### Introduction:

### Purpose

To provide an overview of the curriculum, give a general time frame for instruction, and to show how:

* a teacher might approach mapping out the instructional cycle
* knowledge/concepts/skills are developed and progress over the course of a year both across class levels and/or within one class
* complexity increases from level to level
* assessments might be integrated (Those listed should be considered suggestions only.)
* technology might be integrated and used to implement UDL principles and differentiate instruction (Those listed should be considered suggestions only. The Computer Operator and Technology Coordinator will work with instructors to tailor activities to students’ needs.)
* skills are introduced and practiced within the context of a content theme
* the curriculum aligns with the CCR and ESOL Curriculum Frameworks standards

### Expectations

Teachers are responsible for preparing engaging, active, learner-centered lessons. Instruction includes materials and content choices that are responsive to student input and feedback. Teachers balance their three-hour classes to include explicit instruction in all skills – reading, writing, speaking, listening, pronunciation, and vocabulary -- integrated with relevant content. Teachers follow the SCALE ELL curriculum, set goals with students, and work with the ELL counselor and program administrator to provide a meaningful educational experience that advances students toward their goals. Teachers are encouraged to adjust their content focus in response to students’ interests and needs, which may necessitate a slower, more in-depth coverage of a particular content area.

### Revisions

### SCALE’s ELL curriculum and Scope & Sequence are revised through program development meetings at which teachers meet in teams to adjust curriculum contents, discuss and tweak entrance and exit criteria for each level, and ensure smooth transitions between levels. This is an ongoing process and occurs, at minimum, annually.

### How units build on one another

### The units are designed to enable students to make connections to collective/global perspectives. As students move through the thematic units, language skill demands increase. Students begin by reviewing and using familiar structures, then focus on Tier 3/academic vocabulary and language frequently used in non-fiction texts. They begin using academic language in their writing and discussion/debates and learn to employ appropriate phrases and vocabulary to academic and workplace situations and tasks.

### Program design

### SCALE has ELL levels 1-5 in the evening and levels A-D in the morning as well as a Literacy and Reading/Writing Foundations classes. The Literacy class serves students who do not have adequate basic reading and writing skills to participate in Level 1/A. The Reading/Writing Foundations class serves students who, in Levels 1/A or 2/B, present with literacy and/or learning challenges. All classes meet for three hours. Morning classes meet nine hours per week. Evening classes meet six hours per week. Both morning and evening classes cover the curriculum in roughly 16 weeks. We run two instructional cycles of 16 weeks for a total of 32 weeks per academic year. The majority of students will be in one level for the entire year, although Literacy and Foundations students are allowed to stay in their classes for up to two years.

### Organization

### SCALE’s ELL curriculum is organized by content themes that reflect students’ articulated goals for learning and using English necessary to excel in school, work, and daily life. Students want to effectively communicate information about themselves and their families in a variety of settings including home, work, school, clinics and hospitals, and other common environments in the United States. They consistently express interest in health topics, especially in how to access health care and how to make healthy lifestyle choices. They have a clear investment in empowering themselves by learning about civics – rights and responsibilities of citizens and non-citizens; immigration history, laws, and current policies; current events; their local community/economy; as well as American history, geography, government, and politics. All classes integrate lessons that guide students, in collaboration with an education and career advisor, to map out a plan to reach their training, academic, life and/or career goals. Teachers may extend exploration of particular content themes (and consequently spend less time on others) to meet the expressed needs, interests, and goals of current students. The content focus and approach for each cycle will vary according to student interest and engagement.

### Level 5 is the highest level ELL class, SPL 6-7, and is designed specifically as a springboard to further education -- sometimes in the ABE department at SCALE, and training. Many students in Level 5 have goals of obtaining a high school credential and/or attending college with an ultimate aim of improving their employment status. In Level 5, students review and solidify their English language and grammar skills as they learn academic language and vocabulary needed to closely read non-fiction texts, to create well-supported presentations, arguments, and compare/contrast essays, and to present themselves professionally. They acquire Tier 2 and Tier 3 vocabulary and practice linguistic conventions for meetings and discussion.

### Resources

### The College and Career Readiness Standards, the DESE ESOL Curriculum Frameworks, the DESE Scope and Sequence document templates and exemplars, and SCALE ELL curriculum, and the SCALE ELA Scope and Sequence were used in developing this document.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Title** | Health | Environment | American Society & Culture | Civics | Financial/Consumer Literacy | Next Steps |
| **Time:** | 12 hours, 2 weeks | 12 hours, 2 weeks | 18 hours, 3 weeks | 18 hours, 3 weeks | 12 hours, 2 weeks | 24 hours, 4 weeks |
| **Purpose**  *Why is this topic and skill set important for adult students?* | To get and stay healthy. To understand and access the American health care system. | To understand environmental issues and to participate in personal, municipal, and global solutions. | To understand American society & culture, current social issues and events, shifting social norms and expectations to effectively integrate into American society. | To find and use pertinent community resources. To understand current events, U.S. politics, history, government, and the U.S. education system. | To avoid fraud and scams and to make educated consumer choices. | To examine and define existing hard and soft skills, define education and career goals, explore possible next steps, and create an action plan for accomplishing goals. |
| **Goals** | Students will review high intermediate grammatical structures to read about, explore, discuss, and write about medical systems and ethics, health screening, preventive care, and healthy lifestyle choices. | Students will use high intermediate grammatical structures to read about, explore, discuss, and write about environmental issues such as global warming, overpopulation, and worldwide water shortages and solutions such as recycling, reducing one’s carbon footprint, etc. | Students will use high intermediate grammatical structures and will begin to identify academic language and Tier 3 vocabulary used to describe contemporary social issues as well as societal differences between home countries and U.S. | Students will accurately use high intermediate grammatical structures and will begin to employ academic language and Tier 3 vocabulary as they discuss and write about current events, politics, government, and history. | Students will accurately use high intermediate grammatical structures to read about, explore, discuss, and write about financial goals and means to achieve them.  Students will use basic decimals and percents to determine the cost of items bought on credit. | Students will accurately use high intermediate grammatical structures as well as appropriate professional language to write resumes and cover letters and/or admission essays, practice online applications, participate in mock interviews, and prepare for work-related conversations such as asking for a raise. |
| **Outcomes** | Students will show learning by presenting an oral argument for a particular healthy lifestyle choice supported by researched evidence and statistics, including at least one visual display. | Students will show learning by working in teams to research and create an in-depth PowerPoint presentation about an environmental topic of their choosing using both pictures and text. | Students will show learning by participating in a debate or by writing a compare/ contrast essay in which they advocate for a position on a controversial contemporary social issue using researched evidence and arguments. | Students will show learning by explaining, orally and/or in writing, information about community resources, positions on current events, and/or choices in political elections. | Students will show learning by producing a long-range plan to save money for their goals of home ownership, further education and training, entrepreneurial endeavors, etc. | Students will show learning by producing documents such as resumes, cover letters, admission essays; creating action plans; successfully completing an online application; taking a first step on the action plan. |
| **Priority Benchmarks and Standards from the MA ABE Curriculum Frameworks for ESOL** | **L1.6a**, L1.6c, L2.6, **L3.5**  S1.5a, S1.6b&c, S2.5d&e, **S2.6b,c&d**, S3.6a&b, R2.6b,d&e, R3.5c,  W 1.5a, W 1.6d, W2.5e, **W2.6a,b,c&d** | **L1.6a,** L1.6c, L2.6, **L3.5**  S1.5a, S1.6b&c, S2.5d&e, **S2.6b,c&d**, S3.6a&b, R2.6b,d&e, R3.5c,  W 1.5a, W 1.6d, W2.5e, **W2.6a,b,c&d** | **L1.6a,** L1.6c, L2.6, **L3.5**  S1.5a, S1.6b&c, **S2.5d&e,** **S2.6b,c&d**, **S3.6a&b**, R2.6b,d&e, R3.5c,  W 1.5a, W 1.6d, W2.5e, **W2.6a,b,c&d** | **L1.6a,** L1.6c, L2.6, **L3.5**  S1.5a, S1.6b&c, S2.5d&e, **S2.6b,c&d**, S3.6a&b, R2.6b,d&e, R3.5c, W2.5e, **W2.6a,b,c&d** | **L1.6a,** L1.6c, L2.6, **L3.5**  S1.5a, S1.6b&c, S2.5d&e, **S2.6b,c&d**, S3.6a&b, R2.6b,d&e, R3.5c,  W 1.5a, W 1.6d, W2.5e, **W2.6a,b,c&d** | L1.6a, L1.6c, L2.6, **L3.5**  S1.5a, S1.6b&c, S2.5d&e, **S2.6b,c&d**, S3.6a&b, R2.6b,d&e, R3.5c,  W 1.5a, W 1.6d, W2.5e, **W2.6a,b,c&d** |
| **Priority level-specific CCR Standards**  *List only the standards which will be explicitly taught and assessed.* | R8  W5, W9  SL4  L2 | R7  W7, W8, W9  SL4, SL5  L6 | R6, R7  W6, W7, W8, W9  SL2, SL4, SL6  L1, L2, L3 | R4, R8, R9  W1, W2, W5, W8  SL3, SL4, SL5  L1, L2, L6 | R1, R7  W4, W5  SL1  L6 | R7, R9  W2, W5  SL1, SL6  L1, L2, L3, L6 |
| **Key Resources**  *List 2-3 authentic and relevant resources that students will read and/or listen to.* | Healthy Lifestyle/Web MD  <http://www.webmd.com/balance/features/healthy-living-8-steps-to-take-today>  BrainPop health videos  <https://www.brainpop.com/health/seeall/>  (SCALE subscribes to this site.)  Explanations of health and personal wellness topics  http://kidshealth.org/en/kids/ | Videos on overpopulation, Population Connection:  <http://www.populationconnection.org/resources/poped/>  <https://www.worldof7billion.org/student-video-contest/2015-winners/>  The Water Project  <https://thewaterproject.org/why-water/> | Units from *All About the USA 4, A Cultural Reader*, (Broukal & Milhomme, Pearson Longman)  *American Perspectives: Readings on Contemporary U.S. Culture* (Earle-Carlin & Hildebrand, Pearson Education)  Ta-Nehisi Coates’  online postings on racism and race issues in the U.S. for *The Atlantic*.  <http://www.theatlantic.com/author/ta-nehisi-coates/>  Videos about the changing cultural landscape from  *America by the Numbers* with Maria Hinojosa  <http://www.americabythenumbers.org/> | Units from *Concepts for Today* and/or *Issues for Today* (Smith& Mare, Heinle Cengage Learning) focusing on contemporary social issues.  Online articles from *Huffington Post* and *NY Times* about current events.  Election preparation materials, particularly those that outline and explain both sides of ballot questions. | Presentation by Somerville Community Corporation on budgeting and credit.  *Still Killing Me Softly* video by Jean Kilbourne  <http://www.jeankilbourne.com/videos/>  *The New Mad Men*  A video about how companies are targeting the growing Latino market  <http://www.americabythenumbers.org/episode/austin/> | Career exploration at O’NET <http://www.onetonline.org/>  Occupational Outlook Handbook  <http://www.bls.gov/ooh/>  MAPDEF scholarships  <http://www.maldef.org/leadership/scholarships/index.html> |

**The CCR ELA Anchor Standards Matrix for Unit Alignment (optional)**: ESOL teachers may track the ELA CCR standards which are the focus of instruction and assessed within each unit below by noting the level (A-E) within the unit column for each Anchor.

**Add unit columns as necessary.**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **ELA Anchor Standards** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Reading** | *\*Apply Reading Standards 1-9 to texts of appropriate complexity as outlined by Standard 10.* |  |  |  |  |  |
| **Anchor R1** | 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.\* | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor R2** | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.\* | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor R3** | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.\* |  |  |  |  |  |
| **Anchor R4** | 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.\* |  |  |  | 🗹 |  |
| **Anchor R5** | Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.\* | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor R6** | Assess how point of view or purpose shapes the content and style of a text.\* |  |  | 🗹 |  |  |
| **Anchor R7** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |  | 🗹 | 🗹 |  | 🗹 |
| **Anchor R8** | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.\* | 🗹 |  |  | 🗹 |  |
| **Anchor R9** | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.\* |  |  |  | 🗹 | 🗹 |
| **Anchor R10** | Read and comprehend complex literary and informational texts independently and proficiently. | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |

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|  | **ELA Anchor Standards** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Writing** |  |  |  |  |  |  |
| **Anchor W1** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  |  | 🗹 |  |
| **Anchor W2** | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |  |  | 🗹 | 🗹 |
| **Anchor W3** | Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details and well-structured event sequence *(not a priority after Level B).* |  |  |  |  |  |
| **Anchor W4** | Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor W5** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 🗹 |  |  | 🗹 | 🗹 |
| **Anchor W6** | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |  |  | 🗹 |  |  |
| **Anchor W7** | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |  | 🗹 | 🗹 |  |  |
| **Anchor W8** | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |  | 🗹 | 🗹 | 🗹 |  |
| **Anchor W9** | Draw evidence from literary or informational texts to support analysis, reflection, and research | 🗹 | 🗹 | 🗹 |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | **ELA Anchor Standards** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Speaking and Listening** | |  |  |  |  |  |
| **Anchor SL1** | Prepare for and participate effectively on a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |  |  |  | 🗹 | 🗹 |
| **Anchor SL2** | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  | 🗹 |  |  |
| **Anchor SL3** | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor SL4** | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience. | 🗹 | 🗹 | 🗹 |  |  |
| **Anchor SL5** | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |  | 🗹 |  |  |  |
| **Anchor SL6** | Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. |  |  | 🗹 |  | 🗹 |
| **Language** |  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Anchor L1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  | 🗹 |  | 🗹 |
| **Anchor L2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 🗹 |  | 🗹 |  | 🗹 |
| **Anchor L3** | 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. |  |  | 🗹 |  | 🗹 |
| **Anchor L4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor L5** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| **Anchor L6** | 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; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |  | 🗹 |  | 🗹 | 🗹 |