

I. Instructional Program Description

Consortium name	Mille Lacs Band of Ojibwe ABE
Staff contact	Karen Pagnac
Date of last update	May 7, 2023
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): Eligible Content Policy Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.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 receiving instruction in at least one of the following **core content** areas: reading, writing, math, speaking, listening, ESL, or GED/diploma (except in the case of Conditional Work Referral).
- ABE programs are expected to integrate the state’s **content standards** for Adult Basic Education, which have been identified as the College and Career Readiness Standards for Adult Education (CCRS), the Academic, Career and Employability Skills (ACES) Transitions Integration Framework (TIF) and the Northstar Digital Literacy Standards.
- ABE instructional content is expected to align to the **allowable activities** as listed in Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA)

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

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Instructional Program Description – Course Descriptions

Course name	GED Academy	
Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	All, GED Academy offers a placement test to determine specific learning needs of each users.	
Course goals	<p>Language Arts, Reading Comprehension—Summarize; Comprehension— Main Ideas; Comprehension—Restate or Paraphrase; Comprehension—Explain Implications; Comprehension—Words in Context; Comprehension—Recall Information; Application; Analysis—Character; Analysis—Inferences; Analysis—Evidence and Conclusions; Analysis— Evaluate Meaning; Synthesis—Compare and Contrast; Synthesis—Tone, Perspective, and Effect; Synthesis—Integrate Information</p> <p>Language Arts, Writing Organization; Writing a Timed Essay; Mechanics— Spelling; Mechanics—Capitalization; Mechanics— Punctuation; Structure and Usage—Sentence Recognition; Structure and Usage—Subject-Verb Agreement; Structure and Usage—Fragments and Run-ons; Structure and Usage—Verb Tense; Structure and Usage—Subject and Verb Review; Structure and Usage—Advanced Sentence Structure; Editing, Proofreading, and Finalizing</p> <p>Mathematics Number Sense and Operations—Unit One; Number Sense and Operations—Unit Two; Measurement; Data Analysis; Probability & Statistics; Patterns, Functions, & Algebra; Geometry & Spatial Sense</p> <p>Social Studies Construct Meaning—Comprehension; Words in Context; Application; Analysis; Interpret Graphic Information; Evaluate/Extend Meaning; Recall Information</p> <p>Science Comprehension; Application; Analysis; Evaluation; Synthesis</p>	
Course content	CCRS	See https://www.paadultedresources.org/wp-content/uploads/2017/10/2014-resource_list-1-25-18.pdf
	ACES/TIF	
	NorthStar	

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Online	

Course name	NorthStar Digital Literacy - Basic Computer Skills	
Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In- person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 or higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)
	ACES/TIF	Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

	NorthStar	<p>Distinguish between different types of devices (tablets, desktop and laptop computers).</p> <p>Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).</p> <p>Log on to and shut down the computer.</p> <p>Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).</p> <p>Identify types of mice: mouse and touchpad.</p> <p>Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)).</p> <p>Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).</p> <p>Drag and drop.</p> <p>Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).</p> <p>Access and control audio output features (volume, mute, speakers and headphones).</p> <p>Identify icons on desktop.</p> <p>Demonstrate ability to trash and retrieve items using the trash or recycle bin.</p> <p>Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity and changing screen resolution on a monitor).</p> <p>Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.</p> <p>Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).</p> <p>Identify whether a computer is connected to the internet.</p> <p>Identify and locate camera and mic on laptop and tablet.</p> <p>Turn computer and monitor on and off.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	

Course name	NorthStar Digital Literacy - Internet Basics
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Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 and higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)
	ACES/TIF	Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) Critical Thinking (CT) Skill 3: Evaluate the quality and validity of information (news reports, gossip, online resources)
	NorthStar	Identify the different ways a person can connect to the internet. Demonstrate knowledge of browsers and identify commonly used browsers. Demonstrate familiarity with website structure (e.g., landing pages, internal pages). Identify top-level domains (e.g., .edu, .com, .org). Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers). Demonstrate understanding of when it’s safe and appropriate to share personal, private, or

		<p>financial information (e.g., recognizing phishing attempts, identifying unsecured websites).</p> <p>Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).</p> <p>Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.</p> <p>Fill out an online form.</p> <p>Identify address bar and demonstrate understanding of its functionality.</p> <p>Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).</p> <p>Perform internet search using clear parameters (terms and filters).</p> <p>Demonstrate ability to scroll up and down a page and left and right on a page.</p> <p>Identify and make use of common website interactions (e.g., play buttons, hyperlinks).</p> <p>Identify and work with tabs and windows.</p> <p>Enable a specific pop-up window.</p> <p>Use shortcut keys, or menu or mouse equivalents, to support user experience on the web (e.g., zoom, find text). Identify and locate camera and mic on laptops, tablets.</p> <p>Turn computer and monitor on and off.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	

Course name	NorthStar Digital Literacy - Using Email
Site and schedule	<p>DI – Monday through Friday</p> <p>DII – Monday, Tuesday, Friday</p> <p>DIII- Wednesday and Thursday</p> <p>Urban – Monday Wednesday, Thursday, Friday</p>
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination

Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 and higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	<p>CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)</p>
	ACES/TIF	<p>Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)</p>
	NorthStar	<p>Define email and identify common email clients. Tell the difference between a URL and an email address. Register for a new email account, using a professional user name and a strong password. Log into email. Create and send an email, including recipient address, subject, and message. Open and reply to an email. Understand why and how to reply, reply all, and forward an email. Add an attachment to an email. Open and download an email attachment. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.). Use caution when opening or replying to an email from an unfamiliar source,</p>

		<p>downloading attachments, following links, or giving out personal information.</p> <p>Sign out of email, especially when using shared computers.</p>
	<p>Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)</p>	
<p>Course text(s), educational technology, other instructional materials</p>	<p>NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)</p>	

Course name	NorthStar Digital Literacy - Microsoft Word	
Site and schedule	<p>DI – Monday through Friday</p> <p>DII – Monday, Tuesday, Friday</p> <p>DIII- Wednesday and Thursday</p> <p>Urban – Monday Wednesday, Thursday, Friday</p>	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 and higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	<p>CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)</p>
	ACES/TIF	<p>Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication</p> <p>Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone)</p> <p>Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)</p>

		Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)
	NorthStar	<p>Open a new or existing document.</p> <p>Identify the parts of the Word window, including the Ribbon, Status Bar and Quick Access Toolbar.</p> <p>Save a document, being intentional about name and location.</p> <p>Identify file extensions that can be opened by Microsoft Word.</p> <p>Use Spelling and Grammar checks.</p> <p>Format text: size, color and font type.</p> <p>Set text spacing and alignment.</p> <p>Apply bullets and automatic numbering.</p> <p>Undo the previous action.</p> <p>Cut, copy and paste.</p> <p>Modify page layout, including margins and orientation.</p> <p>Print.</p> <p>Close a document.</p> <p>Insert objects into a document, including images, shapes, hyperlinks, and tables.</p>
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	