To: All English Language Learning (ELL) Staff From: Ngaio Schiff, ELL PA

Re: **CURRICULUM GUIDELINES** Date: 2016\2017

The goal of the SCALE ELL Department is to provide instruction that develops English language proficiency and the confidence of our adult learners to enable them to reach their personal, employment, and/or academic goals. **Student learning is our focus**.

Classes follow an **integrated skills** approach. Teachers should design dynamic, interactive, student-centered lessons that maximize opportunities for the learners to practice their new language in appropriate and relevant contexts for adults. The **DESE ESOL Curriculum Frameworks** and **the College and Career Readiness Standards** offer much to inspire lesson planning: integration of technology, awareness of learning disabilities, navigating systems, developing learning strategies. Each teacher should have a copy of the DESE ESOL Curriculum Frameworks for reference. The frameworks and the CCR standards, as well as many teacher-created lessons, are available on our weebly: <http://scalesps.weebly.com>/

Ongoing **assessment** of student progress should include a mix of tools -- both traditional (tests, quizzes, etc.) and alternative performance-based (portfolios, individual and group discussions for feedback, student/ teacher checklists, presentations, homework, logs, dialog journals, etc.). Formative assessments should be part of every class session. A resource of formative assessment information is available on the weebly.

SCALE has a **uniform lesson plan template** program-wide. For the purposes of a formal evaluation, a DESE monitoring, a performance remediation, and the **monthly submitted lesson plan**, please use this form. Three versions of the form are available on the weebly.

The entire curriculum for each level (posted on the weebly) is delivered twice over the course of the academic year in two roughly 16-week instructional cycles. Most students will remain at the same level for two cycles, although some will be promoted after only one.

**Each level has these components:**

1. **Welcome Letter.** Each level has a standard welcome letter that outlines expectations, lists highlights of the curriculum, and explains the standards for promotion to the next level. These are available electronically.
2. **Curriculum Frameworks Reference Sheet.** You will find references to the Frameworks and the CCR standards in the curriculum. Many benchmarks from the Frameworks are included. In addition, each class has a list of level-specific references to the Frameworks to assist instructors with creating lesson plans that correlate with the Frameworks.
3. **The Curriculum for each level** includes both content and skills objectives as well as exit criteria to guide placement/promotional decisions. Overarching content strands are the same for each level, but the specific content objectives become progressively more challenging and sophisticated and/or involve more in-depth exploration at each successive level. Skills objectives include Listening/ Speaking, Grammar, Vocabulary, Reading, and Writing.

*Our goal is to continuously refine and improve our curriculum. If you feel that changes need to be made, makes notes in your copy to that we can discuss and revise the curriculum as needed.*

1. **Exit Criteria for each level.** Please refer to these when making promotion decisions.

The **Scope and Sequence** is being overhauled based on DESE feedback. Level 5 has a draft in place. Other levels will follow.