**GRANTEE NAME**

**COURSE NAME**

**Course Objective:**

**Course Description:**

**Course Schedule:**

**Pre-requisite:**

**Materials needed:**

**Other Pertinent Information:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **We****e****k** | **Day** | **Workforce Training** | **Adult Education & Literacy** | **Standards** | **Workforce Preparation** **(Essential Soft Skills Credential)**  |
|  |  | ***List specific competencies being taught.*** | ***List specific College and Career Readiness Standards (CCRS) and how the standard will be taught in the workforce training context.*** | ***Cite the specific CCRSs being taught.******(For example: RI 4.3, SL 3.1, L 9-10.1, 6.NS.6a, 5.OA.2…)*** | ***List specific activities.*** |
| **1** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **2** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **3** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **4** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **5** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **6** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **7** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **8** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **9** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **10** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **11** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **12** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **13** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
| **14** | **1** |  |  |  |  |
|  | **2** |  |  |  |  |

**IET Curriculum Examples**

The following sample is from an IETWEI combination course. The IET curriculum shows how all three components of an IET (workforce training, adult education and literacy, and workforce preparation) are taught contextually and simultaneously. The workforce training ends with a certification in CLA (Certified Logistics Associate) and CLT (Certified Logistics Technician). The adult education and literacy activities are correlated to the CCRSs (College and Career Readiness Standard) and they are taught in the context of this specific occupation. The workforce preparation activities include the Essential Soft Skills courseware and credential.

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| **We****e****k** | **Day** | **Workforce Training** | **Adult Education & Literacy** | **Standards** | **Workforce Preparation**  |
|  |  | **List specific competencies being taught.** | **List specific standards and content being taught.** | *College & Career Ready Standards for Adult Education* | **List specific activities.**  |
| **1** | **1** | CLA: Global Supply Chain Logistics Life Cycle• Demonstrates a clear understanding of how the product life cycle affects the company’s viability and profitability • Exhibits a clear understanding of how one’s role affects other parts of the product life cycle • Indicates an understanding of various transportation options • Applies a clear understanding of the basic principles of cost effectiveness and productivity enhancements  | * Determine meaning of academic words related to supply and logistics.
* Close reading for understanding the foundations of logistics and supply chain.
 | RI.5.4RI.3.7RI.6.2 | Take “Communicating Effectively” pre-test on WIN Career Readiness System. |
|  | **2** | CLA: Logistics Environment• Exhibits a clear understanding of security requirements (e.g. CTPAT, FAST, Homeland Security, etc.) applicable to the logistics environment • Applies a clear understanding of the environmental impact of logistics activities • Demonstrates a clear understanding of the physical layout of the logistics environment (e.g., warehouse physical layout, etc.)  | * Problem solve to determine profits, losses and cost effectiveness.
* Students will practice online flashcards of terms and jargon of the industry
* Determine meaning of academic words related to laws and regulations.
* Close reading for the comprehension of laws and regulations.
* Application of geometry and measurement in warehouse layouts, design, space, and accessibility.
 | 6.RP.34.OA.26.EE.16.EE.6RI.5.4RI.3.7RI.6.2SL.8.13.MD.53.MD.73.MD.86.G.16.G.44.MD.3 | Complete Lessons 1 and 2 of “Communicating Effectively” on WIN Career Readiness System. |
| **2** | **1** | CLA: Material Handling Equipment • Recognizes and understands uses of different types of material handling equipment • Is able to safely operates forklifts, tractors, hand trucks and dollies • Is able to operate conveyor systems safely and within operational guidelines • Is able to operate automated storage systems in a manner that assures efficiency and safety  | * Close reading for understanding of safety and proper use of equipment (i.e., fork-trucks, conveyors, and pallet jacks).
* Follow multi-step procedures when performing technical tasks.
* Basic understanding of geometry, especially angles and dimensions, and how it pertains to movement and restricted space.
 | RI.3.7RI.6.2RST.6-8.34.MD.24.MD.75.MD.1 | Complete Lessons 3 and 4 of “Communicating Effectively” on WIN Career Readiness System. |
|  | **2** | CLA: Safety Principles• Participates in all national, state, and local safety training requirements • Is aware of, understands and complies with relevant safety standards (such as OSHA, etc.) • Maintains a clean and orderly work area • Is able to demonstrate emergency procedures to be applied in the event of an incident or accident.  | * Close reading for the comprehension of government rules and regulations for daily operations.
* Write informative texts to convey ideas and information clearly (i.e. accident reports, violation corrections).
 | RI.3.7RI.6.2W.4.2RST.6-8.3 | Complete Lesson 5 of “Communicating Effectively” on WIN Career Readiness System. |
| **3** | **1** | CLA: Safe Material Handling and Equipment Operation• Applies safe material handling procedures • Demonstrates safe lifting and carrying practices • Identifies and complies with safety markings displayed on containers and cargoes • Identifies, monitors, and reports potential work hazards, out-of-compliance conditions and safety concerns immediately • Uses appropriate personal protective equipment  | * Listen for understanding and clear communication with on-the-job training and assignments.
* Use illustrations to understand and determine the meaning of labels and hazard signs.
* Follow multi-step procedures when performing safety checks.
 | RST.6-8.3RST.9-10.4SL.5.2 | Take “Communicating Effectively” post-test on WIN Career Readiness System. |
|  | **2** | CLA: Quality Control • Participates in quality control programs and initiatives • Explains the difference between preventative and corrective maintenance actions • Uses established procedures to promptly document and communicate quality problems or issues • Participates in quality audit process • Presents quality improvement recommendations in a clear and concise manner  | * Listen for comprehension of principles of Transport Carrier Management.
* Write informative texts to convey ideas and information clearly (i.e., equipment checklists and maintenance reports).
* Perform complex addition, subtraction, algebraic functions, and percentages in terms of profit, loss, and audits.
 | SL.5.2W.4.2RST.6-8.76.RP.34.OA.26.EE.16.EE.6 | Take “Conveying Professionalism” pre-test on WIN Career Readiness System. |
| **4** | **1** | CLA: Workplace Communication• Facilitates communication between shifts by providing input about completed work, work that remains to be completed and shift problems or issues • Effectively communicates appropriate information to both internal (i.e., coworkers, supervisors, management, etc.) and external customers • Clearly and effectively communicates thoughts, ideas, and information orally and in writing • Effectively employs communication practices to solve interpersonal problems • Communication reflects a clear understanding and accurate use of logistics nomenclature and terminology • Effectively elicits clear statements of customer requirements and specifications • Effectively applies appropriate actions for handling customer complaints  | * Close reading and interpretation of technical writing, reports, statements, and business emails.
* Use knowledge of language and its conventions by choosing words and phrases for effect when communicating with coworkers and employers.
* Use vocabulary in sentences to demonstrate understanding of workplace jargon.
 | RI.6.2L.6.3L.7.3 | Complete Lessons 1 and 2 of “Conveying Professionalism” on WIN Career Readiness System. |
|  | **2** | CLA: Teamwork and Good Workplace Conduct• Demonstrates ethical and responsible behavior at work through the appropriate: o Use of company IT systems o Handling of tools and equipment o Handling of proprietary information o Communications with co-workers, management, customers, and suppliers • Understands and follows company’s Code of Conduct • Demonstrates an understanding of work requirements and agreements • Applies problem solving tools and procedures to identify problems and suggest potential solutions • Effectively works in a team environment to solve problems • Demonstrates characteristics of an effective team member in a logistics operation  | * Integrate the technical information expressed in words of technical writing and reports from the company’s code of conduct into a visual format (flowchart, diagram, model, etc.).

  | RST.6-8.7 | Complete Lessons 3 and 4 of “Conveying Professionalism” on WIN Career Readiness System. |
| **8** | **1** | CLT: Order Processing • Inspects pick tickets • Accurately pulls from storage products identified in pick tickets • Appropriately stages products pulled for shipping • Conducts audits to ensure pulled products are as ordered (e.g., right count and condition) • Accurately processes paperwork to develop packing manifest  | * Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently in order to ready pick tickets and packing manifests correctly.
 | RI.5.7 | Complete Lesson 2 of “Promoting Teamwork & Collaboration” on WIN Career Readiness System. |
|  | **2** | Packaging and Shipment (4%) • Uses appropriate packing materials to package products • Uses appropriate packaging tools best suited for handling and packaging products • Protect products from weather • Verifies that outbound product counts are accurate and products are free form defect • Verifies outbound products against customer orders • Verifies that products are appropriately labeled in accordance with domestic and international regulations and company policy • Verifies that the right packages are being loaded in the right trailer • Verifies that packages are securely loaded into trailers based on safe loading procedures  | * Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) from packaging instructions and explain how the information contributes to an understanding of the text in which it appears.
 | R1 4.7 | Complete Lesson 3 of “Promoting Teamwork & Collaboration” on WIN Career Readiness System. |
| **9** | **1** | CLT: Inventory Control• Maintains inventory accuracy • Applies appropriate inventory maintenance procedures to manage surplus, slow moving and obsolete stock • Applies FIFO and LIFO techniques consistent with established organizational policy and practice • Accurately uses material identification systems to optimize inventory levels for overstock and under stock • Deploys proper handling controls for returned products according to established procedures • Maintains accurate records of returned products  | * Solve real-life and mathematical story problems pertaining to inventory controls.
 | 7.EE.3 | Take “Promoting Teamwork & Collaboration” post-test on WIN Career Readiness System. |
|  | **2** | CLT: Hazmat Awareness • Unloads and loads hazardous materials according to relevant governmental regulations, company policies and safe work practices • Transfers and stores hazardous materials in proper storage locations per relevant governmental regulations, company policies and safe work practices • Effectively identifies hazardous materials in shipping documentation  | * Analyze in detail a series of events described in a text describing hazmat procedures; determine whether earlier events caused later ones or simply preceded them.
 | RH.9-10.3 | Take “Thinking Critically & Solving Problems” pre-test on WIN Career Readiness System. |
| **10** | **1** | CLT: Transportation Modes • Understands factors used in evaluating transportation modes to determine optimum choices considering cost, safety, customer requirements, nature of shipment and timeliness. • Understands how to use and maintain files related to various performance trends of different transportation modes to permit rapid decision making • Completes all required transportation documents in accordance with company and transporter requirements  | * Understand and apply basic and multi-step instructions in completing transportation documents.
 | 6.RP.14.MD.25.MD.1RH.6-8.3 | Complete Lessons 1-2 of “Thinking Critically & Solving Problems” on WIN Career Readiness System. |
|  | **2** | CLT: Dispatch and Tracking• Correctly prepare inbound and outbound shipment receipts and documentation • Effectively evaluates consignment loads to identify type, capacity, and compatibility of cargo • Maintains effective records of cargo/container movement • Verifies that vehicle loads do not exceed legal weight limits • Tracks trailer and container movement within the yard, including monitoring and minimizing detention costs • Appropriately coordinates multiple transportation mode transfers • Appropriately distributes loads and build trucks to ensure vehicle loads do not exceed legal weight limits • Ensures required documentation is prepared and maintained in accordance with government import/export regulations, including documentation provided by third-party intermediaries • Identifies governing agencies responsible for import/export regulation enforcement  | * Follow precisely a complex multistep procedure when performing technical tasks related to dispatching and tracking shipments.
 | RST.9-10.3 | Complete Lessons 3-4 of “Thinking Critically & Solving Problems” on WIN Career Readiness System. |

The following example of an IET curriculum includes all three elements of an IET. It provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupational cluster. In addition, it also utilizes WIN’s Essential Soft Skills, which is required for the workforce preparation portions of the IET. However, it does not cite the College and Career Readiness Standards.

This IET curriculum selection is between an adult education provider and Indiana’s Construction Roundtable. This course was approved as an IETWEI combination course. The BY (Build Yourself) Construction Training Program utilizes curriculum developed by the National Center for Construction Education and Research (NCCER). Successful completion of this course includes: NCCER Core Credential; CCS safety cards; OSHA 10 certification; one or more academic level gains; preparation for career and secondary education.

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| --- | --- | --- | --- | --- |
| **Day** | **Duration****(In hours)** | **Class** | **Lesson:****ABE students will be working on level appropriate reading, math, and language, as well as daily occupational skills training.** | **Instructor** |
| 1 | 0.5 | Workforce Prep | **WIN – Essential Soft Skills*** Introduction & sign up
* Communicating Effectively – Lesson 1
 | WIN Career Readiness System |
|  | 1 | ABE | **Workplace Skills – Reading for Information*** Skill: *Identify main ideas and clearly stated details*
* Skill: *Choose the correct meaning of a word that is clearly defined in the reading*

**Context:** The following resources will be used to contextualize the above reading skills* *Construction Safety*, Jimmie W. Hinze. 2006. Upper Saddle River, NJ: Pearson Education, Inc.
* *DeWalt Construction Safety/OSHA Professional Reference*, Paul Rosenberg; American Contractors

Educational Services. 2006. DEWALT.* *Basic Construction Safety and Health*, Fred Fanning. 2014. CreateSpace Independent Publishing Platform.
 | ABE Teacher &Certified NCCER Instructor |
|  | 2.5 | Occupational Skills Training | **Basic Safety/OSHA 10 Certification*** Describe the importance of safety, the causes of workplace incidents, and the process of hazard recognition and control.
* Describe the safe work requirements for elevated work, including fall protection guidelines.
 | Certified NCCER Instructor |
| **2** | 0.5 | Workforce Prep | **WIN – Essential Soft Skills*** Communicating Effectively – Lesson 2
 | WIN Career Readiness System |
|  | 1.5 | ABE | **Workplace Skills – Reading for Information*** Skill: *Choose the correct meaning of common, everyday workplace words*
* Skill: *Choose when to perform each step in a short series of steps*

**Context:** The following resources will be used to contextualize the above reading skills* *Construction Safety*, Jimmie W. Hinze. 2006. Upper Saddle River, NJ: Pearson Education, Inc.
* *DeWalt Construction Safety/OSHA Professional Reference*, Paul Rosenberg; American Contractors Educational Services. 2006. DEWALT.
* *Basic Construction Safety and Health*, Fred Fanning. 2014. CreateSpace Independent Publishing Platform.
 | ABE Teacher &Certified NCCER Instructor |
|  | 2.5 | Occupational Skills Training | **Basic Safety/OSHA 10 Certification*** Identify and explain how to avoid struck-by and caught-in-between hazards.
* Identify common energy-related hazards and explain how to avoid them.
 | Certified NCCER Instructor |
| **3** | 0.5 | Workforce Prep | **WIN – Essential Soft Skills**Communicating Effectively – Lesson 3 | WIN Career Readiness System |
|  | 1.5 | ABE | **Workplace Skills – Reading for Information*** Skill: *Choose the correct meaning of common, everyday workplace words*
* Skill: *Choose when to perform each step in a short series of steps*

**Context:** The following resources will be used to contextualize the above reading skills* *Construction Safety*, Jimmie W. Hinze. 2006. Upper Saddle River, NJ: Pearson Education, Inc.
* *DeWalt Construction Safety/OSHA Professional Reference*, Paul Rosenberg; American Contractors Educational Services. 2006. DEWALT.
* *Basic Construction Safety and Health*, Fred Fanning. 2014. CreateSpace Independent Publishing Platform.
 | ABE Teacher &Certified NCCER Instructor |
|  | 2.5 | Occupational Skills Training | **Basic Safety/OSHA 10 Certification*** Identify and describe the proper use of personal protective equipment (PPE).
* Identify and describe other specific job-site safety hazards.
 | Certified NCCER Instructor |

The following curriculum excerpt is taken from a CNA (Certified Nursing Assistant) IET between an Adult Education provider and a training provider. This IET curriculum provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training. Take note of how the adult education activities take place in the context of healthcare/nursing. However, this IET does not utilize WIN’s Essential Soft Skills (ESS) program for the workforce preparation portion of the IET. For this IET to be approved, it would have to include the ESS credential.

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| --- | --- | --- | --- | --- | --- |
| **DAY** | **CLASS** | **LESSON** | **RESIDENT CARE PROCEDURES (RCP)** | **STANDARDS** |  |
| Week 1 | ABE | Student will complete Intake and CNA paperwork. Instructor will issue Locator and then determine placement and take TABE. Student will also take the Indiana Career Explorer (ICE).  |  |  |  |
|  | ABE | ABE Activity: Writing, Lesson 4.2, Punctuation: Language:Text: McGraw-Hill Common Core Basics ©2104CNA Context...Editing answers to Scenario 1Review journal from previous day ...apply proper language structures.Math: Decimal comparing and place value CNA Context..medicine dosages<http://www.basic-mathematics.com/math-for-nurses.html>  |  | CCRS:RI.1.2; 3.3; 3.4; 4.3RST.9-10.3; 9-10.4L.9-10.29-10.W.6.2 Math5.C.8, 6.NS.3 |  |
|  | ABE | Scenario 2: edit and reviewWorkforce Prep Activities: Comma lessons on compound sentences and complex sentences.CNA Context: Proper way to fill out an abuse report.<http://www.chompchomp.com/menu.htm>Decimal operations with word problems. CNA Context: Calculating total dosages from prescriptions, buying medical supplies, and insurance claims.<http://www.basic-mathematics.com/math-for-nurses.html>  |  | CCRS:RI/RL.2.1; 5.1; 6.2; 7.1, L.9-10.29-10.W.6.2 Math:5.C.8,6.NS.3, PS.4PS.5,PS.6 |  |
|  | ABE | Scenario 3: edit and reviewABE Activity: Verb tenses 2.1-2.2 : Language:Text: McGraw-Hill Common Core Basics ©2104CNA context: Edit Scenario 3 answers by reviewing for errors with subject verb agreement. Reviewing journal entries and correcting punctuation and sentence structure.Math: Changing Fractions to decimals and percentCNA context: baby weights and scales and cc needlespg. 71-72Workforce: Career Companion Health Science McGraw-Hill Copyright 2012pg. 8-26 MEDICAL MEASUREMENTS MATHWORKBOOK Copyright 2001 by Daniel C. Thomas |  | CCRS:RI/RL.1.1; 4.1; 5.1; 7.1RST.6-8.1 L.9-10.29-10.W.6.2 Math:5.C.4,PS.4,PS.5,PS.6 |  |
| Week 2 | ABE | ABE Activity: Scenario 5 edit/reviewLanguage: Parallel structures and misplaced modifiers Text Achieving TABE Success in Language Level D McGraw-Hill copyright 2006CNA context: Editing cover letter for a job posting and work email sent to colleague. Math: Multiplying and dividing fractionsCNA Context: Dosages of syringes and diabetic carb counting MEDICAL MEASUREMENTS MATHWORKBOOK pg. 8-26 Copyright 2001 by Daniel C. Thomas |  | CCRS:Language2RI/RL.1.1; 4.1; 5.1; 7.1RST.6-8.1 L.9-10.29-10.W.6.2Math:5.C.4, PS.4,PS.5PS.6 |  |
|  | ABE | Scenario 6 edit/reviewLanguage: Paragraph structure and Topic Sentences pg 172Text: McGraw-Hill Common Core Basics ©2104CNA context: Editing scenario 6 and review journal and challenge students to revise paragraphs with including topic sentences. |  | CCRS: 2RI/RL.1.1; 4.1; 5.1; 7.1, RST.6-8.1, L.9-10.29-10.W.5 |  |

The following IET excerpt is taken from a potential IET/WEI combination course between an adult education provider and a local employer. This curriculum would be approved for a WEI course. However, the curriculum would need to be updated so that it could be approved as an IET/WEI course. It does meet the requirement of adult education and literacy activities being taught simultaneously with workforce preparation activities and workforce training. To be approved as an IET as well, the workforce preparation activities would have to include WIN’s ESS credential and the adult education activities would have to be taught in the context of the employer/occupation. For example, during week four, the workforce training utilizes workplace documents, daily reports, and technical manuals. These resources could be used to contextualize some of the adult education and literacy activities. Additionally, at week seven day one, during one of the workforce preparation activities the instructor uses technical and operational manuals for instruction. This resource could be the context which is used to teach the adult education standard RST .6-8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. Finally, at week seven day two, workforce training activities include interpreting daily reports for operator roles. This resource could be used to contextualize the adult education to teach RI.2.5, how to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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| **We****e****k** | **Day** | **Workforce Training** | **Adult Education & Literacy Standards** | **Workforce Preparation**  |
|  |  | **List specific competencies being taught.** | **List specific standards and content being taught.** | **List specific activities.**  |
| **4** | **1** | TMs can interpret key workplace documents, including daily reports and technical manuals | RST .6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | TM practice with key terminology and phrases; exercises requiring TMs to interpret others’ usage of key terminology and using terminology in conversation |
| **2** | TMs can interpret key workplace documents, including daily reports and technical manuals | RST .6-8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | Group and individual practice work on addition, subtraction, multiplication, division; Teacher introduces homework for the weekend, including CAR-2003-Credentials and Competencies and CAR-2004-Career Planning and Resources, as well as math practice resources |
| **3** | TMs can perform basic mathematical operations in context of operator role; TMs can complete independent online exercises in quality management | 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.6.NS.2 Fluently divide multi-digit numbers using the standard algorithm. | Class reviews 180 Skills completion; TM practice with key terminology and phrases; exercises requiring TMs to interpret others’ usage of key terminology and using terminology in conversation |
| **7** | **1** | TMs can prepare and interpret daily reports for operator roles | RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.RST.9-10.1 Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | Teacher will provide TMs with technical and operational manuals, and TMs will work through practical exercises requiring them to identify and simulate key steps according to the manuals |
| **2** | TMs can prepare and interpret daily reports for operator roles | RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.RST.9-10.1 Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | Group and individual practice work on addition, subtraction, multiplication, division; Teacher introduces homework for the weekend, including QUA-1006-Quality Concepts and QUA-1007-The Cost of Quality, as well as math practice resources |
| **3** | TMs can interpret and manipulate mathematical data expressed in decimals; TMs can complete independent online exercises in quality management | 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.5.NBT.3 Read, write, and compare decimals to thousandths. | Class reviews 180 Skills completion; Teacher will provide TMs with technical and operational manuals, and TMs will work through practical exercises requiring them to identify and simulate key steps according to the manuals |