

Introduction

Purpose and Intention

The purpose and intention of this Scope and Sequence at the Brockton Adult Learning Center (BALC) is to provide a rigorous set of learning experiences for adult students preparing to take the HiSET exam and to move onto college or post-graduate training. The curriculum will encourage self-learning at many stages and expose them to high expectations in their learning. The outcome will be not only an ability to pass a set of high stakes exams to attain their high school equivalency document, but also to proceed into post-graduate learning and be successful. Research shows that the percentage of current students who attain a high school equivalency document are not successful in attaining a college degree, either a bachelor's or an associate's. This HiSET Scope and Sequence provides opportunities for students to read and write at a high school level, to work independently or in groups to further their own education with teacher support, and to build confidence in themselves to take ownership and charge of their educational and career futures.

Expectations for Teachers

The expectations for teachers is that they will use this Scope and Sequence as a sequence of units to be followed in order. The first unit: "The Bill of Rights: Current Constitutional Issues" is aligned with units in the Intermediate and Pre-ASE classes which prepare the students in areas of historical content, reading, and persuasive writing to tackle the deeper issues associated with studying and discussing some current Constitutional debates occurring in the country.

The units which follow are directly related and connected to units that will be taught in the lower level classes, providing students with background information and experience in persuasive/critical writing, critical reading, and critical thinking.

In the first unit of the HiSET Scope and Sequence, teachers will establish the routine and expectations of persuasive writing techniques; reestablishing a student-centered classroom, which the students would have practiced in Intermediate and Pre-ASE classes; increasing the rigor of reading and helping students to begin to access more sophisticated themes and techniques from a variety of writers; and to participate in higher level performance-based assessments, which encourage them to think of themselves in the context of a larger community both at the Adult Learning Center and in the city.

Monitoring and Revision

To ensure that teachers are following this Scope and Sequence, they will be required to send all weekly lesson plans on a monthly basis to the program director. In their weekly lesson plans, they will list the prioritized standards as well as those CCRS which may be used in support of the prioritized CCRS for the unit. Teachers will also include lesson activities and all informal assessments that will lead to the culminating performance-based assessment at the conclusion of the unit.

The Brockton Adult Learning Center will conduct monthly shared planning time and curriculum meetings for all staff, so teachers at like levels across the curriculum are able to work together, aligning their lessons to the requirements of the Scope and Sequence and to offer suggestions and ideas for revisions when something is not working or DESE requirements have changed.

The curriculum supervisor and the BALC director will also meet on a monthly basis to review the progress of implementation of the Scope and Sequence and to discuss revisions and next steps when there is a necessity for change. These meetings may occur more frequently on an as-needed basis.

Unit Sequencing

The units in the HiSET Scope and Sequence are ordered to address several goals.

First, to develop the sequencing for this class, we have relied on an interdisciplinary approach. Therefore, each unit incorporates at least three of the subject areas included in the HiSET areas considered reading, i.e. writing, social studies, science, and literature/reading. (Math will be separated in order to flesh out its own individual skills for multiple levels. However, there will be opportunities to incorporate math skills in this current scope and sequence.) "The Constitution," "The Holocaust," and "The Civil Rights Movement" all follow in chronological order. There is a great span of years between the three units, but within each unit students will practice and develop skills which will allow them to access and study an historical era or event to fill in the gaps of their learning. There will also be materials available and opportunities for students to do their own guided study to learn the basic historical events they may not have learned in Intermediate and/or Pre-ASE to help them understand the background of the deeper issues they will study in the unit.

Second, the historical units identified above for the HiSET Scope and Sequence are based on units that will be covered in Intermediate and Pre-ASE levels. For example, The Holocaust unit in HiSET will be built on the World War I and Anti-Semitism unit in the Intermediate level and The Rise of Nazism and World War II unit in Pre-ASE. Students who have studied in both of these levels will have this historical background coming into the HiSET class. However, those who do not have this background will have access to background materials and opportunities to do their own reading and learning, both in and out of the classroom.

The Science units will also be built on units that were studied previously in the Intermediate and Pre-ASE levels. For example, "The Human Systems: Living a Healthy Life" unit in HiSET will be based on learning that students have done in the Life Sciences in the Intermediate and Pre-ASE levels.

The final Autobiography unit will provide students ample opportunity to practice and apply the reading, writing, and research skills they have learned and practiced throughout the academic year while exploring their identity; clearly setting their life, academic, and career goals; and understanding where their strengths, interests, and passions lie as they move forward into their futures. This unit will also challenge students and teachers to apply the practices of student-centered learning by allowing students to accept responsibility for their own educational needs.

All units include opportunities for rigorous critical writing, including persuasive writing and research. Also, all units provide ample opportunities to read complex and sophisticated texts. Most of the texts will be non-fiction and informational. However, room must be provided for what we commonly refer to as literature, not only because half of the HiSET Reading exam questions students about literary texts, but also literature provides a deep and profound exploration of the human condition, encouraging students to use the information they have learned in other subject-areas and apply it to the experience of living a full and meaningful life.

As ACLS's requirements for career exploration and technology become clearer and more refined, they will be implemented into all units of the HiSET Scope and Sequence. Students, however, will explore careers within each unit's subject area and will certainly have access to and use technology whenever possible. They will research online, write using MS Word, and learn to create presentations using the many online and software tools available to them, such as Piktochart and PowerPoint.

Class Levels

The Brockton Adult Learning Center has three distinct learning levels in ABE: (1) Intermediate (2) Pre-ASE (3) HiSET.

Materials**Unit 1:** The Constitution: Contemporary Issues in The Bill of Rights

- The Bill of Rights
- Contemporary articles and/or essays from sources like *The New York Times*, *The Boston Globe*, *The Washington Post*, highlighting thorough discussions and analysis of a contemporary issue.

Unit 2: Human Systems: Living a Healthy Life

A wide variety of online and local resources (e.g., medical materials from major Boston and U.S. organizations like Massachusetts General Hospital, The American Lung Association, American Diabetes Association, The AIDS Foundation, etc.). Many of our materials will come from students' research, with the instructor making sure the materials are at grade-level.

Unit 3: The Holocaust

- *The Holocaust and Human Behavior*, Facing History and Ourselves
- *Images of The Holocaust, An Anthology* (Literature)
- The United States Holocaust Memorial Museum website: <http://www.ushmm.org>
- Various other online sources

Unit 4: The Civil Rights Movement

- Handouts from *Eyes on the Prize: America's Civil Rights Movement 1954-1985: A Study Guide to the Television Series*—Facing History and Ourselves
- *Eyes on the Prize*, PBS series, DVD set
- Handouts, John Lewis's memoir *Walking with the Wind*

Unit 5: Climate Change

- Handouts from The National Wildlife Foundation High School Curriculum: *An Inconvenient Truth: In the Classroom*: https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf
- *An Inconvenient Truth: A Global Warning*, DVD
- Handouts from *A People's Curriculum for the Earth* (Rethinking Schools)
- Various earth-based poems, prose, and visual arts.

Unit 6: Autobiography

- Autobiographies: *I Know Why the Caged Bird Sings*, Maya Angelou and *Night*, Elie Wiesel.
- Various readings on writing autobiography and interview skills.

**Note: All unit timeframes assume that the topic will be addressed during the entire class time: three hours, two days a week, in general. There will be time to work on HiSET test-taking skills and to do practice testing throughout the school year. All test practice will be related to the subject area students are studying: i.e., students will practice science test-taking skills while covering a predominantly science unit.*

| Unit Title | Unit 3 -- The Holocaust | Unit 5 -- Climate Change | Unit 6 -- Autobiography |
|---|--|---|--|
| Content & Skills Integration | Social Studies, Reading, Writing, Science-- Eugenics | Science, Civics, & Reading | Reading, Writing, Social Studies |
| Amount of time* | 6 Weeks | 6 weeks | 10 Weeks |
| Unit Purpose: Why do students need to know this? | <ul style="list-style-type: none"> To extend understanding and analyze the historical events of mid-20th century Europe that led to The Holocaust. To evaluate the conditions which would allow such an event to happen again in contemporary society. | <ul style="list-style-type: none"> To analyze the connections between human use of the planet and the impact on the environment and climate. To relate information and themes from writers and artists to the science of climate change and its impact on human existence: physically and spiritually. To evaluate and verify the evidence from various scientific studies to determine the accuracy of the science of climate change. To investigate green jobs emerging in the area of environmental science. | <ul style="list-style-type: none"> To reflect and evaluate major events in the student’s life to understand their impacts on decisions and outcomes thus far. To research and understand an event or career in student’s family that has impacted the life of the family overall or the student’s life directly. To learn interview and discussion skills to extend student’s skills in critical thinking, discussion, and writing. |
| Unit Goals and Outcomes | Students will use a variety of sources in print and digital media to study the continuation of European Anti-Semitism in Nazi Germany, which ultimately led to The Holocaust. Students will build on their knowledge of WW I & WWII, studied in AE 2 & 3. Students will evaluate and analyze the ideological foundations for The Holocaust and discuss the implications for such an event occurring in the contemporary world. | Students will read selections of scientific and literary texts to analyze and evaluate the process and impact of climate change and to assess the veracity of claims denying the process and to explore the growing professional area of “green” careers. | Students will use a variety of sources in print and digital media to understand key events in their lives that have impacted their decisions. They will also interview an important individual in their lives and document the interview. Finally, they will choose a research topic from these investigations: a career that interests them, a college where they are interested in attending, a historical event that impacted their life or the life of their family, |

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| <p>Priority Standards</p> | <p>RI/RL/RST9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.9: Compare and Contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>W/WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard form for citation.</p> <p>SL.11-12.2: Integrate multiple sources of information, presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>L.11-12.6: Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p> | <p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats.</p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assess whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements.</p> <p>W/WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.9-10.4: Present Information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.</p> | <p>and interpret that information and its impact on their goals and decisions.</p> <p>RI/RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Use all applications in anchor.)</p> <p>RI.11-12.3.3: Analyze a complex set of ideas and sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>W/WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (C and D—for interviewing)</p> |
| <p>Assessment of Priority Standards and Key Content</p> | <p>Students will show their learning by preparing a persuasive research essay, exploring some aspect of the topic which interests them. They will also design an oral presentation, using a media product to present to the class.</p> | <p>Students will show their learning by preparing and presenting an oral presentation using the persuasive method to analyze an aspect of Climate Change considered controversial.</p> | <p>Students will show their learning in a multi-assessment project:</p> <ol style="list-style-type: none"> 1. Short written reflection on current goals for the future. 2. An interview and transcript of key points. |

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| | <p>Student learning will be assessed by using the HiSET and GED writing rubrics and a rubric for media and oral presentations.</p> | <p>The project will be evaluated using a rubric for a high school level oral presentation.</p> | <p>3. A research project to investigate and evaluate a key historical event or topic related to future goals.</p> <p>4. A presentation using digital media on what they discovered, why it is important for them, and how it impacts their futures.</p> <p>Student learning will be assessed by using the HiSET and GED writing rubrics and rubrics for media and oral presentations.</p> |
| <p>Main Texts</p> | <ul style="list-style-type: none"> • <i>The Holocaust and Human Behavior, Facing History and Ourselves</i> • <i>Images of The Holocaust, An Anthology (Literature)</i> • The United States Holocaust Memorial Museum website: http://www.ushmm.org • Various other online sources | <ul style="list-style-type: none"> • Handouts from The National Wildlife Foundation High School Curriculum: <i>An Inconvenient Truth: In the Classroom</i>: https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf • <i>An Inconvenient Truth: A Global Warning</i>, DVD • Handouts from <i>A People’s Curriculum for the Earth</i> (Rethinking Schools) • Various earth-based poems, prose, and visual arts. | <ul style="list-style-type: none"> • Autobiographies: <i>I Know Why the Caged Bird Sings</i>, Maya Angelou and <i>Night</i>, Elie Wiesel. • Various readings on writing autobiography and interview skills. |