



**International  
Institute of  
New England**

**Education Program Curriculum**  
Family Literacy Program SPL 0-2



## Program Logistics

Student testing - Students are tested at the onset of their enrollment (pre-test) and after they have reached 65 hours of instruction (post-test) using the BEST Plus Test. If students have not made a learning gain, meaning their post-test score is lower than their pre-test score, they must be tested again after an additional 65 hours of instruction. Instructors also may test students with other summative or formative assessments throughout a term.

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## Diversity, Equity, and Inclusion in Our Teaching Practices

*As part of our commitment to Diversity, Equity, and Inclusion practices, the education program staff at the International Institute of New England is dedicated to fostering a community of tolerance in the classroom and beyond. We aim to embed and continually make efforts to improve the manner in which we acknowledge and disseminate information regarding race and class discrimination that is deeply rooted in the fabric of the United States of America. Through civics education, history, and practical skills, our objective is to provide new Americans and people from other geographic origins with the foundational understanding of how racism exists within all contexts of daily life and society and how we can embrace diversity and harness tools for positive change.*

### Equity Principles<sup>1</sup>

- **Sense of Belonging:** Ensure that content and instructional materials reflect students' identities and lived experiences.
  - **Program Audits:** Conduct periodic program audits to measure success and commitment to equity and inclusion practices.
  - **Closing The Digital Divide:** Ameliorate the digital divide: Provide access to devices and WiFi (laptops, headphones, hotspots, digital literacy support) for economically disadvantaged students
  - **Culturally Responsive Teaching:** Navigating conversations about racism, bias, and discrimination in the ESOL classroom with positive impact that promotes anti-racism and encourage meaningful dialogue.
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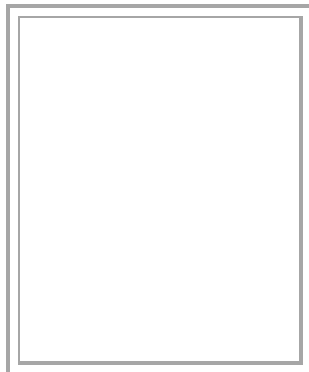
<sup>1</sup> Resources

[https://go.newsela.com/Leaders-Who-Innovate-Equity-ODC.html?\\_ga=2.177858469.1061300763.1631494089-21863606.1631494089](https://go.newsela.com/Leaders-Who-Innovate-Equity-ODC.html?_ga=2.177858469.1061300763.1631494089-21863606.1631494089)

## Scope and Sequence

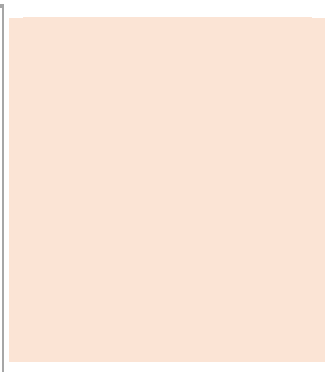
	Unit 1	Unit 2	Unit 3	Add columns as needed...
<b>Title</b> <i>Reflect the content topic through which skills will be developed.</i>	<i>Unit Title: Depending on how the ESOL Program is designed, units might be organized according to themes (such as Health or US Civics) or according to language functions (such as Asking for and Giving Advice or Following and Giving Directions), and titled accordingly.</i>			
<b>Time: # of hours, and # of weeks</b>				
<b>Purpose</b> <i>Why is this topic and skill set important for adult students?</i>	<i>Purpose: Consider the value of what is being taught, rather than automatically following the content or sequence of a textbook, or cover a topic because it interests the teacher.</i>			
<b>Goals and Outcomes</b> <i>"Students will [use what English language skill and how] in order to ..."</i> <i>"Students will show learning by ... [end product ]"</i>	<i>Goals and Outcomes: In two-four sentences, describe the desired result for learners to have by the end of unit. How and in what context will they apply their new knowledge and language skills? Integrate technology, digital learning and employability skills as needed.</i>			
<b>Priority Benchmarks and Standards from the MA ABE Curriculum Frameworks for ESOL</b>	<i>ESOL Standards: Each ESOL Unit includes key priority benchmarks and standards from the MA ABE Curriculum Framework for ESOL. Prioritize the skills learners need to reach the unit goal. Include benchmarks from the R,W,S,L strands as well as standards from the Navigating Systems, Intercultural Awareness, and Strategies and Resources for Learning strands, as appropriate.</i>			
<b>Priority level-specific CCR Standards</b> <i>List only the standards which will be explicitly taught and assessed.</i>	<i>CCR Priority Standards: Each Unit also includes a cluster of key level-specific standards from the College and Career Readiness Standards for Adult Education. Prioritize those standards from the Reading, Writing, Speaking &amp; Listening, and Reading Foundations strands that will increase the academic rigor and complexity of the unit.</i>			
<b>Key Resources</b> <i>List 2-3 authentic and relevant resources that students will read and/or listen to.</i>	<i>Key Resources: Include a sample of key resources, not only a single textbook series. While many ESOL textbooks are organized around helpful thematic units, they need to be supplemented with authentic materials that target learners' needs, interests, and goals. Also include informational and complex texts in order to address the college and career readiness needs of today's English language learner. Include a more comprehensive list of resources in the unit plan.</i>			

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
CONTENT FRAMEWORK	<i>Personal Information, Calendar/Time &amp; Weather</i>	<i>Daily Activities and Household Chores</i>	<i>In the Community/Work</i>	<i>Health and Well-Being</i>	<i>Shopping and Clothing</i>	<i>Parenting Holidays &amp; U.S. History</i>
SUB-UNITS	1 – Greetings 2 – Personal Information 3 – Family Members 4- Calendar/Time 5- Seasons and Weather	1 – Daily Routines 2 – In the Home 3 – Household chores 4 – Tenants Rights & Responsibilities 5 – Cleaning supplies	1 – Places in the Community 2 – Transportation 3 – Community Resources 4 – People in the community	1 – Healthy Body and Mind 2 – Illnesses and Injuries 3 – Food items 4 - Proper Nutrition 5 – 9-11 emergency calls 6 – Making appointments	1 – Paying for things 2 – Places to Shop 3 – Names of products and goods 3 – Clothing	<i>Topics of holidays and U.S. History will be dispersed as they occur in the month</i>
TIME	4 weeks: 8 classes x 1.5 hours = 12 hours	6 weeks: 12 classes x 1.5 hours = 18 hours	4 weeks: 8 classes x 1.5 hours = 12 hours	6 weeks: 12 classes x 1.5 hours = 18 hours	4 weeks: 8 classes x 1.5 hours = 12 hours	Intermittent
PURPOSE	<ul style="list-style-type: none"> <li>• Create a comfortable learning environment.</li> <li>• Practice personal information basics</li> <li>• Read a calendar</li> <li>• Demonstrate saying when appts are giving days/dates/time</li> <li>• Be able to identify self and family members</li> <li>• Be able to provide date of birth when needed but also understand the importance of protecting certain personal information such as date of birth, social security number and age</li> <li>• Begin to learn how to use various tools in the online platform to accelerate and supplement language learning</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with schedules, times of day and prepositions of time to accurately describe their routines</li> <li>• Identify items in the home, type of home, responsibilities of renting/maintaining a home</li> <li>• Understand tenants’ rights and other rights associated with housing and agency in the U.S.</li> <li>• Learn vocabulary about every day activities and household chores</li> <li>• Identify who in the home does the various chores</li> <li>• Be able to identify needed cleaning supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and describe buildings around the city.</li> <li>• Identify modes of transportation and compare costs</li> <li>• Identify one's own bus route</li> <li>• Identifying services available in a community</li> <li>• Knowing the roles of people in the community who can help</li> <li>• Know how to enter a community place in navigation system to follow directions to the place</li> <li>• Importance of social interaction for children I.e., community resources library, story time, EI, and school</li> <li>• Parenting children to be responsible and independent</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and practice using body parts, illnesses, injuries and medical conditions in order to be able to communicate about health issues.</li> <li>• Think about healthy and unhealthy habits and consider the effects that habits have on health.</li> <li>• Encourage students to be educated on the importance of vaccines.</li> <li>• Understand HIPAA laws</li> <li>• Reflect upon choices made now that have an effect in the future.</li> <li>• Consider future goals and plans that will enable them to have a happy and healthy family in the U.S.</li> <li>• To understand each of the trimesters of pregnancy</li> <li>• Family planning</li> <li>• Being able to identify emergency contacts</li> </ul>	<ul style="list-style-type: none"> <li>• Names of bills and coins</li> <li>• Identify how they pay for things</li> <li>• Identify what is covered under SNAP and what is not</li> <li>• Estimate costs</li> <li>• Identifying clothing needs for change of season</li> <li>• Understand signs and discount offers at stores</li> <li>• Read receipts</li> <li>• Protecting personal information when shopping especially online</li> <li>• Being aware of scams</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn about important people and events in U.S. history based on the holiday i.e., Martin Luther King Jr. Day, Presidents’ Day, Patriot’s Day, Memorial Day, Independence Day, Labor Day, Election Day, etc..</li> <li>• Compare events and holidays to one’s own cultural holidays</li> </ul>

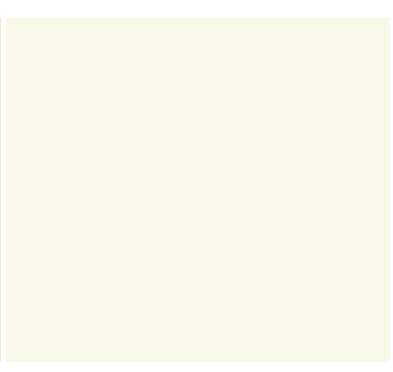


**UNIT OBJECTIVES**

*Students will be able to...*



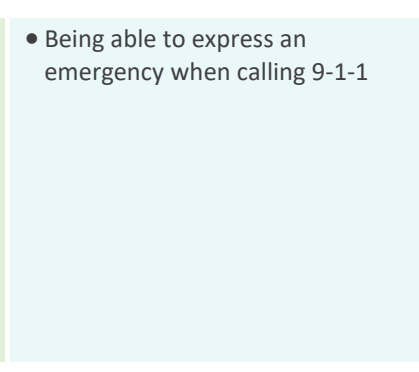
- Read and say days of the week and months of the year
- Read dates of a calendar
- Identify dates on a calendar
- Introduce/identify self
- Identify family members names and relations
- Say and write numerical date of birth
- Read and write own address and phone number
- Answer simple questions about personal information
- Complete a basic personal information form
- Respond appropriately to requests for personal identification information



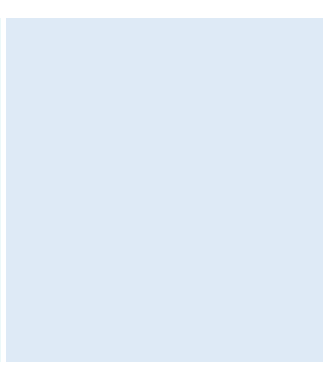
- Use the simple present tense to talk about daily routines and household chores.
- Order events sequentially using “first,” “next” and “last.”
- Use adverbs of frequency correctly and place them in the appropriate location in a sentence.
- Identify rooms and items in the home
- Identify members of the family and the tasks they perform in the home using simple present tense.
- Identify household cleaning products and their use
- Request a cleaning supply with proper question formation.



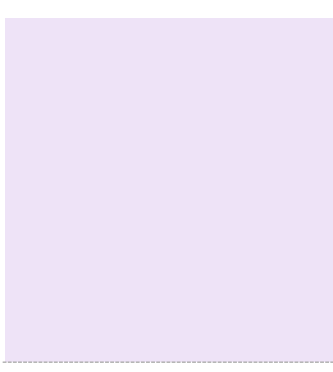
- Identify places in the community and purpose
- Identify modes of transportation and use frequency verbs to form sentences about transportation
- Recognize prepositions of location, and how they differ from inside a building and outside on the street.
- Identify people in the community and what services they offer
- Following directions of a navigation device



- Being able to express an emergency when calling 9-1-1
- Identify one’s own doctor and/or health insurance
- Answer health-related questions
- Complete a basic health form
- Make an appointment confidently, in person or over the phone, using appropriate language.
- Explain various ailments and their symptoms, and discuss any causes, using language appropriate for use in a medical setting.
- Read a prescription label and follow directions
- Talk about eating habits



- Identify ways to pay for items
- Discuss how often bills are paid and how they are paid
- Ask a correct yes/no and wh- question in the first, second and third person in the simple past with “be,” and form correct responses to these questions.
- Use prepositions of motion in conjunction with prepositions of location to give and follow directions on a map.
- Say a correct affirmative and negative statement using “there was/were.”
- Ask a correct yes/no and wh- question with “there was/were,” and form correct responses to these questions.



- Identify dates of certain U.S. Holidays
- Identify historic figures associated with holidays and in simple terms describe their role in history

					<ul style="list-style-type: none"> <li>• Identify important people and events in U.S. history.</li> <li>• Compare and contrast historical events in their native country and the U.S.</li> <li>• Follow and give spoken directions from a starting point to an end point on a map.</li> <li>• Reflect upon how cities and countries change over time.</li> </ul>	
<p><b>PRIORITY BENCHMARKS AND MA-ELPS</b></p>	<p>Civics 4. Civics 7. Navigating Systems 2. R1B.2d., R1B.2e., R1C.2b., R3B.2c. L/S3B.2a., L/S5.2b., L/S1A.2c. W1A.2a., W1A.2b.</p>	<p>Civics 1. Navigating Systems 4. R1A.2b., R3A.2d., R3A.2e., R3C.2a., R3C.2b. L/S1B.2b., L/S3C.2a. W1A.2c., W2A.2a., W3B.2b.</p>	<p>Civics 3. Navigating Systems 1. R2A.2a., R2A.2b. L/S2B.2a. W3B.2a.</p>	<p>Civics 6. Navigating Systems 4. R3A.2b., R4B.2a., R4B.2c. L/S3A.2a., L/S4B.2b., L/S4C.2a. W3A.2a.</p>	<p>Civics 5. Navigating Systems 1 R4B.1c., R5.1a. L/S4C.1a., L/S4C.1b. W3C.2a., W5.2a.</p>	<p>Civics 7. Navigating Systems 4. R3D.2a., R5.1a. L/S3C.2d., L/S4A.2b. , L/S4B.2a., L/S4C.2b. W4A.2b., W4C.2a.</p>
<p><b>ASSESSMENT OF PRIORITY BENCHMARKS</b></p>	<ul style="list-style-type: none"> <li>- BEST Plus 2.0 Pre Test</li> <li>- Oral reports</li> <li>- Basic form completion</li> </ul>	<ul style="list-style-type: none"> <li>- Word Wall Quizzes</li> <li>- Give descriptions using a visual prompt</li> <li>- Question/response quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- BEST Plus 2.0 Post Test</li> <li>- Oral reports</li> <li>- Partner dialogues</li> <li>- cumulative Quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Role Playing</li> <li>- Photo caption</li> <li>- Cumulative quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Tell a story by using a sequence of three or more pictures</li> <li>- Oral presentation</li> <li>- Demonstrations</li> <li>- Read aloud</li> <li>- Kahoot!</li> </ul>	<ul style="list-style-type: none"> <li>- Presentations</li> <li>- Partner dialogues</li> <li>- Self-questionnaire</li> <li>- Cumulative Quiz</li> </ul>
<p><b>KEY TEXT RESOURCES</b></p>	<p><u>Oxford Picture Dictionary</u>, Oxford University Press</p>	<p><u>Ventures Basics</u>, Cambridge University Press: Unit</p> <p><u>Step Forward 1, Language for Everyday Life</u>, Oxford University Press: Unit 6: Daily Routines</p>	<p><u>English in Action 1, Second Edition</u>, Heinle, Cengage Learning; Unit 7: Downtown</p> <p><u>Step Forward 1, Language for Everyday Life</u>, Oxford University</p>	<p><u>English in Action 1, Second Edition</u>, Heinle, Cengage Learning: Unit 14: A Visit to the Doctor and Unit 12 - Food</p> <p><u>Step Forward 1, Language for Everyday Life</u>, Oxford University</p>	<p><u>English in Action 1, Second Edition</u>, Heinle, Cengage Learning: Unit 9: Transportation and Unit 7: Downtown</p> <p><u>Step Forward 1, Language</u></p>	



**TECHNOLOGY  
INTEGRATION**

		<u>Oxford Picture Dictionary</u> , Oxford University Press	Press: Unit 4: At Home, Unit 5: In the Neighborhood  <u>Oxford Picture Dictionary</u> , Oxford University Press	Press: Unit 9: Your Health and Unit 12: Free Time and Unit 8: Eating Well  <u>Oxford Picture Dictionary</u> , Oxford University Press	<u>for Everyday Life</u> , Oxford University Press: Unit 10: Getting the Job  <u>Oxford Picture Dictionary</u> , Oxford University Press	
Zoom Basics Using a microphone Muting / Unmuting Using headphones / earbuds Entering responses in Chat Use WhatsApp to send messages (oral or written)		Word Reference Online Dictionary: search, verb fu Microsoft Office Basics: font style, size, and color, tab key, save doc. Email Basics II: attachments, inbox search, move items between folders	<a href="http://www.zoom.us">www.zoom.us</a> <a href="http://www.classroom.google.com">www.classroom.google.com</a> <a href="http://www.eslibrary.com">www.eslibrary.com</a> <a href="http://www.linguahouse.com">www.linguahouse.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a>	<a href="http://www.zoom.us">www.zoom.us</a> <a href="http://www.classroom.google.com">www.classroom.google.com</a> <a href="http://www.eslibrary.com">www.eslibrary.com</a> <a href="http://www.linguahouse.com">www.linguahouse.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a>	<a href="http://www.zoom.us">www.zoom.us</a> <a href="http://www.classroom.google.com">www.classroom.google.com</a> <a href="http://www.eslibrary.com">www.eslibrary.com</a> <a href="http://www.linguahouse.com">www.linguahouse.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a>	<a href="http://www.zoom.us">www.zoom.us</a> <a href="http://www.classroom.google.com">www.classroom.google.com</a> <a href="http://www.eslibrary.com">www.eslibrary.com</a> <a href="http://www.linguahouse.com">www.linguahouse.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a>



## Parent Orientation

### **School Personnel – who might parents communicate with?**

Teachers: elementary- 1 teacher, middle/high school: multiple, contact based on subject matter

Parent Liaisons

School Nurse

School Counselor

Principal (assistant)

### **School Days – when should children be at school?**

School calendar

Holidays/breaks

Being on time - going to school in bad weather/dressing properly, having an umbrella, not keeping kids home

Tardy consequences

Consequences of not being present to pick your child up at school or at a bus stop

### **Absences/Appointments - When shouldn't children be at school? To whom and how to communicate about absences?**

How to appropriately excuse your child

What children are allowed to miss school for: sickness, doctor's appointment

Explain the guidelines for sickness- pinkeye, vomiting, fever, rash, etc

When should they return to school – free of any fever...

### **School Policies – what other rules should children follow? What are the consequences if they don't?**

School Rules of Conduct

Consequences when rules are not followed – Detention

### **Report Cards & Progress Reports - What should parents know about their child(ren)'s progress in school? How and when do they receive these reports?**

Report cards/progress reports dates/timelines

Grading system: elementary vs. middle and high school

Purpose, importance, signature

What to do if students are not doing well?

Parent/Teacher conferences



**Organization of Schools**

Preschool/Kindergarten

Elementary: 1<sup>st</sup>-4<sup>th</sup>

Middle School: 5<sup>th</sup>-8<sup>th</sup>

High School: 9<sup>th</sup>-12<sup>th</sup>

**Breakfast/Lunch**

Programs for assistance

Bring or buy lunch every day (snacks for younger children)

**Events during specific grades**

MCAS

Any other standardized tests?

**Other topics:**

Parent involvement in education

Extra curricular activities

Challenges that school see and ways to resolve

Before/after care options – 21<sup>st</sup> century after school programs

Special education/504/sat teams/response to intervention