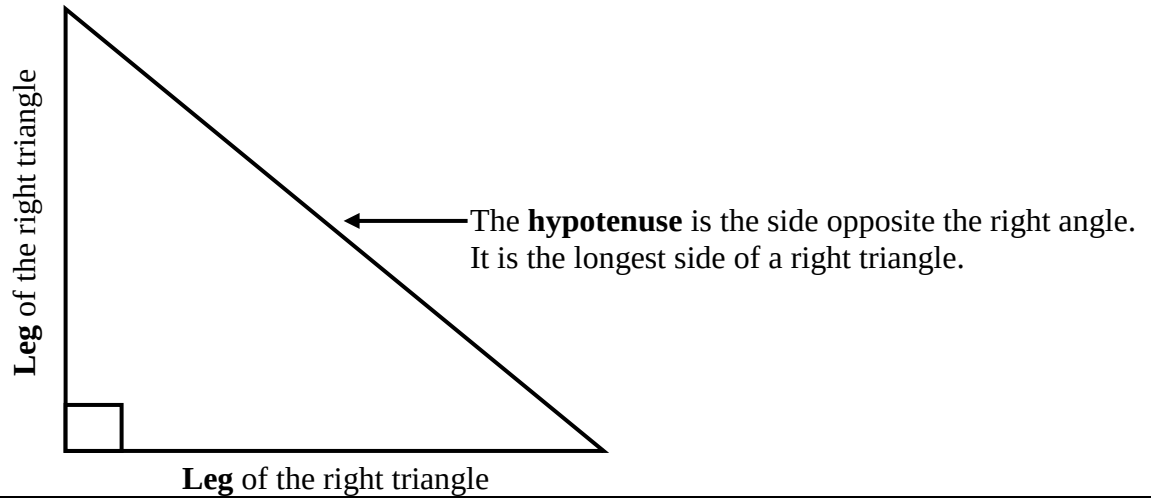
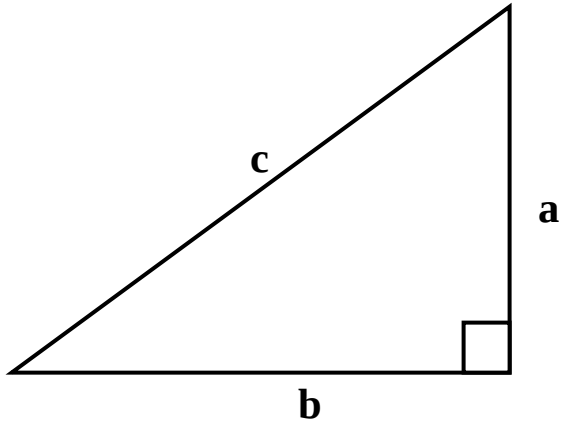
Lesson Plan: Pythagorean Theorem

Instructor/Program: AEOA **Course/Setting:** College Math Prep I and GED

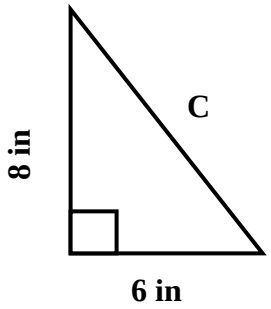
Instructional Objective(s): *(Statements written in teacher language, derived from content standards)*	At the end of this lesson, students will be able to: • Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.7) • Use variables to represent quantities in real-world or mathematical problems, and construct simple equations and inequalities to solve problems and reason about the quantities. (7. EE.4)
Assessing Mastery of the Objective(s): *(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)*	By the end of this lesson, the students will be able to *<u>(objective)</u>* as evidence by (task). As evidenced by daily work, activities, and summative assessment. • Compute the answer to word problems related to the Pythagorean theorem • Create a visual sketch to solve word problems related to the Pythagorean Theorem • Recognize when they are finding a side ($a^2+b^2=c^2$) or the hypotenuse ($c^2 - a^2 = b^2$) and use the appropriate formula to solve problems. • Students will be able to compute the missing side of a right triangle • Students will be able to use the square and square root functions on their calculator and round to the nearest tenth • Identify pertinent information from the word problem and plug this information into the theorem.
Learning Target(s): *(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)*	"I can…" • I can solve for the missing hypotenuse of a right triangle. • I can solve for the missing leg of a right triangle. • I can explain a proof of the Pythagorean Theorem.
Introduction: (20 Minutes)	**Review**: 1. Put the following problems on the board. Give the students a few minutes to do the problems on their own then review the answers. 3^2, 10^2, 5^2, $\sqrt{36}$, $\sqrt{81}$, $\sqrt{144}$, $\approx\sqrt{42}$, $\approx\sqrt{60}$, write in simplest radical form $\sqrt{40}$ and $\sqrt{64}$. 2. Go over the answers and re-teach if necessary.

	3. Have the students take out their list of perfect squares (from a previous lesson). Have extra copies on hand for any student that doesn't have theirs. **Scenario**: Make sure that the students are sitting in their table groups. Give each group a map of HCC. Write the following scenario on the board. "Skyla parks her car by the northwest corner of the baseball field. She walks 9 yards to the northeast corner of the field. From there she turns and walks, directly north, 12 yards to the southeast corner of the field." **Ask the students:** 1. How far did Skyla walk? (Have one person label the 9 yards and 1 yards on the map) 2. If it started to rain, extremely hard, how would Skyla get back to her car (Have the students discuss this at their tables). 3. Project the map on a wall or whiteboard. 4. Have a volunteer show how Skyla got back to her car. 5. Discussion, why did Skyla take that path? (hopefully she ran a diagonal and someone says it is shorter/faster) 6. How do we know it is shorter? Follow-up, does anyone know how we can be certain?
Explanation & Modeling: (30 minutes)	The Pythagorean Theorem describes the relationship between the lengths of the legs and the hypotenuse of a right triangle. 

The Pythagorean Theorem states that $a^2 + b^2 = c^2$, whereas *a* and *b* represent the **legs** of the right triangle and *c* represents the **hypotenuse**.



Using the Pythagorean Theorem to Find the hypotenuse of a Right Triangle



$a^2 + b^2 = c^2$ **or** $\sqrt{a^2 + b^2} = \sqrt{c^2}$

$8^2 + 6^2 = c^2$ **or** $\sqrt{8^2 + 6^2} = \sqrt{c^2}$

$64 + 36 = c^2$ $\sqrt{64 + 36} = \sqrt{c^2}$

$\sqrt{100} = \sqrt{c^2}$ $\sqrt{100} = \sqrt{c^2}$

$C = 10$ $c = 10$

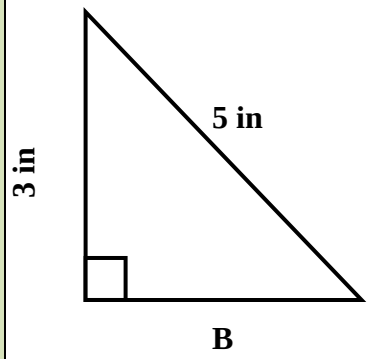
Notice that our answer was a perfect square. This is because 6, 8, and 10 are what we call Pythagorean triplets. We call them triplets because $6^2 + 8^2 = 100$ and $\sqrt{100}$ is a perfect square.

Activity: There are several other Pythagorean triplets, let's see if you can find other triplets. Give each group an envelope of "triplets" cards and have them get their perfect square sheet. Give the groups a few minutes to find some triplets. Come back together and see what triplets were found.

(2.5, 6, 6.5)	**(3,4,5)**	**(6, 8, 10)**	**(5,12,13)**
(9, 12, 15)	**(7, 24, 25)**	**(12, 16, 20)**	**(8, 15, 17)**
(10, 24, 26)	**(15, 20, 25)**	**(10, 24, 26)**	**(60, 80, 100)**
(15, 36, 39)	**(16, 30, 34)**		
(9, 40, 41)	(11, 60, 61)	(12, 35, 37)	(13, 84, 85)
(18, 80, 82)	(32, 60, 68)	(24, 70, 74)	(14, 48, 50)
(18, 24, 30)	(16, 63, 65)	(28, 45, 53)	(33, 56, 65)
(20, 21, 29)	(20, 48, 52)	(36, 77, 85)	Plus, many more

Do a few more examples using triplets

Using the Pythagorean Theorem to Find the Leg of a Right Triangle



$c^2 - a^2 = b^2$ **or** $\sqrt{c^2 - a^2} = \sqrt{b^2}$

$5^2 - 3^2 = cb^2$ **or** $\sqrt{5^2 - 3^2} = \sqrt{b^2}$

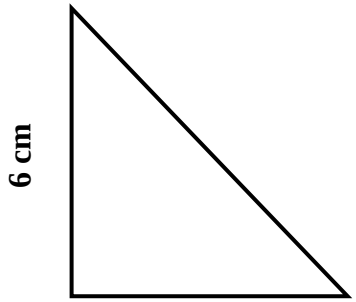
$25 - 9 = b^2$ $\sqrt{25 - 9} = \sqrt{b^2}$

$\sqrt{16} = \sqrt{b^2}$ $\sqrt{160} = \sqrt{b^2}$

b = 4 b = 4

Do a few more examples using triplets

Rounding Answers to the Nearest Tenth



$a^2 + b^2 = c^2$ **or** $\sqrt{a^2 + b^2} = \sqrt{c^2}$

$6^2 + 9^2 = c^2$ **or** $\sqrt{6^2 + 9^2} = \sqrt{c^2}$

$36 + 81 = c^2$ $\sqrt{36 + 81} = \sqrt{b^2}$

$\sqrt{117} = \sqrt{c^2}$ $\sqrt{117} = \sqrt{c^2}$

c = 10.6363… or 10.6 c = 10.6363… or 10.6

$\sqrt{117}$ Is between the $\sqrt{100}$ and $\sqrt{121}$

$\sqrt{100}$ = 10 and $\sqrt{121}$ = 11

117 ÷ 11 = 10.6363… Divide by 11 because 121 is closer to 117 than 100 is. When you divide you will notice the repeating 63. Rounding to the nearest tenth, your answer is 10.6

$\frac{11+10.6}{2} = \frac{21.6}{2}$ = 10.8 Add find the average of the original 11 and the answer from the last step. This is

Do a few more examples

Give a 10-minute break

Guided Practice: (40 minutes)	1. (10 minutes) Hand out worksheets 1 and 2, assign 3 - 5 problems from each worksheet. Walk around checking for student understanding and answer questions. 2. (15 minutes) Activity: a. Give each group a copy of the handout "How to use the 3, 4, 5 Rule to Build Square Corners", a piece of scratch paper, a tape measure, and a pencil with a good eraser. b. explain how carpenter use the 3, 4, 5 Rule when wall framing. c. Assign each group a room in the "F" building. d. Have each group check 2 corners in their room, using the 3, 4, 5 Rule, to see if they are square. e. Each group should write about their findings on the scratch paper.

	3. (15 minutes) a. Pass out worksheets 3 and 4. b. Do a few problems from each worksheet together. c. assign 5 problems from each worksheet. Walk around checking for student understanding and answer questions.
Independent Practice: (10 minutes)	1. Students complete additional problems, of their choosing, from the four worksheets. 2. Worksheet 5 to challenge higher level students
Student Reflection on Learning Targets, Closure, & Connection to Future Learning (10 minutes)	Summative assessment (handout): Pythagorean Theorem Next class: Pythagorean Theorem where one or more sides has a square root in its measurement. *Routine: students may choose to complete worksheets at home as homework.

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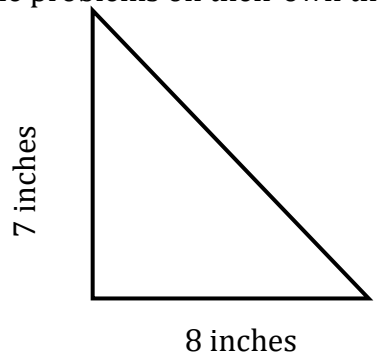
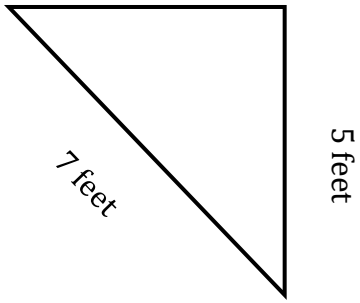
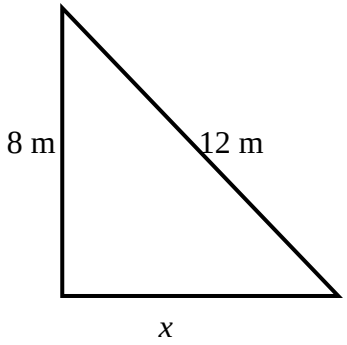
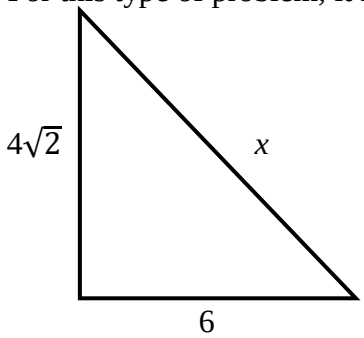
Lesson Plan: Pythagorean Theorem Where sides include Radicals

Instructor/Program: AEOA **Course/Setting:** College Math Prep I and GED

Instructional Objective(s): *(Statements written in teacher language, derived from content standards)*	• At the end of this lesson, students will be able to: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.7) • Use variables to represent quantities in real-world or mathematical problems, and construct simple equations and inequalities to solve problems and reason about the quantities. (7. EE.4)
Assessing Mastery of the Objective(s): *(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)*	By the end of this lesson, the students will be able to *<u>(objective)</u>* as evidenced by *<u>(task)</u>*. As evidence by daily work and exit ticket • Compute the answer to word problems related to the Pythagorean theorem that involve writing the answer in simplest radical form • Recognize when they are finding a side ($a^2+b^2=c^2$) or the hypotenuse ($c^2 - a^2 = b^2$) and use the appropriate formula to solve problems. • Students will be able to compute the missing side of a right triangle
Learning Target(s): *(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)*	"I can…" • I can solve for the missing hypotenuse of a right triangle. • I can solve for the missing leg of a right triangle. • I can simplify a square root
Introduction: (15 minutes)	Review: 1. Put the following problems on the board. Give the students a few minutes to do the problems on their own then review the answers.  

	Write in simplest radical form $\sqrt{54}$, $\sqrt{75}$, $\sqrt{24}$, and$\sqrt{72}$. 2. Go over the answers and re-teach if necessary. 3. Have the students take out their list of perfect squares (from a previous lesson). Have extra copies on hand for any student that doesn't have theirs.
Explanation & Modeling: (20 minutes)	**Simplest Radical Form**  $c^2 - a^2 = b^2$ **or** $\sqrt{c^2 - a^2} = \sqrt{b^2}$ $12^2 - 8^2 = cb^2$ **or** $\sqrt{12^2 - 8^2} = \sqrt{b^2}$ $144 - 64 = b^2$ $\sqrt{144 - 64} = \sqrt{b^2}$ $\sqrt{80} = \sqrt{b^2}$ $\sqrt{80} = \sqrt{b^2}$ b = **$4\sqrt{5}$** b = **$4\sqrt{5}$** $\sqrt{80}$ Is not a perfect square, so we need to simplify the radical. $\sqrt{80} = \sqrt{2} \cdot \sqrt{40}$ $\sqrt{4} \cdot \sqrt{20}$ $\sqrt{5} \cdot \sqrt{16}$ $\sqrt{16}$ Is a perfect square and equal to 4 $\sqrt{8} \cdot \sqrt{10}$ Do a few more problems like this

	Pythagorean Theorem: Finding a Missing Side When One or More Sides Include a Radical Sometimes you will need to find the missing side of a triangle and one of the identified sides includes a radical. Look at the example below. For this type of problem, it is best to use this formula $a^2 + b^2 = c^2$ to find the missing side.  $a^2 + b^2 = c^2$ $(4\sqrt{2})^2 + 6^2 = c^2$ $(16)(2) + 36 = c^2$ ← Squaring a $\sqrt{\ }$ removes the $\sqrt{\ }$ $32 + 36 = c^2$ $\sqrt{68} = \sqrt{c^2}$ $\boldsymbol{c = \sqrt{4}\sqrt{17}}$ $\boldsymbol{c = 2\sqrt{17}}$ Do a few more problems like this
Guided Practice: (10 minutes)	1. Hand out worksheets 6 – 7. 2. Do a few problems from worksheet 7 as a class. 3. Assign a few problems from worksheets 6 (problems 1 and 2) and 7 (5-6 problems). Walk around checking for understanding and answering questions. *Give a 10-minute break
Independent Practice: (10 minutes)	1. Students work on additional problems from worksheets 6 and 7. 2. Pass out worksheet 8, advanced students may work on problems from worksheet 8.

Student Reflection on Learning Targets, Closure, & Connection to Future Learning (5 minutes)	Exit Ticket: Write on the board: Explain how to simplify (write in simplest radical form) a square root. Next class: Using the Pythagorean Theorem to decide if a triangle is an acute, obtuse, or right triangle. *Routine: students may choose to complete worksheets at home as homework.

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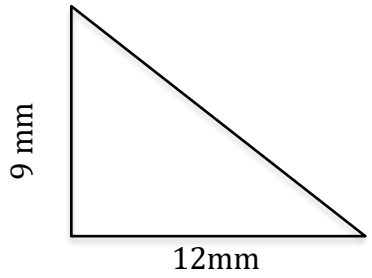
Lesson Plan: Finding the Converse of the Pythagorean Theorem and the Pythagorean Inequalities Theorem

Instructor/Program: AEOA **Course/Setting: College Math Prep I and GED**

Instructional Objective(s): *(Statements written in teacher language, derived from content standards)*	At the end of this lesson, students will be able to: Explain a proof of the Pythagorean Theorem and its converse. (8.G.6)
Assessing Mastery of the Objective(s): *(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)*	By the end of this lesson, the students will be able to *<u>(objective)</u>* as evidenced by *<u>(task)</u>*. As demonstrated through activities, guided practice, daily work, and exit ticket. • Students will use the Converse of the Pythagorean Theorem to determine if a triangle is a right triangle. • Students will use the Pythagorean Inequalities Theorem to determine if a triangle is acute or obtuse.
Learning Target(s): *(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)*	"I can…" • I can use the Converse of the Pythagorean Theorem to determine if a triangle is a right triangle or not. • I can determine if a triangle is acute or obtuse using the Pythagorean Inequalities theorem.
Introduction: (5minutes)	Draw a triangle like the one below on the board.  **Ask**: What kind of triangle is this? How can we positive that it is a right triangle? What is an acute angle? What do you think an acute triangle is? What is an obtuse angle? What do you think an obtuse triangle is?

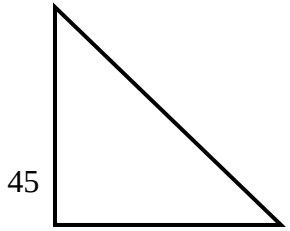
Explanation & Modeling: (20 minutes)

Do the Sides Form an Acute, Obtuse, or Right Triangle?

If the sum of the squares of each leg of the triangle is equal to the square of the hypotenuse, it is a right triangle.

$$a^2 + b^2 = c^2$$

Example 1:

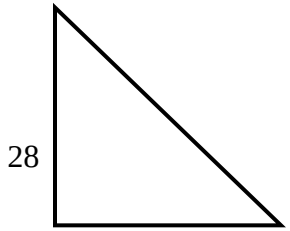


$45^2 + 55^2 = 2025 + 3025 = 5050$

$75^2 = 5625$

$5050 \neq 5625$, it is not a right triangle

Example 2:



$28^2 + 45^2 = 784 + 2025 = 2809$

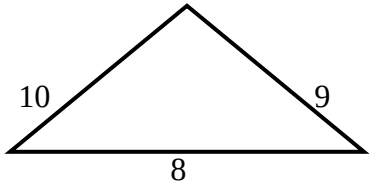
$53^2 = 2809$

2809 = 2809, it is a right triangle

If the sum of the squares of each leg of the triangle is greater than the square of the hypotenuse, it is an acute triangle.

$$a^2 + b^2 > c^2$$

Example:

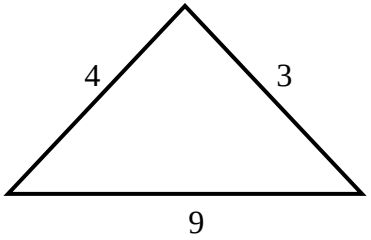


$9^2 + 8^2 > 10^2$
$81 + 64 >$
145 > 100, so it is an acute triangle

If the sum of the squares of each leg of the triangle is less than the square of the hypotenuse, it is an obtuse triangle.

$$a^2 + b^2 < c^2$$

Example:



$4^2 + 3^2 < 9^2$
$16 + 9 < 81$
25 < 81, so it is an obtuse triangle

* It is important to note that the hypotenuse, length ‘‘c″, is always the longest side.

Example: A triangle has sides that are 8 inches, 10 inches, and 12 inches. Is it an acute, obtuse or right triangle?

$8^2 + 10^2 > 12^2$
$64 + 100 > 144$
164 > 144, so it is an acute triangle

	Activity: Give each group a copy of the 2 pages of triangles, labeled A – L, scratch paper, a ruler, and a scissors (optional). You can have the students cut out the triangle or they can remain uncut. The students will measure each side of each triangle and label them. Next, they will use the Pythagorean Inequalities Theorem to decide if each triangle is a right, acute, or obtuse triangle.
Guided Practice: (10 minutes)	1. Handout the Pythagorean Inequalities Theorem Guided Practice sheet. Have the students work in pairs to complete the chart. 2. Walk around and check for understanding, participation, and answer questions.
Independent Practice: (10 minutes)	1. Give each student a copy of worksheets 9, 10, and 11. Have the students do 5 problems, of their choosing, from each worksheet. They should pick from problems 1-6 on worksheet 9 (the rest are review) and 9-18 on worksheet 9 (the rest are review). 2. Walk around and check for understanding, participation, and answer questions. *Routine: the remaining problems may be done for homework.
Student Reflection on Learning Targets, Closure, & Connection to Future Learning (5 minutes)	Exit Ticket: 1. One thing I learned today…. 2. Questions I still have …. Next, we will be working with/graphing the distance and midpoint formulas. We will revisit the Pythagorean Theorem during this lesson.

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Unit Overview

Instructor/Program: **Sean Scarbrough / AEOA** **Course/Setting: RLA and Social Studies for the GED**

NRS or CCRS Level(s): Level D **Unit Theme:** Civics and Government **Length (e.g., hours, days):** 3 hours

Rationale for this Unit: (Why is this unit important to my students?)
Students will grow in content knowledge in the area of Social Studies. They will develop ELA skills related to that subject.

Instructional Objective(s):
Gain background knowledge in Social Studies.
Develop ELA skills, particularly close reading and the ability to engage with original documents.
Gain the skills necessary to actively participate in civic engagement.

Line of Inquiry: Where did our government come from and how does it work? (Other related lessons will address how the government works.)

CCR Standard(s) (4-8 per lesson)

Anchor(s):	Reading 1, 3, 4, 7, 9, 10	**Level-Specific:**	RI/RL.7.1, RH.6-8.1, RH.6-8.3, RI/RL.6.4, RI.6.7, RI.9-10.9
Supporting Anchor(s):	Sp/List. 1, 2	**Level-Specific:**	SL.8.1, SL.4.2

Key Shift(s): **__x__Complexity __x__Evidence __x__Knowledge**

Additional Content Standards or Skills: (e.g. career, science, social studies, etc.)
Social Studies
9.1.2.3.3 Define and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.
7.1.4.7.1 Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.

ACES TIF Skill(s):
Effective Communication 1.a, 1.d., 1.e; Learning Strategies 1.c., 1.e., 1.f, 1.g., 2.b., 2.d; Critical Thinking 1.a., 1.c., 1.d.

Northstar Digital Literacy Standard(s):

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<table>
<tr><th colspan="5">Textual Analysis</th></tr>
<tr><td rowspan="8">Key Shift #1
Complexity</td><td colspan="3">Text #1</td><td></td></tr>
<tr><td colspan="3">Quantitative Rating (Publisher, ATOS, or Lexile)</td><td>ATOS analysis puts the level at 7.6
CCRS Level Band
Beginning — Middle — End</td></tr>
<tr><td colspan="3">Overall Qualitative Rating</td><td>Moderately Complex</td></tr>
<tr><td rowspan="5">Qualitative Analysis</td><td></td><td>Complexity Rating</td><td>For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor.</td></tr>
<tr><td>Structure</td><td>Moderate</td><td>Some of the graphics and text features involve quite complex nuance that may support understanding, but most of the structure is moderately complex, following a sequential organizational structure.</td></tr>
<tr><td>Language Clarity and Conventions</td><td>Moderate</td><td>The conventions, vocabulary, and structure remain mostly explicit, familiar, and simple. There are some complex constructions and the “big ideas” are outside familiar, contemporary language, but overall the text remains in the range of moderate complexity.</td></tr>
<tr><td>Knowledge Demands</td><td>Very</td><td>The text relies heavily on ideas from previous units. Students are required to have some domain-specific knowledge to fully engage the text. It also makes frequent reference to outside texts and ideas. These issues are addressed in the Reader Task Considerations.</td></tr>
<tr><td>Purpose</td><td>Moderate</td><td>The purpose of the text is not stated explicitly, but it is clear based on the context.</td></tr>
<tr><td colspan="3">Reader Task Considerations</td><td>Some learners may need additional supports to succeed at the tasks presented below. Some Ss may lack the background knowledge needed to make sense of the situation with Britain and the American colonists. If many Ss have missed prior lessons or they are wholly unfamiliar with this context, it may be worthwhile to review these concepts or even split the lesson and watch a video that gives Ss a good overview of that context. Working in pairs or small groups may also provide the support needed for these tasks. When Ss are working independently (such as when highlighting evidence), check on Ss who require additional support and provide prompting to help them successfully complete the given task. Make use of the active reading techniques suggested to ensure that even Ss with low motivation have a clear task to complete.</td></tr>
<tr><td>Key Shift #2
Evidence</td><td colspan="4">In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?</td></tr>
</table>

	The knowledge demands led to additional activities dealing with the outside texts referenced, further support being added during the foldable activity, and awareness on the part of the T that review of some content may be necessary.
Key Shift #3 Building Knowledge	**In what content area or around what topics does the text selection build knowledge?** It builds content knowledge in the area of Social Studies, specifically civics, government, and U.S. history.

Materials: iCivics Colonial Influences handouts Original Documents handout (Cut) Scissors TV/Projector (for showing video and/or .ppt)	**Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:** Some students may not have attended previous lessons and my not have sufficient background knowledge to make sense of some things in the text. In that case, additional explanation or support may be necessary. **Adaptations and/or Accommodations:** (How will EVERY student have access to the content of the lesson?) Allow Ss to work in pairs or small groups if they need additional support or this work is above their present level. While Ss are working individually or in pairs, be sure to provide additional support to Ss at lower levels of ability. When assigning original documents for Ss to examine, consider giving easier texts to students who require more support.
Tier 3 Discipline-Specific Terms rule of law, self-government, due process, limited government, heritage, colony, colonial, noble(s)	**Tier 2 Academic Vocabulary and Additional Language Demands:** (including language that may impact a student's ability to access the content in directions, examples, problems, etc.) Right(s), tradition(s), revolution, affect, material(s), local, limit, introduce, basic, private, eventually, civil, representative(s), option(s), common sense, support, article(s), influence/influential

Teacher Reflection

Notes for next time:

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Lesson Plan

Instructional Objective(s): *(Statements written in teacher language, derived from content standards)*	**At the end of this lesson, students will be able to:** Describe and define ideas such as *rule of law*, *self-government*, *due process, limited government*, or *rights* using examples and evidence in a text, including an original document. Find and cite evidence in the text that helps them answer text-dependent questions. Define the following Tier 2 words: *right(s), limit, option(s),* and *influence/influential*. Identify key documents that influenced our constitution and form of government. State the meaning of *rule of law*, *self-government*, *due process, limited government*, or *rights* with the support of a text. Identify and synthesize ideas that appeared in both the reading and related visual media.
Assessing Mastery of the Objective(s): *(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative))*	**By the end of this lesson, the students will be able to *<u>(objective)</u>* as evidenced by *<u>(task)</u>*.** Describe and define ideas such as *rule of law*, *self-government*, *due process, limited government*, or *rights* using examples and evidence in a text, including an original document as evidenced by completion of their foldable and the highlighting of evidence in their reading as well as the final discussion. Find and cite evidence in the text that helps them answer text-dependent questions as evidenced by completion of their foldable and the highlighting of evidence in their reading.

	Define the following Tier 2 words: *right(s), limit, option(s),* and *influence/influential* as evidenced by their written and verbal answers to text-dependent questions given during the reading and completion of the Big Ideas activities (for 'rights'). Identify key documents that influenced our constitution and form of government as evidenced by identifying one of the key documents in a related piece of visual media and properly analyzing one of the key documents. State the meaning of *rule of law*, *self-government*, *due process, limited government*, or *rights* with the support of a text as evidenced by the completion of the From Big Ideas to the Constitution handout, analyzing an original document correctly, and the culminating discussion. Identify and synthesize ideas that appeared in both the reading and related visual media as evidenced by correctly identifying ideas that appeared in both the reading and the video.
Learning Target(s): *(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)*	"I can…" Describe and explain ideas such as *rule of law*, *self-government*, *due process, limited government*, or *rights* and find evidence of them in a text, including an original document. Find and cite evidence in the text that helps me answer questions. Define *right(s), limit, option(s),* and*, influence/influential* as they appear in the text. Describe key documents that influenced our constitution and form of government. Discuss ideas that appeared in both the reading and the video.
Introduction:	Introduce the lesson "by **distributing the brainstorming sheet** to the students and giving five minutes to brainstorm the meaning of the **'big idea' terms** in the first column of the table." As Ss need additional support, encourage them to think of examples of the ideas, have them work with a partner, or split the Ss into small groups and assign one idea to each group based on the level of support needed. "Ask students to **share their personal definitions** and discuss. Have students **copy the class definition** onto their sheets. Remind them that these ideas will come up again and again during this lesson."
Explanation & Modeling:	"Distribute **the cut-and-fold activity** and show the transparency [or .ppt or printout] with instructions. Walk through each step and monitor the students to make sure they are cutting and folding in the right areas. Explain that this will be what they take notes on as they read through the lesson."

	Hand out **the reading pages** and **read the first section together** as a class. "Have students offer other types of information sources available at this time. (newspapers, flyers, word-of-mouth, letters)." Point out the image of a bookshelf next to this section. **Ask students about what this image is** and how it helps support our understanding of this section. Ask students if they have heard of or know anything about any of the books on the bookshelf.
Guided Practice:	**Read through the rest** of the reading section by section, filling in all four pages in each book of the foldable at the end of each section. Be sure that students can provide evidence from the text to support their answers, particularly for the questions related to what kind of document it is, what its purpose is, and what big idea it relates to. Ask students to provide examples of the big ideas related to each document (e.g. the Magna Carta limited the king's power; that's an example of limited government). Have **students highlight and share the evidence** for some or all of their answers. This will provide the feedback necessary for formative assessment and give you a better idea of how students are doing. Also, continue to point students to the visuals/boxes next to each section, discussing any relevant examples or illustrations. Finally, if students need additional support, allow them to work in pairs or groups to come up with the answers. As you progress through the sections, have Ss answer the following **text-dependent questions** related to **academic vocabulary** used in the text: **P.1 Which phrase in paragraph 1 helps you understand the meaning of influence? (Remember this word; it appears in the text in other sections and we'll come back to it at the end.)** Phrases like ". . .did not invent the American system of government out of thin air . . ." or ". . .things that were happening during their own time affected the way the Founders thought . . ." are examples of the kinds of phrases or clauses that give clues. **P.3 What is the meaning of 'limit' in the section 2, "King v. Nobles: Round One?" (We see it used twice there)** Ss might define 'limit' as 'to stop something at a certain point' or 'it can't go further than a certain point.' You can encourage Ss to give an example of this from the text. **P.8 (last) What is the meaning of 'options' as it's used in the last paragraph? What are some options that they might have been considering based on the reading?** Ss might define 'options' as 'choices' or 'possible solutions'. They might list breaking away from Britain, negotiating with the king, or forcing the king to listen to some of their demands as options based on the text. Answers will vary. **(After completing the reading; examples in P.1 and P.7) Based on what we've read today, what were some of the documents that were influential in the founding of American government? In what way(s) did they influence American thinking about government. (Use ideas from the text).**

	Ss should list the documents discussed today as influential documents. They should be able to identify that these documents introduced the Big Ideas discussed, which influenced American thinking about government. Ss could be encouraged to write down their answers and share them in pairs before sharing with the class. They could also work in pairs from the beginning if more support is needed. If the group is small, discussion as a class may be sufficient. Review by having Ss **share what they learned about each document** in small groups, pairs, or with the teacher if no other students are present. Make sure that they include an example of the big ideas that they talk about. Point Ss to the phrase **"the king's heavy-handed rule"** in the section "Hot Off the Press" on page 2. Use the example of a boss or a parent to discuss the idea of heavy handed rule. Elicit examples from students if possible. Show Ss the **Crash Course video** entitled "Taxes and Smuggling: Prelude to the Revolution" (https://www.youtube.com/watch?v=Eytc9ZaNWyc). Before the video, ask them to **listen for two things**: 1) A book that was mentioned in our reading. 2) Three examples of "heavy-handed rule" by the King and the Parliament of England. Allow Ss to discuss their findings in pairs or as a class, and then review the key points of the video as a class.
Independent Practice:	Hand out one of the **Original Documents** to each student. Instruct Ss to use their highlighters and their big idea definition worksheets to identify one phrase, sentence, or group of sentences that is an example of one of the big ideas. Show your own example if your Ss need further support. Circulate and ensure that Ss can find an example. Encourage productive struggle. Have Ss share what they found, which idea it is an example of, and why. Do so in pairs, with the group, and/or with the teacher. Hand out the **From Big Ideas to the Constitution handout**. Have Ss connect the ideas mentioned in the constitution to the big ideas studied today. Review the answers as a class.
Student Reflection on Learning Targets , Closure & Connection to Future Learning	Have a **culminating discussion** either as a class or in small groups. Give Ss time to recall examples from the readings of the five big ideas discussed today. Make sure that they are looking for evidence from the texts or their notes. Then, have them come together and share what they found. Have them also think of examples (evidence) of these big ideas in their daily lives or in our government today. It may be good to reference previous lessons at this point. Have those who are willing share their findings with the large group. Have Ss **write** down one or more things that they learned today related to our big unit question: "Where did our government come from and how does it work?" If Ss need additional support, encourage them to answer the question "Where did our ideas for government come from? For example, what document might have given us the idea for limited government?" Have each student share his/her point as an exit ticket.

		Encourage Ss to look for **examples of these issues in their daily lives** or in media that they consume. Offer them an opportunity to share about what they found in an upcoming class.