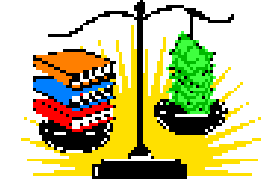




**EXCERPT**



Learn More. Earn More!

**New Bedford Public Schools  
Division of Adult/Continuing Education**

Bernice Jensen, Director  
Gail Eddy, Facilitator

**Adult Basic Education and English for Speakers of Other Languages  
Draft Curriculum**

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# Acknowledgements

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## ABE Scope and Sequence Template for an ELA Class Level

Program: New Bedford Adult Education

Revised: \_\_\_\_\_ Authors: Elaine Sheerin, Leta Phillips, Gail Eddy

NOTE: This excerpt comes after an overall Program Overview, Guidance for Teachers, and descriptions of the Key Shifts in the ELA Standards.

### Introduction:

This ABE ELA scope and sequence provides an overview of six thematic units that covers 120 hours of instruction within a given school year. Each unit covers approximately 20 hours of instruction.

The purpose and intention of the scope and sequence is to prepare adult learners to achieve their personal goals, to prepare for the HISET/ or Adult Diploma Program, and/or to prepare for post-secondary education and careers. Through these units, learners will acquire literacy skills as they develop knowledge about their community, themselves and the world.

The level addressed in this scope and sequence is ELA 4 - 5.9. It is assumed that learners at this level have generally mastered previous skills of the CCRSAE. Where this is not the case, teachers are expected to differentiate instruction in order to accommodate learners' needs.

The six thematic units include, in order: 1. Food and Nutrition, 2. Health and Well-Being, 3. Climate Change, 4. Educated Consumer, 5. New Bedford – Past and Present, 6. The World Around Us. The units are sequenced for students to build on skills learned in previous units, with a focus on accuracy in reading and comprehending and interpreting information found in increasingly more complex texts.

Assessments will ensure that learners can demonstrate the skills described in the CCRSAE standards a minimum of 80% of the time. Teachers will use in class formal and informal assessments to determine what further instruction is needed for learners not demonstrating the 80% benchmark. Learning will be evaluated over the six units in a variety of ways. The assessments are listed in the section of this document "Assessment of Priority Standards and Key Content.

This scope and sequence will be reflected upon and reevaluated annually at the end of the school year. Classroom teachers, along with support staff, will address the strengths and areas for improvement. Revisions will be made at this time for the coming school year.

## ABE Scope and Sequence Template for ELA Class Level C (4 – 5.9)

Class Level and GLE Range: Level C (4-5.9) Teacher(s) teaching this level: Elaine Sheerin

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Title of the Unit</b>	<b>Food and Nutrition</b>	<b>Health and Well-being</b>	<b>Climate vs. Weather</b>	<b>Educated Consumer</b>	<b>Historical New Bedford</b>	<b>The World Around Us</b>
<b>Amount of Time/ Hours for the Unit</b>	20 hours	20 hours	20 hours	20 hours	20 hours	20 hours
<b>Purpose of Unit</b>	To educate today's adult learners on the relationships between good health and nutrition.	To introduce strategies and behaviors to students that will protect their mental, emotional, and physical health.	To help New Bedford area adults understand how they can lessen the effects of climate change in their current environment.	To educate today's adults to become informed and responsible consumers.	To enrich students' awareness of New Bedford's rich history - past and present, in order to foster an appreciation of the historical significance of the area in which they live.	To expand our adult students' knowledge of the geography of the United States and of the World.
<b>Priority CCRSAE Standards</b>	<b>Reading Standards</b> CCR Anchor 6 (W.4.6) CCR Anchor 7 (RI.4.7) <b>Writing Standard</b> CCR Anchor 6 (W.4.6) CCR Anchor 7 (W.5.7) <b>Speaking and Listening</b> CCR Anchor 4 (SL.5.4) <b>Language Standards</b> CCR Anchor 3 (L.4.3a)	<b>Reading Standards</b> CCR Anchor 7 (RI.4.7) <b>Writing Standards</b> CCR Anchor 2 (W2.Ca) CCR Anchor 4 (W.5.4) <b>Speaking and Listening</b> CCR Anchor 5 (SL.5.5) <b>Language Standards</b> CCR Anchor 6 (L.4.6)	<b>Reading Standards</b> CCR Anchor 1 (RI.4.1) CCR Anchor 10 <b>Writing Standards</b> CCR Anchor 6 (W.4.6) CCR Anchor 7 (W.5.7) <b>Speaking and Listening</b> CCR Anchor 1 (SL.5.1a,c) <b>Language Standards</b> CCR Anchor 3 (L.4.3a,b,d)	<b>Reading Standards</b> CCR Anchor 9 (RI.5.9) <b>Writing Standards</b> CCR Anchor 4 (W.5.4) <b>Speaking and Listening</b> CCR Anchor 6 (SL.4.6) <b>Language Standards</b> CCR Anchor 1 (L.4.1k) CCR Anchor 3 (L.4.3a,c)	<b>Reading Standards</b> CCR Anchor 5 (RI.4.5) <b>Writing Standards</b> CCR Anchor 4 (W.5.4) CCR Anchor 6 (W.4.6)	<b>Reading Standards</b> CCR Anchor 7 (RI.4.7) CCR Anchor 9 (RI.5.9) <b>Writing Standards</b> CCR Anchor 2 (W.4.2a) CCR Anchor 6 (W.4.6) CCR Anchor 8 (W.5.8)

*NOTE: We have excerpted the Titles, Purposes, and Standards for each unit, followed by the Standards Matrix, which separates the standards into Priority and Secondary. At the end of the document, we have included all information for two of these 6 units.*

**College and Career Readiness Anchor Standards Aligned to Each Unit:** Teachers may check off the ELA Anchor standards which are the focus of instruction and assessed within each unit below. Alternatively, teachers might indicate the Level (A-E) within the unit column for each Anchor.

**ELA Anchor Standards**

\* P = priority \*S = secondary (pillar)

<b>Reading</b> <i>Apply Standards 1-9 to texts of appropriate complexity as outlined by Standard 10.</i>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Anchor 1</b>	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.*	S	S	P			S
<b>Anchor 2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*						S
<b>Anchor 3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*					S	
<b>Anchor 4</b>	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.*	S	S				S
<b>Anchor 5</b>	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.*	S		S	S	P	
<b>Anchor 6</b>	Assess how point of view or purpose shapes the content and style of a text.*				S		
<b>Anchor 7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	P	P	S	S	S	P
<b>Anchor 8</b>	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.*			S	S		
<b>Anchor 9</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*	S		S	P	S	P
<b>Anchor 10</b>	Read and comprehend complex literary and informational texts independently and proficiently.		S	P	S	S	S

<b>Writing</b>	<b>Anchor Standards</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Anchor 1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
<b>Anchor 2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		<b>P</b>	<b>S</b>		<b>S</b>	<b>P</b>
<b>Anchor 3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence ( <i>not a priority after Level B</i> ).				<b>S</b>		
<b>Anchor 4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>S</b>
<b>Anchor 5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>S</b>		<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>Anchor 6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>P</b>		<b>P</b>		<b>P</b>	<b>P</b>
<b>Anchor 7</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>Anchor 8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>		<b>P</b>
<b>Anchor 9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research		<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

<b>Speaking &amp; Listening Anchor Standards</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Anchor 1</b>	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.	S	S	P	S		
<b>Anchor 2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		S	S			S
<b>Anchor 3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				S		
<b>Anchor 4</b>	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.	P	S			S	S
<b>Anchor 5</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		P	S		S	S
<b>Anchor 6</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.		S		P		
<b>Language Anchor Standards</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Anchor 1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	P		S
<b>Anchor 2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S	S	S
<b>Anchor 3</b>	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.	P		P	P		S
<b>Anchor 4</b>	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.	S					S
<b>Anchor 5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
<b>Anchor 6</b>	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.	S	P	S		S	S

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**2 Units from the ABE Scope and Sequence Template for ELA Class Level C (4 – 5.9)**

Class Level and GLE Range: Level C (4-5.9) Teacher(s) teaching this level: Elaine Sheerin

	<b>Unit 4</b>	<b>Unit 5</b>
<b>Title of the Unit</b>	<b>Educated Consumer</b>	<b>Historical New Bedford</b>
<b>Amount of Time/ Hours for the Unit</b>	20 hours	20 hours
<b>Purpose of Unit</b>	To educate today’s adults to become informed and responsible consumers.	To enrich students’ awareness of New Bedford’s rich history-past and present, in order to foster an appreciation of the historical significance of the area in which they live.
<b>Unit Goals and Outcomes</b>	<p>Student groups will investigate different types of consumer scams by reading material from Consumer Reports and other print and internet sources in order to protect themselves from becoming victims of consumer scams. The students, working in groups, will demonstrate their learning by creating and participating in skits that mirror authentic consumer scams.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What are consumer scams?</li> <li>2. How do you protect yourself from becoming a consumer scam victim?</li> <li>3. What are the most common types of consumer scams?</li> </ol>	<p>Students will read simple or adapted informational texts or digital sources on New Bedford’s history in order to become familiar with the events that shaped its past. The students will show their learning by creating time lines that tell the story of New Bedford, from the 18<sup>th</sup> through the 21<sup>st</sup> century.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. Why is New Bedford considered the number one fishing port in America?</li> <li>2. What events helped to influence the economy of New Bedford, past and present?</li> <li>3. How did New Bedford’s rich cultural history contribute to the events that shaped our community?</li> </ol>
<b>Priority CCSSAE Standards</b>	<p><b>Reading Standards:</b> CCR Anchor 9 (RI.5.9)</p> <p><b>Writing Standards:</b> CCR Anchor 4 (W.5.4)</p> <p><b>Speaking and Listening:</b> CCR Anchor 6 (SL.4.6)</p> <p><b>Language Standards:</b> CCR Anchor 1 (L.4.1k), CCR Anchor 3 (L.4.3a,c)</p>	<p><b>Reading Standards:</b> CCR Anchor 5 (RI.4.5)</p> <p><b>Writing Standards:</b> CCR Anchor 4 (W.5.4), CCR Anchor 6 (W.4.6)</p>
<b>Assessment of Priority Standards and Key Content</b>	Students will demonstrate their learning by creating skits that simulate typical consumer scams. The students will use a class developed rubric to give feedback on the skits.	Students, working in 3 groups, will demonstrate their learning by the creation of 3 time lines that represent the important events in the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries that shaped New Bedford’s history. The time lines will be evaluated by a time line rubric found on Read, Write and Think.
<b>Main Texts</b>	Internet resources, informational pamphlets, magazine advertisements illustrating consumer scams	Internet resources, Spinner publications, various print resources