

LAAE Instructional Program Description

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

Introduction

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

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

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

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LAAE Instructional Program Description – Course Descriptions

Course name	ESL Level 1
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> • English proficiency level: Pre-Beginning or Beginning ESL (NRS Level 1) • Demographics: Adults seeking to improve basic English skills, including those new to English, with minimal formal education or literacy in their native language • Educational goals: Students aiming to improve their ability to communicate in basic, everyday contexts such as introductions, simple requests, and understanding common phrases • CASAS STEPS Reading - Score Range: 180 and below • CASAS STEPS Listening - Score Range: 180 and below
Course goals	<p>Listening Skills</p> <ul style="list-style-type: none"> • Understand and respond to basic spoken English in familiar, everyday contexts. • Follow simple instructions or commands (e.g., “Write your name,” “Point to the door”) • Identify key information in common phrases, such as greetings, numbers, dates, and times. <p>Speaking Skills</p> <ul style="list-style-type: none"> • Use simple phrases and sentences for basic social interactions, such as (“Hello, how are you?”) • Express basic needs and wants (e.g., “I need help,” “I’m hungry”) <p>Reading Skills</p> <ul style="list-style-type: none"> • Recognize and read: Letters of the alphabet, common sight words (e.g., stop, go, name), numbers 0–100 • Comprehend simple written instructions, signs, or labels (e.g., “Open,” “Exit,” “Restroom”) • Read short, simple sentences and match them to pictures or objects. <p>Writing Skills</p> <ul style="list-style-type: none"> • Write basic personal information, such as first and last name, address, and phone number. • Copy and write simple words, phrases, and short sentences • Complete basic forms with personal information <p>Life Skills and Functional English</p> <ul style="list-style-type: none"> • Use basic English for daily tasks, such as shopping, navigating transportation, and medical appointments

	<ul style="list-style-type: none">● Participate in classroom routines and activities, such as group work or following the teacher’s instructions <p>Digital Literacy Skills</p> <ul style="list-style-type: none">● Recognize and type letters and numbers on a keyboard● Use simple technology tools like turning on/off a computer or navigating a touchscreen <p>Outcomes</p> <p>By the end of the course, students should:</p> <ul style="list-style-type: none">● Achieve measurable progress in CASAS Reading and Listening scores (moving toward 181 or higher)● Build foundational English skills for everyday life● Gain confidence to participate in simple conversations and written communication● Be prepared to transition to ABE ESL Level 2.	
Course content	CCRS	<p>English Language Proficiency: (Level 1)</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Reading:</p> <p>CCR1 (RI/RL.1.1), CCR2 (RI.1.2), CCR3 (RI.1.3), CCR4 (RI.1.4), CCR5 (RI.1.5), CCR6 (RI.1.6), CCR7 (RI.1.7), CCR10 (RI.1.10)</p> <p>Writing:</p> <p>CCR1 (W.1.1), CCR2 (W.1.2), CCR3 (W.1.3), CCR4 (W.1.4), CCR5 (W.1.5), CCR8 (W.1.8)</p> <p>Speaking and Listening:</p> <p>CCR1 (SL.1.1), CCR2 (SL.1.2), CCR3 (SL.1.3), CCR4 (SL.1.4), CCR5 (SL.1.5), CCR6 (SL.1.6)</p> <p>Language:</p> <p>CCR1 (L.1.1), CCR2 (L.1.2), CCR3 (L.1.3), CCR4 (L.1.4), CCR5 (L.1.5), CCR6 (L.1.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2</p> <p>Self-Management (SM): 1, 3</p> <p>Critical Thinking (CT): 1, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2</p> <p>Developing a Future Pathway (DFP): 1, 2</p>
	Northstar	<p>Basic Computer Skills: 1, 2, 3, 4</p> <p>Internet Basics: 1, 2, 3</p> <p>Using Email: 1, 2</p> <p>Windows OS: 1, 2</p>

		*Mastery of these skills is not anticipated until the student reaches ESL Level 5 and /or ABE Level 3.
	Other (e.g., career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Varies by site.</p> <p>Examples include: <i>Burlington English, DuoLingo, Elli, English Unlocked, That's Life & Life Goes On, Marshall Reading</i></p>	

Course name	ESL Level 2
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Beginning Basic ESL or Low-Intermediate ESL (NRS Level 2) ● Demographics: Adult learners with foundational English skills who can read and understand simple sentences, engage in limited social interactions, and begin to express ideas in writing ● Educational Goals: Learners aiming to strengthen communication skills for basic work, community, and daily life tasks, and to transition toward higher ESL levels ● CASAS STEPS Reading - Score Range: 181–190 ● CASAS Listening STEPS - Score Range: 181–190
Course goals	<p>Listening Skills</p> <ul style="list-style-type: none"> ● Understand and respond to basic spoken English in everyday contexts, including: Simple conversations about familiar topics, Instructions and directions with multiple steps (e.g., “Turn right at the stop sign, then go straight”) ● Recognize and respond to questions about personal information or daily routines <p>Speaking Skills</p> <ul style="list-style-type: none"> ● Engage in simple conversations, such as: <ul style="list-style-type: none"> ○ Asking and answering questions about personal details, preferences, and experiences ○ Participating in short discussions about familiar topics (e.g., the weather, family activities) ○ Expressing basic needs and opinions (e.g., “I think...”, “I like...”) ● Use more complete sentences to describe experiences, make requests, and give basic information. <p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and understand: short paragraphs, simple stories, informational texts, common written instructions (e.g., “Fill out this form), signs, labels, schedules, and other functional texts. ● Identify main ideas and details in short readings <p>Writing Skills</p>

	<ul style="list-style-type: none"> • Write: Complete sentences to describe familiar topics, simple paragraphs (3-5 sentences) on personal or practical topics, responses to questions using basic grammar and vocabulary, and personal information on forms or applications <p>Life Skills and Functional English</p> <ul style="list-style-type: none"> • Use English to accomplish daily tasks, such as: <ul style="list-style-type: none"> ○ Filling out forms with more detailed information (e.g., emergency contact, work history) ○ Communicating basic needs in healthcare, education, and community settings ○ Reading and interpreting bus schedules, grocery ads, or basic work instructions • Develop confidence in communicating at work or in the community <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Use simple digital tools, such as: navigating a keyboard or touchscreen, typing short sentences, accessing basic online resources, such as maps or email <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in CASAS Reading and Listening scores (progressing toward 191 or higher) 2. Improve communication skills in speaking, listening, reading, and writing for functional and everyday purposes 3. Gain confidence to participate in the workplace, community, or further educational settings 4. Be prepared to transition to ABE ESL Level 3 or an equivalent higher-level course 	
Course content	CCRS	<p>English Language Proficiency: (Level 1) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Reading: CCR1 (RI/RL.2.1), CCR2 (RI.2.2), CCR3 (RI.2.3), CCR4 (RI.2.4), CCR5 (RI.2.5), CCR7 (RI.2.7), CCR10 (RI.2.10)</p> <p>Writing: CCR2 (W.2.2), CCR3 (W.2.3), CCR4 (W.2.4), CCR5 (W.2.5), CCR6 (W.2.6), CCR8 (W.2.8), CCR10 (W.2.10)</p> <p>Speaking and Listening: CCR1 (SL.2.1), CCR2 (SL.2.2), CCR3 (SL.2.3), CCR4 (SL.2.4), CCR5 (SL.2.5), CCR6 (SL.2.6)</p> <p>Language: CCR1 (L.2.1), CCR2 (L.2.2), CCR3 (L.2.3), CCR4 (L.2.4), CCR5 (L.2.5), CCR6 (L.2.6)</p>
	ACES/TIF	Effective Communication (EC): 1, 2, 3

		Self-Management (SM): 1, 2, 3 Critical Thinking (CT): 1, 2, 4 Learning Strategies (LS): 1, 2, 3 Navigating Systems (NS): 1, 2 Developing a Future Pathway (DFP): 1, 2
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6 Internet Basics: 1, 2, 3, 4 Using Email: 1, 2, 3 Windows OS: 1, 2, 3 Social Media: 1, 2 Information Literacy: 1, 2, 3
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site.	
	Examples include: <i>Burlington English, DuoLingo, Elli, English Unlocked, That's Life & Life Goes On, Marshall Reading</i>	

Course name	ESL Level 3
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: High Beginning ESL or Low-Intermediate ESL (NRS Level 3) ● Demographics: Adult learners with basic communication skills who can handle familiar social and academic tasks but need to improve fluency, vocabulary, and comprehension for more complex interactions ● Educational Goals: Learners seeking to enhance their ability to understand and produce more detailed oral and written communication, and to advance toward independence in academic, workplace, and community settings ● CASAS STEPS Reading - Score Range: 191–200 ● CASAS STEPS Listening - Score Range: 191–200
Course goals	<p>Listening Skills</p> <ul style="list-style-type: none"> ● Understand spoken English in routine and semi-unfamiliar contexts, such as: <ul style="list-style-type: none"> ○ Short dialogues, interviews, and descriptions ○ Multi-step oral instructions and detailed explanations ● Comprehend questions, opinions, and basic arguments in conversations or discussions ● Identify the main ideas and supporting details in spoken English <p>Speaking Skills</p> <ul style="list-style-type: none"> ● Engage in conversations on familiar and semi-familiar topics, such as: <ul style="list-style-type: none"> ○ Work, health, family, and local events ○ Expressing opinions, making requests, and asking for clarification ● Use expanded vocabulary and more complex grammar to describe experiences, express ideas, and share information ● Participate in group discussions or role-play activities with greater confidence and fluency <p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and comprehend longer, more detailed texts, such as: <ul style="list-style-type: none"> ○ Multi-paragraph stories, informational texts, and workplace documents

	<ul style="list-style-type: none"> ○ Charts, graphs, and schedules, interpreting information effectively ● Identify main ideas, supporting details, and simple inferences in a text ● Develop strategies for understanding new vocabulary in context <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write: <ul style="list-style-type: none"> ○ Structured paragraphs (5-7 sentences) on a variety of topics, with topic sentences and supporting details ○ Notes, messages, and short letters using correct grammar and vocabulary ○ Responses to reading or listening materials, demonstrating understanding of key points ● Use basic editing skills to correct grammar, spelling, and punctuation errors <p>Life Skills and Functional English</p> <ul style="list-style-type: none"> ● Use English to navigate real-life scenarios, such as: <ul style="list-style-type: none"> ○ Filling out detailed forms and applications ○ Understanding instructions for workplace or community tasks ○ Communicating effectively in health, education, or public service settings <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> ● Strengthen basic digital skills, including: <ul style="list-style-type: none"> ○ Typing short paragraphs in word processing programs ○ Accessing and navigating online resources for learning or practical purposes ○ Sending and receiving emails with attachments <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Demonstrate measurable progress in CASAS Reading and Listening scores (toward 201 or higher) 2. Read and comprehend longer texts, and write structured paragraphs 3. Speak confidently and fluently in familiar and semi-unfamiliar contexts 4. Use English independently to complete workplace, academic, and community tasks 5. Be prepared to transition to ABE ESL Level 4 or higher-level educational or training opportunities
Course content	<div>CCRS</div> <div>English Language Proficiency: (Level 1) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</div> <div>Reading: CCR1 (RI/RL.3.1), CCR2 (RI.3.2), CCR3 (RI.3.3), CCR4 (RI.3.4), CCR5 (RI.3.5), CCR7 (RI.3.7), CCR8 (RI.3.8), CCR10 (RI.3.10)</div>

		<p>Writing: CCR2 (W.3.2), CCR3 (W.3.3), CCR4 (W.3.4), CCR5 (W.3.5), CCR6 (W.3.6), CCR8 (W.3.8), CCR10 (W.3.10)</p> <p>Speaking and Listening: CCR1 (SL.3.1), CCR2 (SL.3.2), CCR3 (SL.3.3), CCR4 (SL.3.4), CCR5 (SL.3.5), CCR6 (SL.3.6)</p> <p>Language: CCR1 (L.3.1), CCR2 (L.3.2), CCR3 (L.3.3), CCR4 (L.3.4), CCR5 (L.3.5), CCR6 (L.3.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3 Self-Management (SM): 1, 2, 3 Critical Thinking (CT): 1, 2, 3, 4 Learning Strategies (LS): 1, 2, 3 Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3</p>
	Northstar	<p>Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4 Using Email: 1, 2, 3 Windows OS: 1, 2, 3, 4 Social Media: 1, 2 Information Literacy: 1, 2, 3, 4</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Varies by site.</p> <p>Examples include: <i>Burlington English</i>, <i>DuoLingo</i>, <i>Elli</i>, <i>English Unlocked</i>, <i>That's Life & Life Goes On</i>, <i>At Work in the US</i>, <i>Conversations for work</i>, <i>Language Exercises</i>, <i>Marshall Reading</i></p>	

Course name	ESL Level 4
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Intermediate ESL (NRS Level 4) ● Demographics: Adult learners who have a strong foundation in English and are ready to develop more complex communication skills for workplace, academic, and community contexts ● Educational Goals: Learners seeking to refine their reading, writing, listening, and speaking skills to handle increasingly complex tasks, improve fluency, and prepare for advanced ESL courses or GED-level instruction ● CASAS Reading STEPS - Score Range: 201–210 ● CASAS Listening STEPS - Score Range: 201–210
Course goals	<p>Listening Skills</p> <ul style="list-style-type: none"> ● Understand spoken English in a variety of situations, including: extended conversations on familiar and semi-unfamiliar topics, detailed explanations, instructions, and multi-step processes, discussions, and interviews requiring comprehension of opinions and arguments. ● Identify main ideas, details, and inferences from spoken English in real-world scenarios. <p>Speaking Skills</p> <ul style="list-style-type: none"> ● Engage in more complex conversations, such as: sharing opinions, making comparisons, and discussing plans, participating in group discussions and role-plays with improved fluency and confidence, clarifying and paraphrasing ideas to ensure understanding. ● Use more advanced grammar, vocabulary, and pronunciation to express ideas clearly and confidently. <p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and comprehend longer and more detailed texts, such as multi-paragraph informational texts, workplace documents, news articles, charts, graphs, and instructional manuals. ● Analyze main ideas, supporting details, and relationships between ideas in texts. ● Interpret and evaluate information from different sources, including digital content. <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write: Organized paragraphs and short essays on personal, academic, or workplace topics, responses to prompts, demonstrating analysis and critical thinking, letters, emails, and forms with detailed and clear information. ● Use more advanced grammar, sentence structures, and vocabulary in writing tasks.

	<p>Life Skills and Functional English</p> <ul style="list-style-type: none"> • Use English effectively in real-life scenarios, such as: filling out advanced forms, applications, and questionnaires, communicating needs and ideas clearly in the workplace, academic, and community settings, understanding and responding to health, financial, or legal documents. <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Enhance digital skills, including: typing organized documents using word processing software, using email for more formal communication and managing attachments, accessing and evaluating online information for reliability and accuracy <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in CASAS Reading and Listening scores (toward 211 or higher) 2. Read, write, speak, and listen with greater fluency and accuracy in various contexts 3. Communicate confidently in academic, workplace, and community settings 4. Be prepared to transition to ABE ESL Level 5, GED-level instruction, or higher educational opportunities
Course content	<p>CCRS</p> <p>English Language Proficiency: (Level 1) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Reading: CCR1 (RI/RL.4.1), CCR2 (RI.4.2), CCR3 (RI.4.3), CCR4 (RI.4.4), CCR5 (RI.4.5), CCR6 (RI.4.6), CCR7 (RI.4.7), CCR8 (RI.4.8), CCR10 (RI.4.10)</p> <p>Writing: CCR1 (W.4.1), CCR2 (W.4.2), CCR3 (W.4.3), CCR4 (W.4.4), CCR5 (W.4.5), CCR6 (W.4.6), CCR8 (W.4.8), CCR9 (W.4.9), CCR10 (W.4.10)</p> <p>Speaking and Listening: CCR1 (SL.4.1), CCR2 (SL.4.2), CCR3 (SL.4.3), CCR4 (SL.4.4), CCR5 (SL.4.5), CCR6 (SL.4.6)</p> <p>Language: CCR1 (L.4.1), CCR2 (L.4.2), CCR3 (L.4.3), CCR4 (L.4.4), CCR5 (L.4.5), CCR6 (L.4.6)</p>
	<p>ACES/TIF</p> <p>Effective Communication (EC): 1, 2, 3 Self-Management (SM): 1, 2, 3 Critical Thinking (CT): 1, 2, 3, 4 Learning Strategies (LS): 1, 2, 3</p>

		Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4 Using Email: 1, 2, 3 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4 Microsoft Word: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site.	
	Examples include: <i>Burlington English, DuoLingo, Elli, English Unlocked, That's Life & Life Goes On, At Work in the US, Conversations at work, Road to Work, Language Exercises, Reading Basics, Northstar Digital Literacy, Marshall Reading</i>	

Course name	ESL Level 5
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Advanced ESL (NRS Level 5) ● Demographics: Adult learners who have strong foundational English skills and are preparing for high school equivalency, workforce training, postsecondary education, or professional development opportunities ● Educational Goals: Learners aiming to refine academic and professional language skills, improve fluency and accuracy, and handle more complex texts and conversations ● CASAS Reading STEPS - Score Range: 211–220 ● CASAS Listening STEPS - Score Range: 211–220
Course goals	<p>Listening Skills</p> <ul style="list-style-type: none"> ● Understand spoken English in diverse and complex contexts, including discussions, presentations, and extended dialogues, workplace and academic settings involving detailed explanations, arguments, and technical vocabulary. ● Identify main ideas, supporting details, and implied meanings in conversations and audio materials. <p>Speaking Skills</p> <ul style="list-style-type: none"> ● Engage in detailed discussions and presentations, such as expressing opinions, making arguments, and providing evidence, participating in workplace meetings or group discussions with confidence and fluency. ● Use advanced grammar, vocabulary, and pronunciation to communicate clearly and persuasively. ● Respond appropriately to formal and informal situations, adjusting tone and register as needed. <p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and analyze advanced texts, including: multi-paragraph articles, technical manuals, and professional documents, charts, graphs, and tables to extract and interpret information. ● Identify and evaluate main ideas, supporting details, arguments, and relationships between ideas. ● Make inferences and draw conclusions from various types of texts <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write: Structured essays or reports with a clear introduction, supporting paragraphs, and a conclusion, letters, emails, and workplace documents using a formal tone and advanced vocabulary, responses to prompts requiring critical thinking and evidence-based reasoning. ● Edit and revise writing for clarity, accuracy, and appropriate style.

	<p>Life Skills and Functional English</p> <ul style="list-style-type: none"> • Use English effectively in real-world and professional scenarios, such as filling out advanced applications and forms, communicating with employers, clients, or academic institutions, interpreting and responding to financial, health, or legal documents. <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Strengthen advanced digital skills, including: creating and editing documents in word processing software, conducting online research and evaluating sources for credibility, using email for formal communication, and managing digital files, navigating online tools for academic, workplace, and community purposes <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 5. Achieve measurable progress in CASAS Reading and Listening scores (toward 221 or higher) 6. Read and analyze complex texts, and write essays or reports effectively 7. Speak fluently and confidently in academic, workplace, and community discussions 8. Use advanced English and digital literacy skills to navigate professional and educational settings 9. Be prepared to transition to ABE Level 6, GED preparation, or postsecondary education/training
Course content	<p>CCRS</p> <p>English Language Proficiency: (Level 1) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Reading: CCR1 (RI/RL.5.1), CCR2 (RI.5.2), CCR3 (RI.5.3), CCR4 (RI.5.4), CCR5 (RI.5.5), CCR6 (RI.5.6), CCR7 (RI.5.7), CCR8 (RI.5.8), CCR10 (RI.5.10)</p> <p>Writing: CCR1 (W.5.1), CCR2 (W.5.2), CCR3 (W.5.3), CCR4 (W.5.4), CCR5 (W.5.5), CCR6 (W.5.6), CCR7 (W.5.7), CCR8 (W.5.8), CCR9 (W.5.9), CCR10 (W.5.10)</p> <p>Speaking and Listening: CCR1 (SL.5.1), CCR2 (SL.5.2), CCR3 (SL.5.3), CCR4 (SL.5.4), CCR5 (SL.5.5), CCR6 (SL.5.6)</p> <p>Language: CCR1 (L.5.1), CCR2 (L.5.2), CCR3 (L.5.3), CCR4 (L.5.4), CCR5 (L.5.5), CCR6 (L.5.6)</p>
	<p>ACES/TIF</p> <p>Effective Communication (EC): 1, 2, 3 Self-Management (SM): 1, 2, 3 Critical Thinking (CT): 1, 2, 3, 4 Learning Strategies (LS): 1, 2, 3</p>

		Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3 Microsoft PowerPoint: 1, 2, 3
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Burlington English, DuoLingo, Elli, English Unlocked, That's Life and Life Goes On, At Work in the US, Conversations at Work, Road to Work, Language Exercises, Reading Basics, Northstar Digital Literacy, Great Writing, Grammar in Context, Language Builder, English Yes!, English No Problem, Marshall Reading, and Readworks</i>	

Course name	ESL Level 6
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Advanced ESL (NRS Level 6) ● Demographics: Adult learners with high English proficiency who are preparing for postsecondary education, career training, high school equivalency (HSE) tests like the GED, or professional advancement ● Educational Goals: Learners aiming to refine academic and professional English skills, improve critical thinking, advanced writing, reading comprehension, and oral fluency, and transition successfully to college, training programs, or the workplace ● CASAS Reading STEPS - Score Range: 221–235 ● CASAS Listening STEPS - Score Range: 221–235
Course goals	<p>Listening Skills</p> <ul style="list-style-type: none"> ● Understand spoken English in diverse and advanced contexts, such as lectures, professional presentations, and discussions, workplace and academic environments involving detailed instructions, arguments, and technical vocabulary, identify main ideas, supporting details, and implied meanings in formal and informal settings. <p>Speaking Skills</p> <ul style="list-style-type: none"> ● Engage in advanced discussions and presentations, including: expressing and defending opinions using evidence, articulating arguments and providing structured explanations, participating in group discussions, interviews, and workplace meetings with fluency and accuracy. ● Use advanced grammar, pronunciation, and vocabulary to communicate effectively and confidently. <p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and analyze complex texts, such as multi-paragraph academic articles, professional documents, reports, charts, graphs, and data sets to interpret and synthesize information. ● Evaluate main ideas, arguments, and evidence in various types of text. ● Draw inferences and make connections between texts and real-world applications. <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write well-structured essays, reports, and professional documents with clear organization, emails, cover letters, and resumes using a formal tone and advanced vocabulary, and responses to prompts requiring critical thinking and evidence-based reasoning. ● Edit and revise writing for clarity, accuracy, and style

	<p>Life Skills and Functional English</p> <ul style="list-style-type: none"> • Use English proficiently to navigate real-world scenarios, such as: completing advanced applications and formal documentation, communicating effectively with employers, academic advisors, or community representatives, understanding and responding to professional, health, financial, or legal documents. <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Demonstrate advanced digital literacy, including: creating and formatting professional documents using word processing software, conducting online research and evaluating sources for credibility, using digital tools for academic, workplace, and community purposes, such as spreadsheets and presentation software, communicating formally via email, and managing attachments. <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in CASAS Reading and Listening scores (reaching 236 or higher) 2. Demonstrate advanced skills in speaking, reading, writing, and listening for academic and professional settings 3. Transition to Adult Basic Education (ABE), GED preparation, or postsecondary education/training 4. Use advanced English and digital literacy skills confidently in real-world applications
Course content	<p>CCRS</p> <p>English Language Proficiency: (Level 1) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Reading: CCR1 (RI/RL.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p> <p>Speaking and Listening: CCR1 (SL.6.1), CCR2 (SL.6.2), CCR3 (SL.6.3), CCR4 (SL.6.4), CCR5 (SL.6.5), CCR6 (SL.6.6)</p> <p>Language: CCR1 (L.6.1), CCR2 (L.6.2), CCR3 (L.6.3), CCR4 (L.6.4), CCR5 (L.6.5), CCR6 (L.6.6)</p>
	<p>ACES/TIF</p> <p>Effective Communication (EC): 1, 2, 3 Self-Management (SM): 1, 2, 3 Critical Thinking (CT): 1, 2, 3, 4 Learning Strategies (LS): 1, 2, 3</p>

		Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4 Microsoft PowerPoint: 1, 2, 3
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Burlington English, DuoLingo, Elli, English Unlocked, That's Life and Life Goes On, At Work in the US, Conversations at Work, Road to Work, Language Exercises, Reading Basics, Northstar Digital Literacy, Great Writing, Grammar in Context, Language Builder, English Yes!, English No Problem!, Marshall Reading, Readworks</i>	

Course name	ABE Level 1
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: NRS Level 1 (Beginning ABE Literacy) ● Demographics: Adult learners with minimal formal education or foundational literacy skills, who may struggle with basic reading, writing, and numeracy; These learners are often seeking to develop essential skills for everyday life, including employment, community participation, and progressing in education. ● Educational Goals: Learners aiming to develop fundamental skills in reading, writing, and math to perform basic literacy and numeracy tasks, such as recognizing simple words, performing simple calculations, and completing basic forms ● TABE 11/12 Reading - Score Range: 300–441 ● TABE 11/12 Math - Score Range: 300–448 ● TABE 11/12 Language - Score Range: 300–457

Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> • Recognize and read: Letters, high-frequency words, and simple sentences, basic environmental print (e.g., signs, labels, advertisements), identify main ideas and details in short, simple passages. • Develop phonemic awareness and decoding skills to build reading fluency <p>Writing Skills</p> <ul style="list-style-type: none"> • Write: Letters, words, and short sentences with basic punctuation and capitalization, personal information, such as name, address, and phone number, on simple forms, responses to prompts using basic sentence structures. • Begin to organize thoughts into short, coherent written pieces <p>Math Skills</p> <ul style="list-style-type: none"> • Understand and use: whole numbers for counting, addition, and subtraction, basic measurement concepts (e.g., time, length, and money), simple geometric shapes and concepts. • Solve simple real-life math problems (e.g., counting change, following a recipe) <p>Language and Communication Skills</p> <ul style="list-style-type: none"> • Understand and use: Commonly spoken words and phrases for daily activities, simple oral instructions, and conversations in familiar contexts. • Begin to use complete sentences to express ideas and needs <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none"> • Apply reading, writing, and math skills in everyday situations, such as: completing basic forms, such as job applications or school enrollment documents, reading and understanding schedules, labels, and signs, managing a budget with simple income and expenses. <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Learn basic digital skills, such as typing letters, numbers, and short words on a keyboard, using basic computer or mobile device functions, such as opening apps or navigating a touchscreen, searching for simple information online, or accessing digital resources. <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores (toward NRS Level 2). 2. Develop foundational literacy and numeracy skills to perform everyday tasks confidently. 3. Be prepared to transition to an ABE Level 2 course or equivalent higher-level instruction.
Course content	<p>CCRS</p> <p>Reading: CCR1 (RI/RL.1.1), CCR2 (RI.1.2), CCR3 (RI.1.3), CCR4 (RI.1.4), CCR7 (RI.1.7), CCR10 (RI.1.10)</p> <p>Writing: CCR2 (W.1.2), CCR3 (W.1.3), CCR4 (W.1.4), CCR5 (W.1.5), CCR8 (W.1.8), CCR10 (W.1.10)</p>

		Speaking and Listening: CCR1 (SL.1.1), CCR2 (SL.1.2), CCR3 (SL.1.3), CCR4 (SL.1.4), CCR6 (SL.1.6) Language: CCR1 (L.1.1), CCR2 (L.1.2), CCR4 (L.1.4), CCR6 (L.1.6)
	ACES/TIF	Effective Communication (EC): 1, 2 Self-Management (SM): 1, 3 Critical Thinking (CT): 1, 2 Learning Strategies (LS): 1, 2, 3 Navigating Systems (NS): 1, 2 Developing a Future Pathway (DFP): 1, 2
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5 Internet Basics: 1, 2 Using Email: 1, 2 Windows OS: 1, 2
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Number Power, Number Sense, Readworks, Khan Academy, Marshall Reading, Vocab Advantage Social Studies, Northstar Digital Literacy, Vocabulary Drills, Language Exercises, Language Builder, Reading Basics, Reading Drills, Common Core Basics Social Studies, and Science.</i>	

Course name	ABE Level 2
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: NRS Level 2 (Beginning Basic Education) ● Demographics: Adult learners who have some foundational literacy and numeracy skills but need to develop greater fluency in reading, writing, and math. These learners may be preparing for entry-level employment, further adult education, or independent daily living tasks requiring literacy and numeracy. ● Educational Goals: Learners aiming to improve their ability to read simple texts, write complete sentences and short paragraphs, and perform basic math operations to support real-life applications such as budgeting, scheduling, and filling out forms ● TABE 11/12 Reading - Score Range: 442–500 ● TABE 11/12 Math - Score Range: 449–495 ● TABE 11/12 Language - Score Range: 458–510
Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and comprehend simple passages, short articles, and basic informational texts. ● Identify main ideas and supporting details in short texts ● Develop vocabulary skills, including word recognition and context clues ● Improve reading fluency through phonics, sight words, and structured practice <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write complete sentences using correct punctuation and capitalization ● Develop simple paragraphs with a topic sentence and supporting details ● Fill out basic forms and applications accurately. ● Begin to use transition words and more structured writing <p>Math Skills</p> <ul style="list-style-type: none"> ● Perform basic addition, subtraction, multiplication, and division with whole numbers. ● Understand and use fractions, decimals, and basic percentages in real-life applications. ● Solve simple word problems related to shopping, budgeting, and time management. ● Read and interpret simple graphs, tables, and charts <p>Language and Communication Skills</p> <ul style="list-style-type: none"> ● Understand and follow simple multi-step oral and written instructions

Course content	<ul style="list-style-type: none"> • Use complete sentences in everyday conversations • Express ideas, needs, and opinions in basic written and spoken English <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none"> • Apply reading, writing, and math skills to everyday tasks such as reading and following schedules, recipes, and instructions, writing personal letters, emails, and messages, understanding pay stubs, bills, and basic financial documents <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Use basic keyboarding skills and word processing tools • Navigate simple online searches and fill out digital forms • Use email for basic communication <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores (toward NRS Level 3) 2. Demonstrate improved reading comprehension, writing fluency, and numeracy skills 3. Be prepared to transition to an ABE Level 3 course or equivalent higher-level instruction 	
	CCRS	<p>Reading: CCR1 (RI/RL.2.1), CCR2 (RI.2.2), CCR3 (RI.2.3), CCR4 (RI.2.4), CCR5 (RI.2.5), CCR7 (RI.2.7), CCR10 (RI.2.10)</p> <p>Writing: CCR2 (W.2.2), CCR3 (W.2.3), CCR4 (W.2.4), CCR5 (W.2.5), CCR8 (W.2.8), CCR10 (W.2.10)</p> <p>Speaking and Listening: CCR1 (SL.2.1), CCR2 (SL.2.2), CCR3 (SL.2.3), CCR4 (SL.2.4), CCR6 (SL.2.6)</p> <p>Language: CCR1 (L.2.1), CCR2 (L.2.2), CCR3 (L.2.3), CCR4 (L.2.4), CCR6 (L.2.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2</p> <p>Developing a Future Pathway (DFP): 1, 2</p>
	Northstar	<p>Basic Computer Skills: 1, 2, 3, 4, 5, 6</p> <p>Internet Basics: 1, 2, 3</p> <p>Using Email: 1, 2, 3</p> <p>Windows OS: 1, 2, 3</p>
	Other	

	(e.g. career/occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Varies by site.</p> <p>Examples include: <i>Number Power, Number Sense, Readworks, Khan Academy, Marshall Reading, Vocab Advantage Social Studies, Northstar Digital Literacy, Vocabulary Drills, Language Exercises, Language Builder, Reading Basics, Reading Drills, Common Core Basics Social Studies and Science, MCIS, Common Literacy, Breakthroughs in Social Studies, Breakthroughs in Science, Vocab Advantage for Earth and Physical Science</i></p>	

Course name	ABE Level 3
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: NRS Level 3 (Low Intermediate Basic Education) ● Demographics: Adult learners who have basic literacy and numeracy skills but need to improve comprehension, fluency, and problem-solving in reading, writing, and math. These learners may be preparing for entry-level employment, career training, or further education ● Educational Goals: Learners aiming to strengthen their ability to read and understand longer passages, write structured paragraphs, and apply math concepts for real-world tasks such as budgeting, scheduling, and workplace applications ● TABE 11/12 Reading - Score Range: 501–535 ● TABE 11/12 Math - Score Range: 496–536 ● TABE 11/12 Language - Score Range: 511–546
Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and comprehend multi-paragraph passages, short articles, and informational texts. ● Identify main ideas, supporting details, and basic inferences in texts ● Expand vocabulary through word analysis, context clues, and dictionary use ● Improve reading fluency and comprehension strategies <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write structured paragraphs with a topic sentence, supporting details, and a conclusion. ● Use correct punctuation, capitalization, and sentence structure in writing ● Complete workplace and community-related forms accurately ● Develop basic editing and revision skills <p>Math Skills</p> <ul style="list-style-type: none"> ● Perform multi-digit addition, subtraction, multiplication, and division ● Understand and apply fractions, decimals, and percentages in real-life situations ● Solve multi-step word problems involving measurement, money, and time ● Interpret graphs, tables, and charts <p>Language and Communication Skills</p> <ul style="list-style-type: none"> ● Follow and respond to multi-step oral and written instructions

Course content	<ul style="list-style-type: none"> • Use complete sentences to express ideas and opinions in conversation and writing • Engage in discussions using appropriate vocabulary and sentence structure <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none"> • Apply reading, writing, and math skills to real-world tasks, such as: Understanding and filling out applications, forms, and schedules, writing basic emails and personal letters, managing finances, budgeting, and reading pay stubs <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Use basic word processing software for writing and editing documents • Conduct simple online research and evaluate sources for credibility • Use email and online forms for communication <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores (toward NRS Level 4) 2. Demonstrate improved comprehension, writing, and numeracy skills for academic and workplace readiness 3. Be prepared to transition to an ABE Level 4 course or equivalent higher-level instruction 	
	CCRS	<p>Reading: CCR1 (RI/RL.3.1), CCR2 (RI.3.2), CCR3 (RI.3.3), CCR4 (RI.3.4), CCR5 (RI.3.5), CCR7 (RI.3.7), CCR8 (RI.3.8), CCR10 (RI.3.10)</p> <p>Writing: CCR1 (W.3.1), CCR2 (W.3.2), CCR3 (W.3.3), CCR4 (W.3.4), CCR5 (W.3.5), CCR6 (W.3.6), CCR8 (W.3.8), CCR10 (W.3.10)</p> <p>Speaking and Listening: CCR1 (SL.3.1), CCR2 (SL.3.2), CCR3 (SL.3.3), CCR4 (SL.3.4), CCR5 (SL.3.5), CCR6 (SL.3.6)</p> <p>Language: CCR1 (L.3.1), CCR2 (L.3.2), CCR3 (L.3.3), CCR4 (L.3.4), CCR5 (L.3.5), CCR6 (L.3.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2</p> <p>Developing a Future Pathway (DFP): 1, 2</p>
	Northstar	<p>Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7</p> <p>Internet Basics: 1, 2, 3, 4</p> <p>Using Email: 1, 2, 3, 4</p> <p>Windows OS: 1, 2, 3, 4</p>

		Social Media: 1, 2 Information Literacy: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	<p>Varies by site.</p> <p>Examples include: <i>Number Power, Number Sense, Readworks, Khan Academy, Marshall Reading, Vocab Advantage Social Studies, Northstar Digital Literacy, Vocabulary Drills, Language Exercises, Language Builder, Reading Basics, Reading Drills, Common Core Basics Social Studies and Science, MCIS, Common Literacy, Breakthroughs in Social Studies and Science, Grammar in Context, GED Writing, Common Core Achieve Social Studies and Science, Breakthroughs in Science, Vocab Advantage for Earth and Physical Science</i></p>	

Course name	ABE Level 4
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: NRS Level 4 (High Intermediate Basic Education) ● Demographics: Adult learners who have developed foundational literacy and numeracy skills but need to strengthen comprehension, fluency, and problem-solving to prepare for higher education, job training, or workforce advancement. These learners are likely working toward high school equivalency (HSE) preparation or college readiness ● Educational Goals: Learners aiming to enhance their ability to analyze and interpret complex texts, write multi-paragraph responses, and apply multi-step math concepts to real-world and academic tasks ● TABE 11/12 Reading - Score Range: 536–575 ● TABE 11/12 Math - Score Range: 537–595 ● TABE 11/12 Language - Score Range: 547–583
Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and analyze multi-paragraph passages, informational texts, and workplace documents. ● Identify main ideas, supporting details, and make inferences ● Expand vocabulary through word analysis, root words, prefixes, and suffixes ● Interpret and evaluate information from graphs, charts, and tables <p>Writing Skills</p> <ul style="list-style-type: none"> ● Perform multi-step operations with whole numbers, fractions, decimals, and percentages. ● Solve real-world problems involving measurement, ratios, proportions, and algebraic reasoning.g ● Interpret and analyze data in charts, tables, and graphs ● Apply critical thinking skills to solve word problems <p>Math Skills</p> <ul style="list-style-type: none"> ● Perform multi-digit addition, subtraction, multiplication, and division ● Understand and apply fractions, decimals, and percentages in real-life situations ● Solve multi-step word problems involving measurement, money, and time ● Interpret graphs, tables, and charts <p>Language and Communication Skills</p> <ul style="list-style-type: none"> ● Understand and respond to complex written and oral instructions

Course content	<ul style="list-style-type: none"> Express ideas and opinions clearly in discussion and written form Use formal and informal communication effectively in academic and workplace settings <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none"> Apply reading, writing, and math skills to real-life situations, including: filling out advanced forms, applications, and work documents, writing professional emails, cover letters, and summaries, understanding financial literacy concepts such as budgeting, loans, and taxes <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> Use word processing software for writing and editing documents Conduct online research and evaluate sources for reliability Use spreadsheets for organizing and analyzing data Communicate effectively via email and online platforms <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores (toward NRS Level 5) Demonstrate improved reading comprehension, writing fluency, and math problem-solving skills Be prepared to transition to an ABE Level 5 course, high school equivalency (HSE) preparation, or career/college readiness programs. 	
	CCRS	<p>Reading: CCR1 (RI/RL.4.1), CCR2 (RI.4.2), CCR3 (RI.4.3), CCR4 (RI.4.4), CCR5 (RI.4.5), CCR6 (RI.4.6), CCR7 (RI.4.7), CCR8 (RI.4.8), CCR10 (RI.4.10)</p> <p>Writing: CCR1 (W.4.1), CCR2 (W.4.2), CCR3 (W.4.3), CCR4 (W.4.4), CCR5 (W.4.5), CCR6 (W.4.6), CCR8 (W.4.8), CCR9 (W.4.9), CCR10 (W.4.10)</p> <p>Speaking and Listening: CCR1 (SL.4.1), CCR2 (SL.4.2), CCR3 (SL.4.3), CCR4 (SL.4.4), CCR5 (SL.4.5), CCR6 (SL.4.6)</p> <p>Language: CCR1 (L.4.1), CCR2 (L.4.2), CCR3 (L.4.3), CCR4 (L.4.4), CCR5 (L.4.5), CCR6 (L.4.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2, 3</p> <p>Developing a Future Pathway (DFP): 1, 2, 3</p>
	Northstar	<p>Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7</p> <p>Internet Basics: 1, 2, 3, 4, 5</p>

		Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4 Microsoft PowerPoint: 1, 2, 3
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Number Power, Readworks, Khan Academy, Marshall Reading, Northstar Digital Literacy, Vocabulary Drills, Language Exercises, Language Builder, Reading Basics, Reading Drills, Common Literacy, Breakthroughs in Social Studies and Science, Grammar in Context, GED Writing, Common Core Achieve Social Studies and Science, MCIS, Great Writing, Reading in the Content Areas, GED Science, Social Studies for the GED Test, Workforce Workplace Skills Applied Mathematics, Pre GED Science, Breakthroughs in Science.</i>	

Course name	ABE Level 5
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: NRS Level 5 (High Intermediate Basic Education) ● Demographics: Adult learners who have developed strong literacy and numeracy skills but need to further refine comprehension, analytical thinking, and problem-solving to prepare for high school equivalency (HSE) exams, postsecondary education, or workforce training. These learners are typically working toward GED preparation, career pathways, or college readiness. ● Educational Goals: Learners aiming to develop advanced reading comprehension, essay writing, and mathematical reasoning skills for academic and workplace applications ● TABE 11/12 Reading - Score Range: 576–616 ● TABE 11/12 Math - Score Range: 596–656 ● TABE 11/12 Language - Score Range: 584–630
Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and analyze complex literary and informational texts, including academic articles and workplace documents. ● Identify main ideas, supporting details, and draw inferences from advanced texts. ● Interpret arguments, evaluate evidence, and determine an author’s purpose and tone. ● Analyze information from charts, tables, and graphs in various contexts <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write well-structured essays with a clear introduction, body paragraphs, and conclusion. ● Use formal writing conventions, including correct grammar, punctuation, and sentence structure. ● Develop arguments with logical reasoning and supporting evidence ● Summarize, paraphrase, and cite information from multiple sources <p>Math Skills</p> <ul style="list-style-type: none"> ● Solve multi-step mathematical problems using algebraic reasoning, ratios, and percentages. ● Apply critical thinking to solve real-world math problems involving data analysis, measurement, and probability. ● Work with exponents, square roots, and basic geometry ● Interpret and analyze data in charts, graphs, and complex tables

	<p>Language and Communication Skills</p> <ul style="list-style-type: none">● Use advanced vocabulary and sentence structures in writing and discussions● Express complex ideas clearly and effectively in formal and informal settings● Engage in debates, presentations, and workplace discussions with confidence <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none">● Apply reading, writing, and math skills to professional and academic tasks, such as writing professional emails, cover letters, and reports, filling out complex applications, job forms, and financial documents, understanding contracts, legal documents, and workplace policies <p>Digital Literacy Skills</p> <ul style="list-style-type: none">● Use word processing software to format and edit essays and reports● Conduct online research, evaluate sources, and synthesize information● Create and interpret spreadsheets for workplace and academic applications● Communicate professionally via email and online collaboration tools <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none">1. Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores (toward NRS Level 6)2. Demonstrate improved reading, writing, and math skills for high school equivalency (HSE), workforce training, or postsecondary education.3. Be prepared to transition to an ABE Level 6 course, GED preparation, or career/college readiness programs.	
Course content	CCRS	<p>Reading: CCR1 (RI/RL.5.1), CCR2 (RI.5.2), CCR3 (RI.5.3), CCR4 (RI.5.4), CCR5 (RI.5.5), CCR6 (RI.5.6), CCR7 (RI.5.7), CCR8 (RI.5.8), CCR9 (RI.5.9), CCR10 (RI.5.10)</p> <p>Writing: CCR1 (W.5.1), CCR2 (W.5.2), CCR3 (W.5.3), CCR4 (W.5.4), CCR5 (W.5.5), CCR6 (W.5.6), CCR7 (W.5.7), CCR8 (W.5.8), CCR9 (W.5.9), CCR10 (W.5.10)</p> <p>Speaking and Listening: CCR1 (SL.5.1), CCR2 (SL.5.2), CCR3 (SL.5.3), CCR4 (SL.5.4), CCR5 (SL.5.5), CCR6 (SL.5.6)</p> <p>Language: CCR1 (L.5.1), CCR2 (L.5.2), CCR3 (L.5.3), CCR4 (L.5.4), CCR5 (L.5.5), CCR6 (L.5.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2, 3</p>

		Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4 Microsoft PowerPoint: 1, 2, 3
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Number Power, Readworks, Khan Academy, Marshall Reading, Northstar Digital Literacy, Vocabulary Drills, Language Exercises, Language Builder, Reading Basics, Reading Drills, Common Literacy, Breakthroughs in Social Studies and Science, Grammar in Context, GED Writing, Common Core Achieve Social Studies and Science, MCIS, Great Writing, Reading in the Content Areas, GED Science, Social Studies for the GED Test, Workforce Workplace Skills Applied Mathematics, PreGED Science</i>	

Course name	ABE Level 6
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: NRS Level 6 (High Intermediate Basic Education) ● Demographics: Adult learners who have strong academic skills and are preparing for high school equivalency (HSE) exams, postsecondary education, workforce training, or career advancement. These learners are typically working toward transitioning into college-level coursework or job certification programs ● Educational Goals: Learners aiming to refine advanced reading comprehension, academic writing, and higher-order math skills for success in postsecondary education, workforce development, or high school equivalency exams such as the GED or HiSET ● TABE 11/12 Reading - Score Range: 617–800 ● TABE 11/12 Math - Score Range: 657–800 ● TABE 11/12 Language - Score Range: 631–800
Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and critically analyze complex academic and workplace texts. ● Identify main ideas, supporting details, and synthesize information from multiple sources. ● Evaluate arguments, assess credibility, and determine an author's intent ● Interpret data and information presented in charts, graphs, and infographics <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write well-organized essays and research-based reports using formal academic language. ● Develop and support arguments with logical reasoning and evidence ● Use correct grammar, punctuation, and advanced sentence structures in writing ● Summarize, paraphrase, and properly cite sources in writing <p>Math Skills</p> <ul style="list-style-type: none"> ● Solve multi-step algebraic equations and apply advanced problem-solving strategies. ● Work with ratios, proportions, geometry, probability, and statistics in real-world applications. ● Interpret and analyze data from tables, graphs, and complex figures ● Use critical thinking to approach word problems and mathematical reasoning tasks

	<p>Language and Communication Skills</p> <ul style="list-style-type: none">● Engage in academic and professional discussions using advanced vocabulary● Express opinions, provide explanations, and articulate arguments clearly in formal and informal settings● Participate in debates, presentations, and structured conversations with confidence <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none">● Apply reading, writing, and math skills to professional and academic tasks, such as writing professional reports, resumes, and formal emails, completing job applications, college admission forms, and financial aid documents, understanding contracts, financial literacy concepts, and workplace policies. <p>Digital Literacy Skills</p> <ul style="list-style-type: none">● Use advanced word processing tools for formatting, editing, and structuring documents● Conduct academic and professional research, evaluating sources for credibility● Create and interpret spreadsheets for workplace and academic applications● Communicate professionally via email, online platforms, and virtual collaboration tools <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none">1. Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores at the highest level2. Demonstrate the academic and critical thinking skills needed for postsecondary education, workforce training, or high school equivalency exams.3. Be fully prepared to transition to college-level coursework, career certification programs, or advanced workplace roles.	
Course content	CCRS	<p>Reading: CCR1 (RI/RL.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p> <p>Speaking and Listening: CCR1 (SL.6.1), CCR2 (SL.6.2), CCR3 (SL.6.3), CCR4 (SL.6.4), CCR5 (SL.6.5), CCR6 (SL.6.6)</p> <p>Language: CCR1 (L.6.1), CCR2 (L.6.2), CCR3 (L.6.3), CCR4 (L.6.4), CCR5 (L.6.5), CCR6 (L.6.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p>

		Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4, 5 Microsoft PowerPoint: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Number Power, Readworks, Khan Academy, Marshall Reading, Northstar Digital Literacy, Vocabulary Drills, Language Exercises, Language Builder, Reading Basics, Reading Drills, Common Literacy, Breakthroughs in Social Studies and Science, Grammar in Context, GED Writing, Common Core Achieve Social Studies and Science, MCIS, Great Writing, Reading in the Content Areas, GED Science, Social Studies for the GED Test, GED Science</i>	

Course name	ADP English Language Arts Literacy
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Adult Secondary Education (NRS Levels 5–6) ● Demographics: Adult learners who are working toward earning a Minnesota Adult Diploma and need to demonstrate proficiency in English Language Arts (ELA) to meet high school graduation requirements. These learners are typically preparing for postsecondary education, career training, or workforce advancement ● Educational Goals: Learners aiming to refine reading comprehension, academic writing, critical thinking, and communication skills to meet the Minnesota Adult Diploma ELA standards and transition into college, career training, or professional opportunities ● TABE 11/12 Reading - Score Range: 576–800 ● TABE 11/12 Math - Score Range: 596–800 (<i>if required for diploma completion</i>) ● TABE 11/12 Language - Score Range: 584–800
Course goals	<p>Reading Skills</p> <ul style="list-style-type: none"> ● Read and analyze complex literary and informational texts, including fiction, nonfiction, and academic articles. ● Identify main ideas, supporting details, and draw inferences from a variety of sources. ● Evaluate arguments, assess credibility, and determine an author’s intent and perspective. ● Interpret information from charts, graphs, and research-based sources <p>Writing Skills</p> <ul style="list-style-type: none"> ● Write well-structured essays, research papers, and professional documents ● Develop clear arguments with logical reasoning and textual evidence ● Use correct grammar, punctuation, and advanced sentence structures in writing ● Summarize, paraphrase, and properly cite sources in written work. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Engage in academic discussions, debates, and presentations. ● Express opinions, provide explanations, and articulate arguments clearly ● Demonstrate active listening skills by summarizing and responding to spoken information ● Participate in collaborative discussions using appropriate academic language

	<p>Research and Media Literacy Skills</p> <ul style="list-style-type: none"> • Conduct academic and professional research using credible sources • Evaluate digital and print sources for accuracy, bias, and relevance • Synthesize information from multiple sources into written and oral presentations • Apply proper citation techniques in research projects <p>Life Skills and Functional Knowledge</p> <ul style="list-style-type: none"> • Apply ELA skills to real-world tasks such as: writing resumes, cover letters, and formal emails, reading and interpreting workplace policies, contracts, and financial documents, understanding and engaging with news, media, and community resources. <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> • Use word processing software for formatting, editing, and structuring documents • Conduct online research, evaluate sources, and synthesize information • Communicate professionally via email and virtual collaboration tools • Develop proficiency in using technology for academic and professional success <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in TABE 11/12 Reading and Language scores 2. Demonstrate mastery of Minnesota Adult Diploma ELA competencies through assessments 3. Be fully prepared to transition to postsecondary education, workforce training, or career advancement opportunities 	
Course content	CCRS	<p>Reading: CCR1 (RI/RL.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p> <p>Speaking and Listening: CCR1 (SL.6.1), CCR2 (SL.6.2), CCR3 (SL.6.3), CCR4 (SL.6.4), CCR5 (SL.6.5), CCR6 (SL.6.6)</p> <p>Language: CCR1 (L.6.1), CCR2 (L.6.2), CCR3 (L.6.3), CCR4 (L.6.4), CCR5 (L.6.5), CCR6 (L.6.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p>

		Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Social Media: 1, 2, 3 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4 Microsoft PowerPoint: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Northstar Digital Literacy, GED Writing, Grammar in Context, Great Writing, MCIS, Reading Basics, Language Builder, Readworks, Vocabulary Drills.</i>	

Course name	ADP Math Literacy
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Adult Secondary Education (NRS Levels 5–6) ● Demographics: Adult learners working toward earning a Minnesota Adult Diploma who need to demonstrate proficiency in mathematics to meet high school graduation requirements; These learners are typically preparing for postsecondary education, career training, or workforce advancement where mathematical reasoning and problem-solving skills are essential. ● Educational Goals: Learners aiming to strengthen their numeracy, algebraic reasoning, data analysis, and problem-solving skills to meet the Minnesota Adult Diploma math standards and transition into college, career training, or employment requiring mathematical proficiency ● TABE 11/12 Reading - Score Range: 576–800 <i>(if required for diploma completion)</i> ● TABE 11/12 Math - Score Range: 596–800 ● TABE 11/12 Language-Score Range: 584–800 <i>(if required for diploma completion)</i>
Course goals	<p>Numeracy and Operations</p> <ul style="list-style-type: none"> ● Perform multi-step arithmetic operations with whole numbers, fractions, decimals, and percentages. ● Apply order of operations (PEMDAS) in problem-solving situations ● Estimate and round numbers to check for reasonableness of solutions <p>Algebraic Reasoning</p> <ul style="list-style-type: none"> ● Understand and apply basic algebraic concepts, including variables, expressions, and equations. ● Solve linear equations, inequalities, and real-world word problems involving algebraic reasoning. ● Interpret and create algebraic expressions and functions <p>Geometry and Measurement</p> <ul style="list-style-type: none"> ● Use geometric formulas to calculate perimeter, area, volume, and surface area. ● Understand and apply properties of angles, triangles, and circles ● Convert between measurement systems (metric and standard) and apply them in real-world contexts <p>Data Analysis and Probability</p> <ul style="list-style-type: none"> ● Interpret and analyze data presented in tables, charts, and graphs ● Calculate measures of central tendency (mean, median, mode) and variability (range, standard deviation) ● Understand and apply basic probability concepts to real-world scenarios

	<p>Problem-Solving and Mathematical Reasoning</p> <ul style="list-style-type: none">● Apply mathematical reasoning to solve multi-step real-world problems● Use critical thinking to analyze word problems and determine appropriate mathematical operations● Demonstrate problem-solving strategies, including estimation, working backward, and pattern recognition <p>Financial and Workplace Math</p> <ul style="list-style-type: none">● Apply math skills to real-world financial situations, including: Creating and managing a budget, calculating interest rates, loans, and savings, understanding taxes, wages, and deductions from a paycheck● Use mathematical reasoning in workplace settings, such as inventory calculations, scheduling, and production analysis <p>Digital Literacy Skills</p> <ul style="list-style-type: none">● Use spreadsheets to organize and analyze numerical data● Utilize graphing technology and online calculators to solve mathematical problems● Interpret and evaluate mathematical data from digital sources <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none">1. Achieve measurable progress in TABE 11/12 Math scores2. Demonstrate mastery of Minnesota Adult Diploma math competencies through assessments, real-world applications, and project-based learning.g3. Be fully prepared to transition to postsecondary education, workforce training, or career advancement opportunities that require strong math skills.	
Course content	CCRS	<p>Mathematics: CCR1 (Math.6.NS.1), CCR2 (Math.6.NS.2), CCR3 (Math.6.NS.3), CCR4 (Math.6.EE.1), CCR5 (Math.6.EE.2), CCR6 (Math.6.G.1), CCR7 (Math.6.SP.1), CCR8 (Math.7.RP.1), CCR9 (Math.7.NS.1), CCR10 (Math.8.F.1)</p> <p>Reading: CCR1 (RI.6.1), CCR2 (RI.6.2), CCR4 (RI.6.4), CCR7 (RI.6.7)</p> <p>Writing: CCR2 (W.6.2), CCR4 (W.6.4), CCR9 (W.6.9)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2, 3</p> <p>Developing a Future Pathway (DFP): 1, 2, 3</p>

	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4, 5
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Number Power, Math Sense, Mathematical Reasoning, Workforce Workplace Skills- Applied Math, Number Sense, Khan Academy</i>	

Course name	ADP Science Literacy
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Adult Secondary Education (NRS Levels 5–6) ● Demographics: Adult learners working toward earning a Minnesota Adult Diploma who need to demonstrate proficiency in science literacy to meet high school graduation requirements; These learners are typically preparing for postsecondary education, career training, or workforce advancement, where understanding historical events, civic responsibilities, and critical thinking in social contexts is essential. ● Educational Goals: Learners aiming to strengthen their reading comprehension, analytical skills, research methodologies, and understanding scientific concepts and systems to meet the Minnesota Adult Diploma science standards and transition into college or career training ● TABE 11/12 Reading - Score Range: 576–800 ● TABE 11/12 Math - Score Range: 596–800 <i>(if required for diploma completion)</i> ● TABE 11/12 Language-Score Range: 584–800
Course goals	<p>Scientific Inquiry and Critical Thinking</p> <ul style="list-style-type: none"> ● Apply the scientific method to ask questions, form hypotheses, conduct experiments, and analyze results. ● Develop critical thinking skills by evaluating scientific arguments and distinguishing between facts and opinions. ● Interpret and analyze scientific data from charts, graphs, and research findings. <p>Physical Science</p> <ul style="list-style-type: none"> ● Understand and apply concepts related to matter, energy, motion, and forces. ● Explain basic chemical reactions, properties of matter, and energy transformation.s ● Explore the role of electricity, magnetism, and waves in technology and everyday life. <p>Life Science</p> <ul style="list-style-type: none"> ● Describe the structure and function of cells, organs, and body systems ● Understand principles of genetics, heredity, and evolution ● Analyze ecosystems, food chains, and the impact of human activities on the environment <p>Earth and Space Science</p> <ul style="list-style-type: none"> ● Explain weather, climate, and geological processes (e.g., plate tectonics, erosion) ● Understand the relationships between Earth, the moon, and the solar system ● Evaluate the impact of natural disasters and environmental changes on human life

	<p>Science and Society</p> <ul style="list-style-type: none"> ● Examine the role of science in technology, health, and environmental sustainability. ● Evaluate the impact of scientific discoveries and innovations on society ● Understand the importance of scientific literacy in making informed decisions about health, safety, and environmental issues <p>Research and Communication in Science</p> <ul style="list-style-type: none"> ● Read and interpret scientific texts, research articles, and technical documents. ● Write lab reports, research summaries, and science-based essays using evidence-based reasoning. ● Use proper citation and research techniques to evaluate sources and avoid misinformation. <p>Digital Literacy and Scientific Applications</p> <ul style="list-style-type: none"> ● Utilize digital tools to conduct scientific research, collect data, and analyze results ● Evaluate online sources for credibility when researching scientific topics ● Use technology to create presentations, reports, and data visualizations for scientific communication <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in TABE 11/12 Reading and Language scores 2. Demonstrate mastery of Minnesota Adult Diploma science competencies through assessments, lab work, research projects, and real-world applications. 3. Be fully prepared to transition to postsecondary education, STEM workforce training, or careers requiring scientific literacy. 	
Course content	CCRS	<p>Reading: CCR1 (RI.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p> <p>Speaking and Listening: CCR1 (SL.6.1), CCR2 (SL.6.2), CCR3 (SL.6.3), CCR4 (SL.6.4), CCR5 (SL.6.5), CCR6 (SL.6.6)</p> <p>Language: CCR1 (L.6.1), CCR2 (L.6.2), CCR3 (L.6.3), CCR4 (L.6.4), CCR5 (L.6.5), CCR6 (L.6.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2, 3</p>

		Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4, 5 Microsoft PowerPoint: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Common Core Achieve Science, Breakthroughs in Science, PreGED Science, Steck Vaughn Pre-GED Test Science Preparation, Crash Course Videos</i>	

Course name	ADP Social Studies Literacy
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Adult Secondary Education (NRS Levels 5–6) ● Demographics: Adult learners working toward earning a Minnesota Adult Diploma who need to demonstrate proficiency in social studies literacy to meet high school graduation requirements; These learners are typically preparing for postsecondary education, career training, or workforce advancement, where understanding historical events, civic responsibilities, and critical thinking in social contexts is essential ● Educational Goals: Learners aiming to strengthen their reading comprehension, analytical skills, research abilities, and understanding of historical and governmental systems to meet the Minnesota Adult Diploma social studies standards and transition into college, career training, or civic engagement ● TABE 11/12 Reading - Score Range: 576–800 ● TABE 11/12 Math - Score Range: 596–800 <i>(if required for diploma completion)</i> ● TABE 11/12 Language - Score Range: 584–800
Course goals	<p>Civics and Government</p> <ul style="list-style-type: none"> ● Understand the structure and functions of local, state, and federal government. ● Analyze the U.S. Constitution, Bill of Rights, and key amendments ● Explain the roles and responsibilities of citizens in a democracy ● Evaluate the impact of voting, laws, and civic participation on society <p>U.S. and World History</p> <ul style="list-style-type: none"> ● Identify major historical events and their impact on society ● Analyze cause-and-effect relationships in historical events ● Compare different perspectives on historical issues ● Understand the influence of key figures and movements in history <p>Geography and Global Studies</p> <ul style="list-style-type: none"> ● Interpret and analyze maps, charts, and geographic data ● Understand how geography influences cultures, economies, and global relationships ● Examine the effects of migration, climate, and natural resources on societies ● Evaluate how globalization impacts local and international communities

	<p>Economics and Financial Literacy</p> <ul style="list-style-type: none"> ● Explain basic economic principles such as supply and demand, inflation, and trade. ● Understand the role of businesses, government, and individuals in the economy. ● Analyze how taxes, credit, banking, and financial policies affect daily life. ● Develop personal financial literacy, including budgeting, saving, and understanding credit. <p>Research and Analytical Skills</p> <ul style="list-style-type: none"> ● Evaluate primary and secondary sources for accuracy and bias ● Develop research skills using credible sources ● Summarize and present findings in written or oral formats ● Analyze different perspectives on social and political issues <p>Reading and Writing for Social Studies</p> <ul style="list-style-type: none"> ● Read and interpret historical documents, news articles, and political speeches ● Write structured essays and reports that explain historical and social concepts ● Use evidence to support arguments in discussions and written work ● Summarize, paraphrase, and cite sources properly <p>Civic Engagement and Social Responsibility</p> <ul style="list-style-type: none"> ● Understand the impact of policies and laws on communities ● Participate in discussions about social issues and community concerns ● Explore ways to be actively involved in local and national civic initiatives <p>Digital Literacy and Social Studies Applications</p> <ul style="list-style-type: none"> ● Use digital tools to research and analyze historical and current events ● Evaluate the credibility of online news sources and media ● Utilize technology to create presentations, reports, and data visualizations <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Achieve measurable progress in TABE 11/12 Reading and Language scores 2. Demonstrate mastery of Minnesota Adult Diploma social studies competencies through assessments, projects, and research assignments. 3. Be fully prepared to transition to postsecondary education, workforce training, or active civic participation. 		
Course content	<table> <tr> <td data-bbox="459 1205 772 1404">CCRS</td><td data-bbox="772 1205 1919 1404"> <p>Reading: CCR1 (RI/RL.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p> </td></tr> </table>	CCRS	<p>Reading: CCR1 (RI/RL.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p>
CCRS	<p>Reading: CCR1 (RI/RL.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p>		

		Speaking and Listening: CCR1 (SL.6.1), CCR2 (SL.6.2), CCR3 (SL.6.3), CCR4 (SL.6.4), CCR5 (SL.6.5), CCR6 (SL.6.6) Language: CCR1 (L.6.1), CCR2 (L.6.2), CCR3 (L.6.3), CCR4 (L.6.4), CCR5 (L.6.5), CCR6 (L.6.6)
	ACES/TIF	Effective Communication (EC): 1, 2, 3 Self-Management (SM): 1, 2, 3 Critical Thinking (CT): 1, 2, 3, 4 Learning Strategies (LS): 1, 2, 3 Navigating Systems (NS): 1, 2, 3 Developing a Future Pathway (DFP): 1, 2, 3
	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4 Microsoft PowerPoint: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>Common Core Achieve in Social Studies</i> , <i>Common Core Basics in Social Studies</i> , <i>Vocab Advantage for Social Studies</i> , <i>Crash Course videos</i> , <i>GED Social Studies</i> , <i>Social Studies for the GED Test</i> , <i>Breakthroughs in Social Studies</i> , <i>Khan Academy</i>	

Course name	ADP Employability and Career Development
Site and schedule	Class times and schedules vary by site and location throughout the consortium.
Delivery method (In-person, hybrid, DL, combination)	In person and distance learning combination
Target student population (including cut scores, score ranges, completion criteria)	<ul style="list-style-type: none"> ● English Proficiency Level: Adult Secondary Education (NRS Levels 5–6) ● Demographics: Adult learners working toward earning a Minnesota Adult Diploma who need to demonstrate proficiency in employability skills and career development to meet high school graduation requirements; These learners are typically preparing for entry into the workforce, career advancement, postsecondary education, or vocational training. ● Educational Goals: Learners aiming to develop job readiness, workplace communication, problem-solving, and career planning skills to meet the Minnesota Adult Diploma employability standards and transition into sustainable employment, career pathways, or continued education ● TABE 11/12 Reading - Score Range: 576–800 ● TABE 11/12 Math - Score Range: 596–800 ● TABE 11/12 Language - Score Range: 584–800
Course goals	<p>Career Exploration and Goal Setting</p> <ul style="list-style-type: none"> ● Identify personal strengths, interests, and career pathways ● Research job industries, employment trends, and in-demand occupations ● Set short- and long-term career goals and develop a career action plan <p>Job Readiness and Workplace Skills</p> <ul style="list-style-type: none"> ● Develop a professional resume, cover letter, and job application skills ● Practice interviewing techniques and professional workplace communication ● Understand employer expectations, workplace etiquette, and job retention strategies ● Learn about employee rights, workplace safety, and labor laws <p>Workplace Communication and Professionalism</p> <ul style="list-style-type: none"> ● Demonstrate effective verbal and written communication in workplace settings. ● Engage in team collaboration, conflict resolution, and customer service scenarios. ● Practice active listening, giving and receiving feedback, and nonverbal communication. ● Understand workplace diversity, cultural awareness, and ethical behavior.

	<p>Financial Literacy and Career Advancement</p> <ul style="list-style-type: none">● Create and manage a personal budget and understand paycheck deductions● Learn about credit scores, loans, and financial planning for career stability● Explore opportunities for career advancement, job training, and further education <p>Technology and Digital Literacy for the Workplace</p> <ul style="list-style-type: none">● Use email, word processing, and spreadsheet software for workplace tasks● Conduct online job searches, submit applications, and create digital resumes● Learn basic workplace software and tools, including scheduling programs and databases <p>Problem-Solving and Critical Thinking in the Workplace</p> <ul style="list-style-type: none">● Develop decision-making skills for common workplace scenarios● Identify problem-solving strategies for handling workplace challenges● Learn about time management, productivity, and adaptability in professional settings <p>Outcomes</p> <p>By the end of the course, students should:</p> <ol style="list-style-type: none">1. Achieve measurable progress in TABE 11/12 Reading, Math, and Language scores2. Demonstrate mastery of Minnesota Adult Diploma employability and career development competencies through assessments, career portfolios, and mock workplace scenarios.3. Be fully prepared to transition to employment, workforce training, or postsecondary education.	
Course content	CCRS	<p>Reading: CCR1 (RI.6.1), CCR2 (RI.6.2), CCR3 (RI.6.3), CCR4 (RI.6.4), CCR5 (RI.6.5), CCR6 (RI.6.6), CCR7 (RI.6.7), CCR8 (RI.6.8), CCR9 (RI.6.9), CCR10 (RI.6.10)</p> <p>Writing: CCR1 (W.6.1), CCR2 (W.6.2), CCR3 (W.6.3), CCR4 (W.6.4), CCR5 (W.6.5), CCR6 (W.6.6), CCR7 (W.6.7), CCR8 (W.6.8), CCR9 (W.6.9), CCR10 (W.6.10)</p> <p>Speaking and Listening: CCR1 (SL.6.1), CCR2 (SL.6.2), CCR3 (SL.6.3), CCR4 (SL.6.4), CCR5 (SL.6.5), CCR6 (SL.6.6)</p> <p>Language: CCR1 (L.6.1), CCR2 (L.6.2), CCR3 (L.6.3), CCR4 (L.6.4), CCR5 (L.6.5), CCR6 (L.6.6)</p>
	ACES/TIF	<p>Effective Communication (EC): 1, 2, 3</p> <p>Self-Management (SM): 1, 2, 3</p> <p>Critical Thinking (CT): 1, 2, 3, 4</p> <p>Learning Strategies (LS): 1, 2, 3</p> <p>Navigating Systems (NS): 1, 2, 3</p> <p>Developing a Future Pathway (DFP): 1, 2, 3</p>

	Northstar	Basic Computer Skills: 1, 2, 3, 4, 5, 6, 7 Internet Basics: 1, 2, 3, 4, 5 Using Email: 1, 2, 3, 4 Windows OS: 1, 2, 3, 4 Information Literacy: 1, 2, 3, 4, 5 Microsoft Word: 1, 2, 3, 4, 5 Microsoft Excel: 1, 2, 3, 4, 5 Microsoft PowerPoint: 1, 2, 3, 4
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Varies by site. Examples include: <i>MCIS</i> , <i>Northstar Digital Literacy</i> , <i>Workforce Workplace Skills: Basic Skills for the Workplace</i> , <i>Tools for Workplace Success</i> , <i>Career Pathways: Employment Essentials and Digital Literacy</i> , and <i>Building a Strong Vocabulary for Work Readiness</i>	