

Instructional Program Description

Consortium name	Hmong American Partnership
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Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): <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 mnabe.org/law-policy/federal-law-guidance) 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	ABE Basic Literacy	
Site and schedule	HAP Academy OIC - M-F, 9:00 to 1:00	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Primarily ABE or high level ESL with a CASAS Goals exam above 233	
Course goals	Achieve Level gain(s) to enroll in career pathway training without ABE support, or with continued support under an Integrated Education and Training model.	
Course content	CCRS	<p>CCRS standards are most commonly addressed at level E. Lower level standards are utilized when needed to fill-in educational related gaps in understanding.</p> <p>Reading Standards:</p> <ul style="list-style-type: none"> ● CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. <p>Writing Standards:</p>

- CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts.
- CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Language Standards: As needed to fill in learning gaps.

- CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Mathematics Practice Standards

- Make sense of problems and persevere in solving them. (MP.1)
- Reason abstractly and quantitatively. (MP.2)
- Construct viable arguments and critique the reasoning of others. (MP.3)
- Model with mathematics. (MP.4)
- Use appropriate tools strategically. (MP.5)
- Attend to precision. (MP.6)
- Look for and make use of structure. (MP.7)

		<ul style="list-style-type: none"> ● Look for and express regularity in repeated reasoning. (MP.8) <p>Mathematics Content Standards</p> <ul style="list-style-type: none"> ● Levels C - E when appropriate <ul style="list-style-type: none"> ○ Number and Operations: Base Ten (+ The Number System) ○ The Number System ○ Number and Operations: Fractions ○ Ratios and Proportional Relationships ○ Operations and Algebraic Thinking ○ Expressions and Equations ○ Geometry ○ Measurement and Data ○ Statistics and Probability ○ Functions ○ Algebraic Reasoning
	ACES/TIF	<ul style="list-style-type: none"> ● Effective Communication (EC) <ul style="list-style-type: none"> ○ 1a, 1b, 1c, 1e, 2b, 3a and 3c ● Learning Strategies (LS) <ul style="list-style-type: none"> ○ 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b ● Critical Thinking (CT) <ul style="list-style-type: none"> ○ 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b ● Self Management (SM) <ul style="list-style-type: none"> ○ 1a, 1b, 1d, 1f, 2b, 3a, 3c ● Developing a Future Pathway (DFP) <ul style="list-style-type: none"> ○ 1a, 1b, 2a, 3a, 3b ● Navigating Systems (NS) <ul style="list-style-type: none"> 1a, 2a, 2b
	Northstar	Added if student is interested in IT Careers and has limited experience/skill
	Other (e.g. career/ occupational content,	Vocabulary and basic concepts for any/all offered career specific pathway training.

	science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Steck-Vaughn TABE Tutor <ul style="list-style-type: none"> • Math • Reading • Language New Readers Press <ul style="list-style-type: none"> • Science for the GED • Social Studies for the GED 	

Course name	Career Readiness	
Site and schedule	HAP Academy OIC - W/Th 1:30 to 4:00	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	<p>This course is open to all enrolled students. It is required for learners who have limited prior work experience, are re-entering the workforce, or have been identified through intake assessment and advising as needing additional support in career readiness skills.</p> <p>Students may include those:</p> <ul style="list-style-type: none"> • Transitioning from unemployment or underemployment • Pursuing postsecondary training or employment pathways • Demonstrating gaps in workplace communication, digital skills, or employability behaviors as identified through advising, instructor observation, or assessment data 	

<p>Course goals</p>	<p>The Career Readiness course is designed to prepare learners for successful entry and advancement in the workforce and/or postsecondary training programs. Upon completion, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate effective workplace communication and professionalism ● Identify and articulate personal strengths, skills, and career interests ● Develop a career plan aligned with education and employment goals ● Apply problem-solving, teamwork, and critical thinking skills in workplace contexts ● Understand expectations of employer-driven workplace culture (attendance, punctuality, accountability) ● Create and refine job search tools including resumes, applications, and interview responses ● Build confidence navigating employment systems and career pathways <p>In addition to career readiness, a basic financial literacy component is also embedded in the course.</p>	
<p>Course content</p>	<p>CCRS</p>	<p>CCR Anchor 1D CCR Anchor 2C CCR Anchor 4B CCR Anchor 6B</p> <p>Instruction is aligned with CCRS ELA and math standards through contextualized workplace applications, including:</p> <ul style="list-style-type: none"> ● Reading informational texts related to employment and workplace procedures ● Writing resumes, cover letters, and professional communication ● Speaking and listening skills for interviews and workplace interactions ● Applied math concepts such as budgeting, time management, and workplace problem-solving
	<p>ACES/TIF</p>	<ul style="list-style-type: none"> ● Effective Communication (EC) <ul style="list-style-type: none"> ○ 1a, 1b, 1c, 1e, 2b, 3a and 3c

		<ul style="list-style-type: none"> ● Learning Strategies (LS) <ul style="list-style-type: none"> ○ 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b ● Critical Thinking (CT) <ul style="list-style-type: none"> ○ 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b ● Self Management (SM) <ul style="list-style-type: none"> ○ 1a, 1b, 1d, 1f, 2b, 3a, 3c ● Developing a Future Pathway (DFP) <ul style="list-style-type: none"> ○ 1a, 1b, 2a, 3a, 3b ● Navigating Systems (NS) <ul style="list-style-type: none"> 1a, 2a, 2b <p>The course intentionally integrates ACES skills throughout all instruction:</p> <ul style="list-style-type: none"> ● Managing the Self: Attendance, punctuality, goal setting, persistence ● Managing Information: Completing applications, interpreting job postings ● Managing Tasks: Following multi-step directions, completing workplace assignments ● Working in Teams: Collaboration, conflict resolution, and communication ● Understanding Systems: Navigating hiring processes, workforce systems, and employer expectations <p>ACES skills are embedded into daily instruction and reinforced through applied classroom activities and simulations.</p>
	Northstar	<p>Upon completion, students are expected to show basic competency in:</p> <ul style="list-style-type: none"> ● Basic computer operations and file management ● Internet navigation and digital communication ● Email and professional online communication ● Job search skills using online platforms ● Complete online applications
	Other	Financial Literacy Component

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Financial Literacy Component: Blaze Credit Union: https://blazecu.banzai.org/wellness	

Course name	Career Success	
Site and schedule	T 10:00 to 12:00 Th 6:00 to 8:00	
Delivery method (In-person, hybrid, DL, combination)	In person or synchronous DL	
Target student population (including cut scores, score ranges, completion criteria)	All students are required to attend one session. Students found to have greater college and career readiness needs are encouraged to enroll in the career readiness course.	
Course goals	Career Success classes are designed to educate and empower clients on their job-seeking journey. Each two-hour session covers resume writing, interview tips and techniques, employment resources, skills, and etc.	
Course content	CCRS	This is a 2 hour course, so content is limited. CCR Anchor 1A CCR Anchor 4B
	ACES/TIF	This is a 2 hour course, so content is limited. ● Effective Communication (EC)

<p>Course text(s), educational technology, other instructional materials</p>		<ul style="list-style-type: none"> ○ 1a, 1b, 1c, 1e, 2b, 3a and 3c ● Learning Strategies (LS) <ul style="list-style-type: none"> ○ 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b ● Critical Thinking (CT) <ul style="list-style-type: none"> ○ 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b ● Self Management (SM) <ul style="list-style-type: none"> ○ 1a, 1b, 1d, 1f, 2b, 3a, 3c ● Developing a Future Pathway (DFP) <ul style="list-style-type: none"> ○ 1a, 1b, 2a, 3a, 3b ● Navigating Systems (NS) <ul style="list-style-type: none"> 1a, 2a, 2b
	Northstar	<p>This is a 2 hour course, so content is limited, but students are expected to be able to meet the following metrics:</p> <ul style="list-style-type: none"> ● Basic computer operations and file management ● Internet navigation and digital communication ● Email and professional online communication ● Job search skills using online platforms ● Complete online applications <p>Students with greater needs are encouraged to enroll in the ongoing Career Readiness course.</p>
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	

Course name	CNA - New Americans
Site and schedule	<p>HAP Academy OIC and Partnering Long Term Care Facilities</p> <p>In person: M/W 1:00 to 4:30 with access to online nursing curriculum.</p> <p>Scheduled 3-day (8:30 to 5:00) Skill Lab days.</p> <p>Scheduled 2-day (6:00 to 2:30) Clinical Rotation</p>
Delivery method (In-person, hybrid, DL, combination)	In person, with access to additional hybrid learning utilizing Minnesota Nurse Aide curriculum.
Target student population (including cut scores, score ranges, completion criteria)	<p>This course is aimed at students whose stated academic and career goal is entering the health care career pathway.</p> <p>High Intermediate Basic Education (ABE Level 4 - ELA) Minimum CASAS Goals Reading score of 223), TABE Reading equivalents.</p> <p>Students must also be either foreign born, or the child of a foreign born parent.</p>
Course goals	<p>The CNA – New Americans course prepares learners to successfully complete the Minnesota Nursing Assistant certification process and enter employment in long-term care or healthcare settings.</p> <p>Upon completion, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate competency in CNA clinical skills required for certification and employment ● Communicate effectively in healthcare workplace environments using appropriate medical and interpersonal language ● Apply foundational knowledge of patient care, safety, infection control, and resident rights ● Successfully complete clinical rotations in long-term care settings under supervision ● Understand workplace expectations, including professionalism, teamwork, and ethical care practices

		<ul style="list-style-type: none"> ● Develop confidence navigating healthcare systems and workplace culture in the United States ● Pass required state nursing assistant competency assessments (written and skills-based)
Course content	CCRS	<p>CCR Reading Anchor 1, RI 4.1</p> <ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"> ○ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>CCR Reading Anchor 4, RI 5.4</p> <ul style="list-style-type: none"> ● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. <p>CCR Speaking and Listening Anchor 1, SL 5.1</p> <ul style="list-style-type: none"> ● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> ○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>CCR Speaking and Listening Anchor 6, SL 4.6</p> <ul style="list-style-type: none"> ● Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.

		<ul style="list-style-type: none"> ○ Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion); use formal English when appropriate to task and situation. <p>CCR Language Anchor 1, L.K.1, sub skills a-l</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>CCR Language Anchor 3, L.3.3</p> <ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening <ul style="list-style-type: none"> ○ Choose words and phrases for effect (subskill a) ○ Recognize and observe differences between the conventions of spoken and written standard English. (subskill b) <p>CCR Writing Anchor 6, W.4.6</p> <ul style="list-style-type: none"> ● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <ul style="list-style-type: none"> ○ With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	ACES/TIF	TIF Skill 1 NS, Sub Skill c

- Seek information or assistance appropriately from others in order to successfully navigate specific systems: demonstrate appropriate self-advocacy when faced with barriers

TIF Skill 2 NS, Sub Skills a, b

- Identify and comply with rules, policies and performance expectations within institutions and organizational structures: follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use); use appropriate documentation processes for tasks

TIF Skill 2 CT, Sub Skills c + d

- Solve Problems: identify information needed to solve a problem + identify and evaluate potential solutions and possible consequences of those solutions.

TIF Skill 2 SM, Sub Skill a

- Manage information and materials for one's own learning and goals; identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes).

TIF Skill 1 EC, Sub Skills a, b, c, f

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

TIF Skill 2 EC, Sub Skills a, b, c

- Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication.

TIF Skill 3 EC, Sub Skills a,b

- Utilize a variety of technologies for communication: evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience; employ protocols (register, time, etc) appropriate to audience and purpose when using technology tools.

	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Pass Industry Recognized Credential (CNA)
Course text(s), educational technology, other instructional materials	Minnesota State Nurse Aide Curriculum, South Central Service Cooperative Online Nurse Aide Training Course, Nursing Skill Lab at HAP Academy OIC, onsite Clinical Rotation at partnering Long Term Care Facilities	

Course name	Certified Nursing Assistant
Site and schedule	HAP Academy OIC Online completion of Nurse Aide Curriculum with a minimum of 44 hours attendance. Scheduled 3-day (8:30 to 5:00) Skill Lab days. Scheduled 2-day (6:00 to 2:30) Clinical Rotation
Delivery method (In-person, hybrid, DL, combination)	Online for first 44 hours, onsite for remaining 40 hours.
Target student population (including cut scores, score ranges, completion criteria)	High Intermediate ABE or higher NRS

<p>Course goals</p>	<p>The Certified Nursing Assistant course prepares learners to successfully complete the Minnesota Nursing Assistant certification process and enter employment in long-term care or healthcare settings.</p> <p>Upon completion, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate competency in CNA clinical skills required for certification and employment ● Communicate effectively in healthcare workplace environments using appropriate medical and interpersonal language ● Apply foundational knowledge of patient care, safety, infection control, and resident rights ● Successfully complete clinical rotations in long-term care settings under supervision ● Understand workplace expectations, including professionalism, teamwork, and ethical care practices ● Develop confidence navigating healthcare systems and workplace culture in the United States ● Pass required state nursing assistant competency assessments (written and skills-based) 	
<p>Course content</p>	<p>CCRS</p>	<p>CCR Reading Anchor 1, RI 4.1</p> <ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"> ○ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>CCR Reading Anchor 4, RI 5.4</p> <ul style="list-style-type: none"> ● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. <p>CCR Speaking and Listening Anchor 1, SL 5.1</p>

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCR Speaking and Listening Anchor 6, SL 4.6

- Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.
 - Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion); use formal English when appropriate to task and situation.

CCR Language Anchor 1, L.K.1, sub skills a-l

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

CCR Language Anchor 3, L.3.3

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
 - Choose words and phrases for effect (subskill a)
 - Recognize and observe differences between the conventions of spoken and written standard English. (subskill b)

CCR Writing Anchor 6, W.4.6

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

		<ul style="list-style-type: none"> ○ With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	ACES/TIF	<p>TIF Skill 1 NS, Sub Skill c</p> <ul style="list-style-type: none"> ● Seek information or assistance appropriately from others in order to successfully navigate specific systems: demonstrate appropriate self-advocacy when faced with barriers <p>TIF Skill 2 NS, Sub Skills a, b</p> <ul style="list-style-type: none"> ● Identify and comply with rules, policies and performance expectations within institutions and organizational structures: follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use); use appropriate documentation processes for tasks <p>TIF Skill 2 CT, Sub Skills c + d</p> <ul style="list-style-type: none"> ● Solve Problems: identify information needed to solve a problem + identify and evaluate potential solutions and possible consequences of those solutions. <p>TIF Skill 2 SM, Sub Skill a</p> <ul style="list-style-type: none"> ● Manage information and materials for one’s own learning and goals; identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes). <p>TIF Skill 1 EC, Sub Skills a, b, c, f</p> <ul style="list-style-type: none"> ● Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. <p>TIF Skill 2 EC, Sub Skills a, b, c</p>

		<ul style="list-style-type: none"> Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. <p>TIF Skill 3 EC, Sub Skills a,b</p> <ul style="list-style-type: none"> Utilize a variety of technologies for communication: evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience; employ protocols (register, time, etc) appropriate to audience and purpose when using technology tools.
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Pass Industry Recognized Credential (CNA)
Course text(s), educational technology, other instructional materials	Minnesota State Nurse Aide Curriculum, South Central Service Cooperative Online Nurse Aide Training Course, Nursing Skill Lab at HAP Academy OIC, onsite Clinical Rotation at partnering Long Term Care Facilities	

Course name	Phlebotomy Technician
Site and schedule	HAP Academy OIC Saturday 8:00 to 3:30
Delivery method (In-person, hybrid, DL, combination)	In-person

<p>Target student population (including cut scores, score ranges, completion criteria)</p>	<p>Students interested in a career as a Phlebotomy Technician with Low Adult Secondary or higher NRS level. Students with a High Intermediate ABE NRS level may enroll with mandatory attendance of Career Readiness course and continued success in both courses.</p>	
<p>Course goals</p>	<p>Upon successful completion of the Phlebotomy Technician course, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate safe, accurate, and professional blood collection techniques in accordance with industry standards and clinical protocols ● Identify and properly use phlebotomy equipment and supplies, including needles, vacutainers, collection tubes, and related materials ● Apply infection control procedures and OSHA safety standards to prevent contamination and ensure patient and worker safety ● Accurately identify patients using established protocols and ensure correct specimen labeling and handling ● Communicate effectively with patients to explain procedures, reduce anxiety, and obtain cooperation during specimen collection ● Perform venipuncture and capillary puncture procedures with competence, accuracy, and minimal patient discomfort ● Properly handle, process, store, and transport specimens according to laboratory requirements ● Document procedures and maintain accurate records in compliance with healthcare regulations and facility policies ● Demonstrate professionalism, ethical behavior, and cultural sensitivity in all patient interactions ● Prepare for and successfully pass the National Healthcareer Association (NHA) Certified Phlebotomy Technician (CPT) certification exam, demonstrating readiness for entry-level employment in clinical laboratory settings 	
	<p>CCRS</p>	<p>CCR Reading Anchor 1, RI 4.1</p>

Course content

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite textual evidence when writing or speaking to support conclusions drawn from the text.
 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR Reading Anchor 4, RI 5.4

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.

CCR Speaking and Listening Anchor 1, SL 5.1

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCR Speaking and Listening Anchor 6, SL 4.6

- Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.
 - Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion); use formal English when appropriate to task and situation.

CCR Language Anchor 1, L.K.1, sub skills a-l

		<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>CCR Language Anchor 3, L.3.3</p> <ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening <ul style="list-style-type: none"> ○ Choose words and phrases for effect (subskill a) ○ Recognize and observe differences between the conventions of spoken and written standard English. (subskill b) <p>CCR Writing Anchor 6, W.4.6</p> <ul style="list-style-type: none"> ● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <ul style="list-style-type: none"> ○ With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	ACES/TIF	<p>TIF Skill 1 NS, Sub Skill c</p> <ul style="list-style-type: none"> ● Seek information or assistance appropriately from others in order to successfully navigate specific systems: demonstrate appropriate self-advocacy when faced with barriers <p>TIF Skill 2 NS, Sub Skills a, b</p> <ul style="list-style-type: none"> ● Identify and comply with rules, policies and performance expectations within institutions and organizational structures: follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use); use appropriate documentation processes for tasks

		<p>TIF Skill 2 CT, Sub Skills c + d</p> <ul style="list-style-type: none"> ● Solve Problems: identify information needed to solve a problem + identify and evaluate potential solutions and possible consequences of those solutions. <p>TIF Skill 2 SM, Sub Skill a</p> <ul style="list-style-type: none"> ● Manage information and materials for one’s own learning and goals; identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes). <p>TIF Skill 1 EC, Sub Skills a, b, c, f</p> <ul style="list-style-type: none"> ● Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals. <p>TIF Skill 2 EC, Sub Skills a, b, c</p> <ul style="list-style-type: none"> ● Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication. <p>TIF Skill 3 EC, Sub Skills a,b</p> <ul style="list-style-type: none"> ● Utilize a variety of technologies for communication: evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience; employ protocols (register, time, etc) appropriate to audience and purpose when using technology tools.
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Pass Industry Recognized Credential (Certified Phlebotomy Technician - NHA)

Course text(s), educational technology, other instructional materials	The Complete Textbook of Phlebotomy 6th Edition (MindTap)
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Course name	Microsoft Office Specialist
Site and schedule	M/W - 5:00 to 8:00 Every other Saturday - 10:00 to 1:00
Delivery method (In-person, hybrid, DL, combination)	Synchronous online M/W In-person Saturdays
Target student population (including cut scores, score ranges, completion criteria)	Students interested in a career in an office environment with an ABE NRS level of High Intermediate or higher. Struggling Students are also encouraged to attend the Career Readiness course.
Course goals	<p>Upon successful completion of the Microsoft Office Specialist course, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate proficiency in Microsoft Word, Excel, and PowerPoint at an industry-recognized level aligned with Microsoft Office Specialist (MOS) certification standards ● Create, format, edit, and manage professional documents in Microsoft Word for workplace and academic use ● Develop and maintain spreadsheets in Microsoft Excel, including data entry, formulas, functions, charts, and basic data analysis ● Design and deliver effective presentations using Microsoft PowerPoint with appropriate visual, textual, and multimedia elements

	<ul style="list-style-type: none"> ● Apply digital literacy skills to organize, store, and manage electronic files using best practices for workplace environments ● Use Microsoft Office applications to support communication, reporting, and problem-solving tasks commonly required in employment settings ● Demonstrate accuracy, efficiency, and attention to detail in completing computer-based tasks ● Integrate critical thinking and workplace readiness skills through applied projects and real-world simulations ● Prepare for and successfully pass one or more Microsoft Office Specialist (MOS) certification exams in Word, Excel, and/or PowerPoint
Course content	<p>CCRS</p> <p>CCR Writing Anchor 1C W.5.1b</p> <ul style="list-style-type: none"> ● Write opinion pieces on topics or texts supporting a point of view with reasons and information, providing logically ordered reasons that are supported by facts and details <p>CCR Writing Anchor 2C W.4.2a</p> <ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly, introducing a topic clearly and group related information in paragraphs and sections; include formatting (eg headings), illustrations and multimedia when useful to aiding comprehension <p>CCR Reading Anchor 4C RI.5.4</p> <ul style="list-style-type: none"> ● Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how word choices shape meaning or tone, determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area <p>CCR Reading Anchor 4D RI/RL.6.4</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone

CCR Reading Anchor 4C | RI.5.4

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how word choices shape meaning or tone, determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area

CCR Reading Anchor 4D | RI/RL.6.4

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCR Speaking and Listening Anchor 1, SL.5.1a

- Engage effectively in a range of collaborative discussions (1:1, in groups and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly
 - Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions

CCR Speaking and Listening Anchor 4, SL.5.4

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose, and audience.
 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCRS Speaking and Listening Anchor 5, SL.11-12

- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - Use textual, graphical, audio, visual, and interactive elements in presentations to enhance understanding of findings, reasoning and evidence and to add interest

CCRS Speaking and Listening Anchor 6, SL.4.6

- Adapt speech to a variety of contexts and communication tasks
 - Differentiate between contexts that call for formal English (eg presenting ideas) and situations where information discourse is appropriate (eg small group discussion); use formal English when appropriate to task and situation

CCRS Language Anchor 4, L.4.4a, 4c

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
 - Use context (eg definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
 - Consult reference materials (eg dictionaries, glossaries, thesauruses) both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Operations and Algebraic Thinking, 5.OA.1

- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols

Expressions and Equations, 6.EE.2

- Write, read and evaluate expressions in which letters stand for numbers

Geometry, 5.G.1 and 5.G.2

- Graph points on the coordinate plane to solve real-world and mathematical problems

Instruction in the Microsoft Office Specialist course is aligned to CCR Standards for Adult Education, emphasizing digital literacy, workplace communication, and applied problem-solving in real-world contexts.

Reading (ELA/Literacy)

Students will:

- Read and interpret workplace documents such as instructions, emails, reports, and data sets
- Follow multi-step technical directions for software applications
- Analyze informational text related to workplace technology use and digital procedures

Writing

Students will:

- Produce professional documents in Microsoft Word, including resumes, letters, reports, and formatted workplace documents
- Use appropriate tone, structure, and clarity in written workplace communication
- Edit and revise documents for grammar, formatting, and accuracy

Speaking & Listening

Students will:

- Present information clearly using PowerPoint presentations for workplace or academic audiences
- Explain data, ideas, and project outcomes using digital tools
- Participate in collaborative discussions related to project planning and digital task completion

Mathematics

Students will:

- Apply mathematical reasoning in Microsoft Excel using formulas, functions, and data analysis tools

	<ul style="list-style-type: none"> ● Interpret charts, graphs, and numerical data for workplace decision-making ● Organize and analyze quantitative information to solve real-world problems
ACES/TIF	<p>TIF EC Skill1, Sub Skill a</p> <ul style="list-style-type: none"> ● Seek and offer clarification (clarifying questions, paraphrasing, restating appropriately in spoken and written communications) <p>TIF EC Skill1, Sub Skill e</p> <ul style="list-style-type: none"> ● Participate, make contributions and encourage the contributions of others in order to accomplish the shared goal of a team <p>TIF EC Skill2, Sub Skill b</p> <ul style="list-style-type: none"> ● Choose appropriate register (level of formality) for an audience, purpose, and communication type <p>TIF EC Skill3, Sub Skill a</p> <ul style="list-style-type: none"> ● Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience <p>TIF LS Skill1, Sub Skill d</p> <ul style="list-style-type: none"> ● Identify main ideas of themes when reading or listening <p>TIF LS Skill1, Sub Skill e</p> <ul style="list-style-type: none"> ● Scan written text or listen to oral text for specific information and details <p>TIF DFP, Skill 1.a</p> <ul style="list-style-type: none"> ● Recognize and use vocabulary related to skills, values and beliefs <p>TIF DFP, Skill 1.b</p> <ul style="list-style-type: none"> ● Reflect on successes and challenges to identify skills and aptitudes <p>TIF CT Skill 2.a – 2.e</p> <ul style="list-style-type: none"> ● Solve problems by:

- Identify barriers to accomplishing a task or solving a problem
- Clearly articulate the component parts of a problem
- Identify information needed to solve a problem
- Identify and evaluate potential solutions and possible consequences of those solutions
- Identify, prioritize and apply steps to solve problems

ACES skills are embedded throughout instruction to strengthen employability, digital fluency, and workplace readiness.

Managing the Self

Students will:

- Develop persistence and independence in completing complex digital tasks
- Demonstrate attention to detail and accuracy in document creation and data entry
- Manage time effectively when completing multi-step software projects

Managing Information

Students will:

- Organize, retrieve, and manage digital files and documents efficiently
- Interpret and apply information from spreadsheets, documents, and presentations
- Use software tools to structure and present information clearly

Managing Tasks

Students will:

- Complete structured digital projects using Microsoft Word, Excel, and PowerPoint

		<ul style="list-style-type: none"> ● Follow step-by-step procedures to create professional workplace products ● Prioritize and sequence tasks in multi-component assignments <p>Working in Teams</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Collaborate on shared documents and group presentations using Microsoft Office tools ● Provide and receive feedback to improve digital products ● Communicate effectively in group-based project environments <p>Understanding Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Understand the role of digital productivity tools in modern workplace systems ● Navigate file management systems and workplace software environments ● Apply digital workflows commonly used in business, education, and administrative settings
	Northstar	<p>Northstar Digital Literacy Standards, Word:</p> <ol style="list-style-type: none"> 5. Use Spelling and Grammar check 6. Format Text: size color and font type 7. Set text spacing and alignment 8. Apply bullets and automatic numbering 11. Modify page layout, including margins and orientation 12. Print 14. Insert objects into a document including images, shapes, hyperlinks and tables. <p>NorthStar Digital Literacy Standards, Excel</p> <ol style="list-style-type: none"> 1. Open and close a workbook

2. Use SAVE AS to name and locate workbooks
3. Identify parts of Excel screen
4. Locate a specific cell
5. Enter data in cells
6. Copy and move cell entries
7. Format cells and text, including number formats
8. Use FREEZE PANES to freeze headings
9. Insert and delete rows and columns
10. Adjust row and column size
11. Identify worksheet tabs, create new tabs, rename tabs and rearrange tabs
12. Write a formula in the formula bar
13. Select a range
14. Use AutoFill and AutoSum features
15. Sort and Filter data
16. Insert charts
17. Configure print settings

NorthStar Digital Literacy Standards, PowerPoint

1. Open new or existing PPT
2. Identify elements of PPT screen
3. Insert, duplicate or reuse slides
4. Manage text on slides
5. Apply/change a theme
7. Insert/format graphic elements
8. Add and configure text boxes
9. Change views
10. Insert/delete/move slides using navigation pane
12. Apply/configure slide transition
13. Understand presentation etiquette (readability etc.)
14. Play slideshow/navigate forward and backward as needed
15. Save presentation as PPT, PDF PGN or other
16. Print handouts/presentation

	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Industry Recognized Credentials (Microsoft Office Specialist - Word, Excel, PowerPoint via Certiport)
Course text(s), educational technology, other instructional materials	Cengage - Illustrated Series Collection Microsoft 365 & Office, 1st edition ISBN 9780357882474 MindTap + eBook	

Course name	Computerized Accounting - QuickBooks	
Site and schedule	HAP Academy OIC T/Th - 5:00 to 8:00 Every other Saturday - 10:00 to 1:00	
Delivery method (In-person, hybrid, DL, combination)	Synchronous online T/Th In-person Saturdays	
Target student population (including cut scores, score ranges, completion criteria)	Students interested in a career in Accounting/Bookkeeping with an ABE NRS level of High Intermediate or higher. Struggling Students are also encouraged to attend the Career Readiness course.	
Course goals	Upon successful completion of the Computerized Accounting – QuickBooks course, students will be able to:	

	<ul style="list-style-type: none"> ● Demonstrate proficiency in using QuickBooks to perform essential accounting and bookkeeping functions for small business environments ● Set up and manage company files, including chart of accounts, customers, vendors, and employee records ● Record and process financial transactions such as sales, purchases, invoices, payments, and deposits accurately within QuickBooks ● Reconcile bank statements and maintain accurate financial records in accordance with standard accounting practices ● Generate, interpret, and analyze financial reports including profit and loss statements, balance sheets, and cash flow reports ● Apply basic accounting principles (debits, credits, assets, liabilities, and equity) within a computerized accounting system ● Manage accounts receivable and accounts payable processes using QuickBooks tools and workflows ● Demonstrate accuracy, attention to detail, and confidentiality in handling financial data ● Apply workplace readiness and problem-solving skills in simulated business accounting scenarios ● Prepare for entry-level employment in bookkeeping and accounting support roles using QuickBooks software skills 	
Course content	CCRS	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. <p><u>Math</u></p>

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

Instruction in the Computerized Accounting – QuickBooks course is aligned to CCR Standards for Adult Education, emphasizing applied math, technical reading, and professional communication in financial and business contexts.

Reading (ELA/Literacy)

Students will:

- Read and interpret financial documents, reports, invoices, and transaction records
- Follow multi-step technical instructions within accounting software environments
- Analyze informational texts related to accounting procedures, policies, and business operations

Writing

Students will:

- Produce accurate financial documentation, including invoices, transaction notes, and account records

		<ul style="list-style-type: none"> ● Communicate professionally in written formats such as email, billing communication, and reporting summaries ● Maintain clear, organized, and accurate financial records <p>Speaking & Listening</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Communicate financial information clearly with supervisors, clients, and team members ● Explain accounting processes and financial reports in workplace scenarios ● Participate in collaborative discussions related to financial problem-solving and business operations <p>Mathematics</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Apply core arithmetic and algebraic reasoning in financial transactions (e.g., debits/credits, balancing accounts) ● Calculate totals, balances, and financial summaries accurately ● Interpret and analyze financial data, including profit/loss, expenses, and cash flow ● Use mathematical reasoning to identify and correct discrepancies in financial records
	ACES/TIF	<ul style="list-style-type: none"> ● Effective Communication (EC) <ul style="list-style-type: none"> ○ 1a, 1b, 1c, 1e, 2b, 3a and 3c ● Learning Strategies (LS) <ul style="list-style-type: none"> ○ 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b ● Critical Thinking (CT) <ul style="list-style-type: none"> ○ 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b ● Self Management (SM) <ul style="list-style-type: none"> ○ 1a, 1b, 1d, 1f, 2b, 3a, 3c

- Developing a Future Pathway (DFP)
 - 1a, 1b, 2a, 3a, 3b
- Navigating Systems (NS)
1a, 2a, 2b

ACES skills are intentionally embedded throughout instruction to support workplace readiness in accounting and administrative careers.

Managing the Self

Students will:

- Demonstrate accuracy, attention to detail, and integrity when handling financial data
- Manage time effectively when completing multi-step accounting tasks
- Maintain confidentiality and professionalism in financial recordkeeping

Managing Information

Students will:

- Organize, track, and retrieve financial data using QuickBooks software
- Interpret financial reports and transaction histories
- Ensure accurate data entry and record management

Managing Tasks

Students will:

- Complete multi-step accounting processes such as invoicing, reconciliation, and reporting
- Follow established workflows within QuickBooks for accounts payable/receivable

		<ul style="list-style-type: none"> ● Prioritize and sequence accounting tasks to meet deadlines <p>Working in Teams</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Collaborate with others in simulated business environments ● Communicate financial information effectively to team members and supervisors ● Accept and apply feedback to improve accuracy and performance <p>Understanding Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Understand the role of accounting systems within broader business operations ● Navigate financial workflows including sales, payroll (introductory), and expense tracking ● Recognize how financial data informs business decision-making and compliance
	Northstar	<p>This course supports development of digital skills aligned with Northstar standards, including:</p> <ul style="list-style-type: none"> ● Basic Computer Skills (file management, navigation, data entry) ● Software Application Use (accounting software and business tools) ● Using Technology in the Workplace ● Managing digital files and financial records securely ● Applying digital tools to complete complex, multi-step tasks
	Other	Industry Recognized Credential (Intuit QuickBooks Certified User via Certiport)

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)
Course text(s), educational technology, other instructional materials	Using QuickBooks® Online for Accounting 2026 by Glenn Owen 9th Edition Copyright 2026

Course name	Social Media Marketing
Site and schedule	M, W - 5:00 to 8:00 Every other Saturday, 1:00 to 4:00
Delivery method (In-person, hybrid, DL, combination)	M, W synchronous online, Saturday in-person
Target student population (including cut scores, score ranges, completion criteria)	Students interested in a career in Marketing with an ABE NRS level of High Intermediate or higher. Struggling Students are also encouraged to attend the Career Readiness course.
Course goals	Upon successful completion of the Social Media Marketing course, students will be able to: <ul style="list-style-type: none"> ● Explain the role of social media in modern marketing and business communication ● Identify and compare major social media platforms (e.g., Facebook, Instagram, LinkedIn, TikTok) and their appropriate business uses ● Develop a basic social media marketing plan aligned with a business or organizational goal ● Create engaging, audience-focused content including posts, images, and short-form videos

	<ul style="list-style-type: none"> ● Apply branding principles to maintain a consistent voice, tone, and visual identity across platforms ● Use platform tools to schedule, publish, and manage social media content effectively ● Analyze basic performance metrics (engagement, reach, impressions) to evaluate campaign effectiveness ● Apply digital communication skills, including professional writing, audience targeting, and messaging strategies ● Demonstrate ethical and responsible use of social media, including digital citizenship and awareness of privacy considerations ● Build a portfolio of social media content and campaigns to support employment or entrepreneurial goals 	
Course content	CCRS	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. <p>Instruction in the Social Media Marketing course is aligned to CCR Standards for Adult Education, emphasizing digital communication, analytical thinking, and applied problem-solving in real-world business contexts.</p> <p>Reading (ELA/Literacy)</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Analyze digital content, advertisements, and social media posts to identify purpose, audience, and effectiveness

		<ul style="list-style-type: none"> ● Interpret platform guidelines, analytics dashboards, and marketing resources ● Evaluate online information for credibility, relevance, and bias <p>Writing</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Produce clear, engaging, and audience-appropriate social media content across platforms ● Apply appropriate tone, style, and branding in digital communication ● Edit and revise content for clarity, accuracy, and effectiveness <p>Speaking & Listening</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Present marketing ideas, campaigns, and strategies to peers or instructors ● Collaborate in group discussions to plan and evaluate social media content ● Communicate ideas clearly in both informal (social media) and professional contexts <p>Mathematics</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Interpret and analyze basic social media metrics (e.g., engagement rates, reach, impressions) ● Apply numerical reasoning to evaluate campaign performance ● Use data to make informed decisions and improve marketing strategies
	ACES/TIF	<ul style="list-style-type: none"> ● Effective Communication (EC) <ul style="list-style-type: none"> ○ 1a, 1b, 1c, 1e, 2b, 3a and 3c ● Learning Strategies (LS) <ul style="list-style-type: none"> ○ 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b

- Critical Thinking (CT)
 - 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b
- Self Management (SM)
 - 1a, 1b, 1d, 1f, 2b, 3a, 3c
- Developing a Future Pathway (DFP)
 - 1a, 1b, 2a, 3a, 3b
- Navigating Systems (NS)
 - 1a, 2a, 2b

ACES skills are embedded throughout instruction to support digital workplace readiness and career pathway development.

Managing the Self

Students will:

- Demonstrate creativity, initiative, and persistence in content creation and campaign development
- Manage time effectively when planning, creating, and scheduling content
- Adapt to feedback and revise work to improve outcomes

Managing Information

Students will:

- Research target audiences, market trends, and platform best practices
- Organize and manage digital content and campaign materials
- Interpret analytics data to guide decision-making

Managing Tasks

Students will:

		<ul style="list-style-type: none"> ● Plan and execute multi-step social media campaigns ● Use scheduling tools and content calendars to manage workflow ● Prioritize tasks and meet deadlines in project-based assignments <p>Working in Teams</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Collaborate on group marketing projects and campaigns ● Provide and receive constructive feedback on content and strategies ● Communicate effectively within team-based project environments <p>Understanding Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Understand how social media platforms function within broader marketing and business systems ● Recognize the role of digital marketing in organizational growth and customer engagement ● Apply knowledge of platform algorithms, audience targeting, and content distribution
	Northstar	<p>This course supports development of digital skills aligned with Northstar standards, including:</p> <ul style="list-style-type: none"> ● Basic Computer Skills and internet navigation ● Digital communication and online collaboration ● Creating and managing digital content ● Evaluating online information for credibility and relevance ● Using technology tools for workplace tasks and digital marketing activities

	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Digital Marketing: Strategy and Foundations, 5th Edition - ISBN 9798214508290 MindTap + eBook	

Course name	Entrepreneurship Essentials & Writing Your Business Plan	
Site and schedule	HAP Academy OIC These two courses are consecutive and meet T/Th 10:00 to 1:00	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Students interested in starting their own business with an ABE NRS level of High Intermediate or higher. Students are encouraged to complete Accounting, Marketing, and Microsoft Office courses to be successful with their business. Struggling Students are also encouraged to attend the Career Readiness course.	
Course goals	<p>Course Goals – Entrepreneurship Essentials</p> <p>Upon successful completion of the Entrepreneurship Essentials course, students will be able to:</p>	

- Explain the foundational concepts of entrepreneurship, including opportunity recognition, value creation, and risk-taking
- Identify personal strengths, skills, and interests related to starting and managing a business
- Evaluate business ideas based on market need, feasibility, and potential for sustainability
- Describe key components of small business operations, including marketing, finance, and customer service
- Understand basic financial concepts such as startup costs, pricing, revenue, and profit
- Conduct introductory market research to identify target customers and competitors
- Demonstrate problem-solving and critical thinking skills in evaluating business scenarios
- Apply effective communication skills to present and discuss business ideas
- Develop an entrepreneurial mindset, including adaptability, persistence, and innovation
- Explore pathways to small business ownership, self-employment, and further business training

Course Goals – Writing Your Business Plan

Upon successful completion of the Writing Your Business Plan course, students will be able to:

- Develop a comprehensive written business plan that outlines a clear and viable business concept
- Define a business mission, vision, and goals aligned with market opportunities
- Conduct detailed market research, including target audience analysis and competitor review
- Create a marketing strategy, including branding, promotion, and customer engagement plans
- Develop an operational plan describing business structure, processes, and daily operations
- Prepare basic financial projections, including startup costs, revenue forecasts, and break-even analysis
- Apply effective writing and organization skills to produce a professional business document
- Present and defend a business plan to an audience using clear and persuasive communication
- Revise and refine business plans based on feedback and data analysis
- Prepare for next steps in launching a business, including funding opportunities and resource navigation

Course content

CCRS

CCRS standards are most commonly addressed at level E. Lower level standards are utilized when needed to fill-in educational related gaps in understanding.

Reading Standards:

- CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

Writing Standards:

- CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts.
- CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Language Standards: As needed to fill in learning gaps.

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

- CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Instruction across both courses is aligned to CCR Standards for Adult Education, with an emphasis on applying academic skills in real-world entrepreneurial and business planning contexts.

Reading (ELA/Literacy)

Students will:

- Analyze informational and technical texts related to entrepreneurship, business development, and market research
- Interpret business articles, case studies, sample business plans, and financial documents
- Evaluate sources for credibility, relevance, and usefulness in decision-making
- Apply reading comprehension skills to real-world business scenarios and planning materials

Writing

Students will:

- Produce clear and organized written responses related to business ideas, planning, and strategy development
- Develop a complete business plan including structured sections such as executive summary, marketing plan, operations, and financial projections

		<ul style="list-style-type: none"> ● Summarize research findings and support business decisions with written evidence ● Revise and edit written work for clarity, coherence, and professional tone <p>Speaking & Listening</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Present business ideas and full business plans to peers and instructors ● Participate in structured feedback discussions and collaborative planning activities ● Communicate entrepreneurial concepts clearly in both informal and formal settings ● Demonstrate active listening and incorporate feedback into revisions <p>Mathematics</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Apply financial literacy skills including startup costs, pricing, revenue, profit, and break-even analysis ● Interpret and analyze numerical data to support business decision-making ● Develop and evaluate financial projections for business planning purposes ● Use quantitative reasoning to assess feasibility and sustainability of business ideas
	ACES/TIF	<p>ACES/TIF sub skills of note are highlighted below:</p> <p>Effective Communication (EC)</p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1e, 2b, 3a and 3c <p>Learning Strategies (LS)</p> <ul style="list-style-type: none"> ● 1c, 1d, 1f, 2a, 2d, 3a, 3d, 4b <p>Critical Thinking (CT)</p>

- 1a, 1c, 2a, 2b, 2c, 2d, 2e, 3b, 4a, 4b

Self Management (SM)

- 1a, 1b, 1d, 1f, 2b, 3a, 3c

Developing a Future Pathway (DFP)

- 1a, 1b, 2a, 3a, 3b

Navigating Systems (NS)

- 1a, 2a, 2b

Managing the Self

Students will:

- Demonstrate initiative, persistence, and responsibility in developing business concepts and completing a full business plan
- Set goals, manage time, and meet deadlines across multi-step projects
- Reflect on personal strengths, interests, and growth as an entrepreneur

Managing Information

Students will:

- Conduct market research and gather relevant data on customers, competitors, and industry trends
- Organize and synthesize information to support business decision-making
- Evaluate and apply information to refine business ideas and strategies

Managing Tasks

Students will:

- Complete structured, multi-step tasks from idea generation through full business plan development
- Prioritize and sequence work across multiple components of a business plan

		<ul style="list-style-type: none"> ● Follow systematic processes for drafting, revising, and finalizing business documents <p>Working in Teams</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Collaborate with peers in brainstorming, planning, and peer review activities ● Provide and receive constructive feedback to improve business concepts and written plans ● Communicate effectively in group discussions and presentations <p>Understanding Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Understand how entrepreneurship operates within local and national economic systems ● Identify basic regulatory, financial, and operational systems affecting small business development ● Recognize how marketing, finance, and operations work together in business environments ● Explore pathways to business ownership, funding, and community economic development
	Northstar	<p>Essential Computer Skills</p> <ul style="list-style-type: none"> ● Basic Computer Skills <p>Standards for Using Technology in Daily Life</p> <ul style="list-style-type: none"> ● Social Media ● Information Literacy
	Other	<p>Upon course completion, Students will present their business plans to small business lenders to launch their business.</p>

	(e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	Small Business Management: Launching and Growing Entrepreneurial Ventures, ISBN 9780357718827 MindTap + eBook	

Course name	Commercial Drivers License (B)	
Site and schedule	<p>HAP Transportation - 150 W Sycamore, St Paul</p> <p>At enrollment, students must decide if they are looking for employment driving a school bus, or driving and air brake equipped box truck or similar vehicle.</p> <p>M-Th 3:00 to 6:00</p> <p>Scheduled 10 Hours Behind the Wheel using either a HAP Transportation School Bus, or air brake equipped vehicle provided by Industry partners.</p>	
Delivery method (In-person, hybrid, DL, combination)	In-person	
Target student population (including cut scores, score ranges, completion criteria)	Students interested in earning a Class B drivers license and working in the transportation field with an ABE NRS level of Low Intermediate ABE or higher. Students with lower NRS level will be allowed to enroll in the course only after they have successfully passed their Learners Permit and have a valid DOT Physical on file.	

Course goals

Upon successful completion of the CDL Class B course, students will be able to:

- Demonstrate safe and professional operation of Class B commercial vehicles in accordance with state and federal regulations
- Apply knowledge of Minnesota Department of Public Safety (DPS) CDL requirements, including pre-trip inspection, basic control skills, and on-road driving standards
- Perform thorough vehicle inspections, identifying safety issues and ensuring compliance with inspection protocols
- Operate commercial vehicles safely in various traffic, weather, and road conditions
- Demonstrate proficiency in backing, turning, parking, and maneuvering large vehicles in controlled and real-world environments
- Apply defensive driving techniques and hazard recognition skills to prevent collisions and ensure public safety
- Understand and follow Federal Motor Carrier Safety Regulations (FMCSRs), including hours of service and safety compliance expectations
- Communicate effectively with dispatchers, employers, and other roadway users using professional communication standards
- Demonstrate workplace readiness skills, including punctuality, responsibility, and adherence to safety protocols
- Prepare for and successfully pass the Minnesota CDL Class B knowledge and skills tests required for licensure
- Students will earn Passenger, School Bus, and/or Air Brake endorsements
- Students who complete their CDL (B) with School Bus endorsements will be offered a position driving for HAP.

Course content

CCRS

CCR Speaking and Listening Anchor 1

- Level D, Subskill C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCR Language Anchor 3

- Level C: Differentiate between contexts that call for formal English and situation where information discourse is appropriate

CCR Reading Anchor 2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCR Reading Anchor 4

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

	ACES/TIF	Self Management: Skills 1-3 Navigating Systems: Skills 1-3 Effective Communication: Skills 1 Learning Strategies: Skills 1 and 4
	Northstar	N/A
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Industry Recognized Credential: Commercial Drivers License Class B with Air Brake, Passenger, and/or School Bus Driver endorsements.
Course text(s), educational technology, other instructional materials	Minnesota Commercial Drivers Manual: https://assets.dps.mn.gov/files/dvs/Commercial-Drivers-License-Manual.pdf	

Course name	CompTIA Tech+
Site and schedule	HAP Academy OIC M/W 5:00 to 8:00
Delivery method (In-person, hybrid, DL, combination)	Synchronous DL
Target student population (including cut scores, score ranges, completion criteria)	Students interested in working in the IT field and with only basic or limited IT skills with an ABE NRS level of High Intermediate or higher.
Course goals	Upon successful completion of the Tech+ course, students will be able to:

	<ul style="list-style-type: none"> ● Demonstrate foundational knowledge of core IT concepts, including hardware, software, networking, and cybersecurity basics ● Identify and describe the components of computer systems and how they interact within personal and workplace environments ● Apply basic troubleshooting skills to resolve common hardware, software, and connectivity issues ● Understand and follow safe computing practices, including cybersecurity awareness, data protection, and responsible online behavior ● Use operating systems and productivity tools to complete basic workplace and academic tasks ● Explain fundamental networking concepts, including internet connectivity, cloud computing, and data sharing ● Develop digital literacy skills necessary for entry-level IT support and technology-related roles ● Communicate technical information clearly and appropriately to both technical and non-technical audiences ● Demonstrate problem-solving and critical thinking skills in technology-based scenarios ● Prepare for entry-level IT pathways and CompTIA Tech+ certification readiness (or equivalent foundational credential)
Course content	<p>CCRS</p> <p>CCR Writing Anchor 6, W.7.6</p> <ul style="list-style-type: none"> ● Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources <p>CCR Writing Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question <p>CCR Reading Anchor 4B, RI.3.4</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area <p>CCR Reading Anchor 8, RL.5.4</p>

		<ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. <p>CCR Speaking and Listening Standards. Anchor 5E, SL.11-12.5</p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p>CCR Speaking and Listening Standards. Anchor 2D/SL.8.2</p> <ul style="list-style-type: none"> ● Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <p>CCR Speaking and Listening Anchor 1, SL.5.1a</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions
	ACES/TIF	<p>TIF LS Skill 1, Sub Skill b</p> <ul style="list-style-type: none"> ● Make predictions before and during reading and listening <p>TIF LS Skill 1, Sub Skill c</p> <ul style="list-style-type: none"> ● Synthesize information, ideas, and components in a meaningful and structured way <p>TIF LS Skill 1, Sub Skill d</p> <ul style="list-style-type: none"> ● Identify main ideas of themes when reading or listening <p>TIF LS Skill 1, Sub Skill e</p> <ul style="list-style-type: none"> ● Scan written text or listen to oral text for specific information and details <p>TIF LS skill 3, Sub skill b</p> <p>Identify information needed to accomplish a task or meet a purpose</p> <p>TIF CT Skill 2, Sub Skill e</p>

		<ul style="list-style-type: none"> ● Identify, prioritize, and apply steps to solve problems <p>TIF EC Skill 1, Sub Skill e</p> <ul style="list-style-type: none"> ● Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team.
	Northstar	<p>This course supports and extends Northstar Digital Literacy competencies, including:</p> <ul style="list-style-type: none"> ● Basic Computer Skills (hardware, software, operating systems) ● Internet and Network Use (connectivity, cloud basics, navigation) ● Digital Problem Solving and Troubleshooting ● Safe and Responsible Technology Use ● Workplace Technology Skills and Digital Communication ● File management and system organization
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Industry Recognized Credential (CompTIA Tech+ via PearsonVUE)
Course text(s), educational technology, other instructional materials	CertMasterLearn - CompTIA Tech+	

Course name	CompTIA A+
Site and schedule	HAP Academy OIC T/Th 5:00 to 8:00 Saturday 10:00 to 2:00

<p>Delivery method (In-person, hybrid, DL, combination)</p>	<p>T/Th - synchronous DL Saturday - in-person lab</p>	
<p>Target student population (including cut scores, score ranges, completion criteria)</p>	<p>Students interested in working in the IT field after completing A+ and an ABE NRS level of Low Adult Secondary or higher.</p>	
<p>Course goals</p>	<p>Upon successful completion of the CompTIA A+ course, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate foundational knowledge of computer hardware, software, operating systems, and IT infrastructure aligned with CompTIA A+ certification objectives ● Identify, install, configure, and maintain computer hardware components and peripheral devices ● Install, configure, and troubleshoot operating systems and common software applications ● Apply basic networking concepts to support wired and wireless connectivity in home and workplace environments ● Use structured troubleshooting methodologies to diagnose and resolve hardware, software, and network issues ● Apply cybersecurity best practices to protect devices, data, and users in a workplace environment ● Communicate technical issues and solutions clearly to both technical and non-technical users ● Perform basic IT support tasks including system maintenance, updates, and user support services ● Demonstrate professional workplace behaviors including documentation, customer service, and problem resolution skills ● Prepare for entry-level IT support roles and successful completion of CompTIA A+ certification exams 	
<p>Course content</p>	<p>CCRS</p>	<p>CCR Writing Anchor 6, W.7.6</p> <ul style="list-style-type: none"> ● Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

		<p>CCR Writing Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question <p>CCR Reading Anchor 4B, RI.3.4</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area <p>CCR Reading Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. <p>CCR Speaking and Listening Standards. Anchor 5E, SL.11-12.5</p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p>CCR Speaking and Listening Standards. Anchor 2D/SL.8.2</p> <ul style="list-style-type: none"> ● Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <p>CCR Speaking and Listening Anchor 1, SL.5.1a</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions
	ACES/TIF	<p>TIF LS Skill 1, Sub Skill b</p> <ul style="list-style-type: none"> ● Make predictions before and during reading and listening <p>TIF LS Skill 1, Sub Skill c</p> <ul style="list-style-type: none"> ● Synthesize information, ideas, and components in a meaningful and structured way

		<p>TIF LS Skill 1, Sub Skill d</p> <ul style="list-style-type: none"> ● Identify main ideas of themes when reading or listening <p>TIF LS Skill 1, Sub Skill e</p> <ul style="list-style-type: none"> ● Scan written text or listen to oral text for specific information and details <p>TIF LS skill 3, Sub skill b</p> <p>Identify information needed to accomplish a task or meet a purpose</p> <p>TIF CT Skill 2, Sub Skill e</p> <ul style="list-style-type: none"> ● Identify, prioritize, and apply steps to solve problems <p>TIF EC Skill 1, Sub Skill e</p> <ul style="list-style-type: none"> ● Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team.
	Northstar	<p>This course directly aligns with and extends Northstar Digital Literacy competencies, including:</p> <ul style="list-style-type: none"> ● Basic Computer Skills (hardware components, operating systems, device setup) ● Internet Basics and Network Use (connectivity, wireless networks, troubleshooting) ● Windows/Mac OS navigation and file management ● Digital Problem Solving and Troubleshooting ● Technology in the Workplace (support systems, help desk concepts) ● Safe and responsible use of technology, including cybersecurity awareness ● Digital communication skills for workplace IT support environments
	Other (e.g. career/ occupational content, science, social studies,	Industry Recognized Credential (CompTIA A+ via PearsonVUE)

	civics, citizenship prep)	
Course text(s), educational technology, other instructional materials	CertMasterLearn - CompTIA A+	

Course name	CompTIA S+	
Site and schedule	HAP Academy OIC M/W 5:00 to 8:00	
Delivery method (In-person, hybrid, DL, combination)	Synchronous DL	
Target student population (including cut scores, score ranges, completion criteria)	Students interested in working in the IT field in Security, with some IT skills, and an ABE NRS level of Low Adult Secondary or higher.	
Course goals	<p>Upon successful completion of the CompTIA Security+ course, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate foundational knowledge of cybersecurity principles, concepts, and terminology aligned with CompTIA Security+ certification standards ● Identify and analyze common cybersecurity threats, vulnerabilities, and attack methods across networks, systems, and applications ● Apply security best practices to protect devices, networks, and data in personal and workplace environments ● Explain and implement basic access control, authentication, and authorization principles to secure systems and user accounts ● Understand and apply risk management concepts, including threat identification, vulnerability assessment, and mitigation strategies ● Describe and apply basic cryptography concepts used to secure data in transit and at rest 	

	<ul style="list-style-type: none"> ● Recognize secure network architecture concepts, including firewalls, segmentation, and secure protocols ● Demonstrate awareness of incident response procedures and basic security troubleshooting approaches ● Understand organizational security policies, compliance requirements, and ethical responsibilities in cybersecurity roles ● Prepare for entry-level cybersecurity roles and successful completion of the CompTIA Security+ certification exam
Course content	<p>CCRS</p> <p>CCR Writing Anchor 6, W.7.6</p> <ul style="list-style-type: none"> ● Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources <p>CCR Writing Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question <p>CCR Reading Anchor 4B, RI.3.4</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area <p>CCR Reading Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. <p>CCR Speaking and Listening Standards. Anchor 5E, SL.11-12.5</p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p>CCR Speaking and Listening Standards. Anchor 2D/SL.8.2</p>

		<ul style="list-style-type: none"> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <p>CCR Speaking and Listening Anchor 1, SL.5.1a</p> <ul style="list-style-type: none"> Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions
ACES/TIF		<p>TIF LS Skill 1, Sub Skill b</p> <ul style="list-style-type: none"> Make predictions before and during reading and listening <p>TIF LS Skill 1, Sub Skill c</p> <ul style="list-style-type: none"> Synthesize information, ideas, and components in a meaningful and structured way <p>TIF LS Skill 1, Sub Skill d</p> <ul style="list-style-type: none"> Identify main ideas of themes when reading or listening <p>TIF LS Skill 1, Sub Skill e</p> <ul style="list-style-type: none"> Scan written text or listen to oral text for specific information and details <p>TIF LS skill 3, Sub skill b</p> <p>Identify information needed to accomplish a task or meet a purpose</p> <p>TIF CT Skill 2, Sub Skill e</p> <ul style="list-style-type: none"> Identify, prioritize, and apply steps to solve problems <p>TIF EC Skill 1, Sub Skill e</p> <ul style="list-style-type: none"> Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team.
Northstar		<p>This course supports and extends Northstar Digital Literacy competencies, including:</p> <ul style="list-style-type: none"> Basic Computer Skills and system navigation

		<ul style="list-style-type: none"> ● Internet and Network Use (secure browsing, connectivity awareness) ● Digital Safety and Security (passwords, phishing awareness, safe online behavior) ● File and data management with attention to security practices ● Understanding safe and responsible technology use in workplace environments ● Cyber hygiene and protection of personal and organizational data ● Workplace digital communication with security awareness
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Industry Recognized Credential (CompTIA S+ via PearsonVUE)
Course text(s), educational technology, other instructional materials	CertMasterLearn - CompTIA S+	

Course name	CompTIA N+
Site and schedule	HAP Academy OIC M/W 5:00 to 8:00
Delivery method (In-person, hybrid, DL, combination)	Synchronous DL
Target student population (including cut scores, score ranges, completion criteria)	Students interested in working in the IT field in Networking, after completing A+, and an ABE NRS level of Low Adult Secondary or higher.

<p>Course goals</p>	<p>Upon successful completion of the CompTIA Network+ course, students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate foundational knowledge of networking concepts, terminology, and infrastructure aligned with CompTIA Network+ certification objectives ● Identify and describe network components, including routers, switches, access points, servers, and end-user devices ● Understand and differentiate between common network types and topologies, including LAN, WAN, WLAN, and hybrid environments ● Explain and apply the OSI and TCP/IP models to describe how data is transmitted across networks ● Configure, manage, and troubleshoot basic wired and wireless network connections ● Identify common networking protocols and services, including DNS, DHCP, HTTP/HTTPS, FTP, and TCP/UDP ● Apply basic network security principles to protect data, devices, and network infrastructure ● Use troubleshooting methodologies to diagnose and resolve common network connectivity and performance issues ● Demonstrate understanding of cloud computing and virtualization concepts as they relate to modern networks ● Prepare for entry-level networking roles and successful completion of the CompTIA Network+ certification exam 	
<p>Course content</p>	<p>CCRS</p>	<p>CCR Writing Anchor 6, W.7.6</p> <ul style="list-style-type: none"> ● Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources <p>CCR Writing Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question <p>CCR Reading Anchor 4B, RI.3.4</p>

		<ul style="list-style-type: none"> ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area <p>CCR Reading Anchor 8, RL.5.4</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. <p>CCR Speaking and Listening Standards. Anchor 5E, SL.11-12.5</p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p>CCR Speaking and Listening Standards. Anchor 2D/SL.8.2</p> <ul style="list-style-type: none"> ● Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <p>CCR Speaking and Listening Anchor 1, SL.5.1a</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions
ACES/TIF		
	Northstar	<p>This course supports and extends Northstar Digital Literacy competencies, including:</p> <ul style="list-style-type: none"> ● Basic Computer Skills and system navigation ● Internet and Network Use (secure browsing, connectivity awareness) ● Digital Safety and Security (passwords, phishing awareness, safe online behavior) ● File and data management with attention to security practices ● Understanding safe and responsible technology use in workplace environments ● Cyber hygiene and protection of personal and organizational data ● Workplace digital communication with security awareness

	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	Industry Recognized Credential (CompTIA N+ via PearsonVUE)
Course text(s), educational technology, other instructional materials	CertMasterLearn - CompTIA N+	

Instructional Program Description – Individualized Plans of Study

Student level		
Target student population (including cut scores, score ranges, completion criteria)		
Instructional Goals		
Instructional content	CCRS	
	ACES/TIF	
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Text(s), educational technology, other instructional materials, including: <ul style="list-style-type: none"> • Teacher led instruction • Independent student work 		

Student level		
Target student population (including cut scores, score ranges, completion criteria)		
Instructional Goals		
Instructional content	CCRS	
	ACES/TIF	
	Northstar	
	Other (e.g. career/ occupational content, science, social studies, civics, citizenship prep)	
Text(s), educational technology, other instructional materials, including: <ul style="list-style-type: none"> • Teacher led instruction • Independent student work 		