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## Curriculum Development Resources For Teachers In Adult Basic Education: Facilitating Learner Self-Advocacy

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CURRICULUM DEVELOPMENT RESOURCES FOR TEACHERS IN ADULT BASIC  
EDUCATION: FACILITATING LEARNER SELF-ADVOCACY

by

Erin Elizabeth Cary

A capstone project submitted in partial fulfillment of the requirements for the degree of  
Master of Arts in English as a Second Language.

Hamline University

Saint Paul, Minnesota

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Content Expert: Suzanne McCurdy

## PROJECT DESCRIPTION

The research questions that shaped this project were: "What educational support do ABE learners need to develop and employ self-advocacy skills to respond to barriers in their lives? What tools will help ABE instructors facilitate that support in the classroom?" While ABE instructors can become distracted by political and policy expectations to align curriculum to content standards and mandatory assessments when designing instruction, research favors a participatory curriculum model that focuses first on learners' goals for pursuing ABE services. This project makes space for instructors to consider their role in facilitating increased independence in learners around topics that learners identified as critical self-advocacy needs. The resources provided build in learner-driven collaboration in designing units that include objectives around self-advocacy. The tools for unit-planning also help instructors meet expectations for standards alignment and assessment preparation, while incorporating teacher expertise on instructional best practices for ABE learners.

The project designed to respond to these questions is a resource toolkit for participatory curriculum unit design for ABE programming. This resource toolkit is intended for use by ABE instructors teaching in a variety of civics, English language and literacy-related contexts (community education programs within school districts, one-on-one tutoring programs, community-based classes). The resources are adaptable so process can be facilitated in any class serving ELLs, from emergent to advanced learners, as well as ABE programming serving fluent English speakers with limited or interrupted formal education.

The project consists of seven tools and two additional lesson materials, including:

- a Teacher's Guide briefly explaining the purpose and rationale of this project, and providing an overview of the materials described below and how to use and adapt them in a variety of ABE teaching contexts. Each tool is described, contextualized by its purpose and how often it can be used, and further explained through tips meant to help practitioners understand and use all parts of each document.
- a Teacher Reflection on Learner Self-Advocacy, which serves as a brief reflection and self-assessment for instructors to consider how important learner self-advocacy is to the ABE field in general and to them personally as instructors, how they build self-advocacy objectives into instruction already and ways it can become an even greater driving force in their classes. The rationale behind this project is framed at the beginning of this tool by posing the question "what is the purpose of ABE?" and sharing some research findings before providing questions for teachers to ask themselves or discuss with colleagues.
- a Participatory Curriculum Input-Gathering Lesson Plan consisting of activities for learners such as
  - a warmup activating schema around prior class units and familiarizing them with unit-planning considerations;
  - a brainstorming activity in which they identify challenges they face in meeting their needs and goals;
  - a facilitated discussion and note-taking exercise to prioritize and build consensus around challenges to focus on as a class for a future unit;

- and an informal small-group presentation in which learners advocate for their preferred unit by sharing ideas for activities and methods of assessment to to practice content and demonstrate learning within the proposed unit. The class then votes to choose the next unit.
- a Participatory Curriculum Unit Design Tool Template that instructors can use to adapt the topics posed by learners for instruction, incorporating standards alignment, competencies assessed by state-approved testing, multiple modalities and a variety of activities and student groupings.
  - a Blank Participatory Curriculum Lesson Plan Template for teachers to use when creating lessons to enact their unit plans.
  - a summative Post-Teaching Unit Evaluation and Reflection for instructors to complete after teaching their unit, with considerations around depth of engagement with learners' stated and achievements in building student self-advocacy, allowing instructors to compare their intended goals and implementation to the practical experience of teaching their unit.
  - a Glossary of Terms that provides explanations of domain-specific terms related to unit-and lesson-planning. These terms used throughout the tools in the kit will be hyperlinked to the glossary document so that teachers can easily find definitions of particular terms as they use the tools.

# TEACHER'S GUIDE

## *Participatory ABE Curriculum Unit Toolkit*

### OVERVIEW & PURPOSE

**“The central problem is this: How can the oppressed...participate in developing the pedagogy of their own liberation?”**

**-- Paolo Freire, *Pedagogy of the Oppressed***

ABE instruction is all about facilitating learners' independence and ability to advocate for themselves in the workplace, in higher education and in the community. With recent demands on ABE instructional planning to perform according to accountability measures (two new assessments to prepare learners for! alignment to THREE sets of state and federal ABE content standards!), it can be easy to lose sight of the reason we plan instruction at all--to help learners meet their goals.

This Participatory Curriculum Unit Toolkit is a set of resources prepared for ABE educators to design curriculum units that employ ABE best practices for instruction, meet standards and assessment requirements and, most importantly for adult educational purposes, feature objectives based on learner input that help learners achieve their personal goals. The following tools are devised with the intention of building upon learner-stated goals to further their independence and facility for self-advocacy. Descriptions of each resource in the toolkit are provided below, along with tips to assist teacher implementation.

**TEACHERS: PLEASE FEEL FREE TO ADAPT ALL TOOLS AS NEEDED TO YOUR CONTEXT.**

**If viewing this project as a PDF, please access links here: <https://bit.ly/2KDMmA1>**

Contact Erin Cary ([erincary@gmail.com](mailto:erincary@gmail.com)) with any questions.

**Happy unit-planning!**

# **Toolkit Materials and Application**

## **1: TEACHER REFLECTION ON LEARNER SELF-ADVOCACY**

**To be used:** *once by each teacher at a site before implementing the rest of the toolkit or discussed as a staff; repeat or adjust responses over time as needed*

**Description:** This initial tool includes ideas and research explaining the principles behind the Participatory ABE Curriculum Unit Toolkit and provides questions that invite teachers to contemplate how learner self-advocacy functions as a driving force in instructional design.

**Suggestions:** Teachers and managers may consider discussing the text included in this tool in a staff meeting or during a professional development session and sharing answers to the questions provided to add more depth to the reflection process.

## **2: PARTICIPATORY CURRICULUM INPUT-GATHERING LESSON PLAN**

**To be used:** *once by each teacher at a site within each course before planning curriculum units, far enough in advance of the next unit to provide planning time; repeat periodically to check in with new learners and generate new unit ideas and objectives*

**Description:** This lesson plan is intended for ABE instructors to gather input from learners before planning curriculum units on the language skills/functions, academic knowledge and real-life scenarios they need to practice in class to achieve their goals more independently and to advocate for themselves outside of the classroom. Students will discuss the reasons that adults pursue ABE classes and how teachers design units to help facilitate practice toward their goals; they work together to brainstorm potential unit topics and activity ideas for their class, build consensus around a few ideas and collaborate in groups to make a case for a unit that interests them; at the end of the lesson, the class votes to choose the next unit topic. The lesson plan itself models the importance of learner self-advocacy, and exemplifies how to use the template provided in tool #4 for planning lessons within the units teachers create with this toolkit.

**Suggestions:**

-Text that appears in red throughout the lesson can be changed by the instructor to information relevant to their context.

-Instructors will of course build on learner suggestions but should do their best not to influence learners as to the most preferred potential unit during this lesson. It is critical to this participatory process to support and encourage the learners' independent interests and ideas.

2.1: Lesson Materials- "Ranking Units" activity for the Warmup section (1b-c); can be handed out as is and used as a worksheet (students rank by writing numbers 1-6 next to the pictures as they wish to rank them) or cut up into manipulatives (students arrange 1-6 on the table into desired ranking). Teachers may adapt this to include unit topics and corresponding activities used in their own contexts.

2.2: Lesson Materials- “Mind Map” activity for the Introduction & Modeling/Guided & Independent Practice sections (2c, 3a-c); while working with students to plug suggestions into the rings of the mind map, teachers should make sure to draw a line from the center circle outward around each idea to differentiate them, forming a visual like spokes on a wheel.

### 3: PARTICIPATORY CURRICULUM UNIT DESIGN TOOL TEMPLATE

**To be used:** *when planning each new unit of instruction in each course, w/input gathered through lesson plan (#2)*

**Description:** A blank unit-planning template for teacher use, incorporating principles of backwards design for unit-planning, considering desired results and building objectives at least partially around learner input regarding their learning goals and self-advocacy needs, derived from the lesson conducted using tool #2. The template also includes standards alignment and assessment preparation, and a space for a line of inquiry. The template also asks how learners will demonstrate evidence of learning, and from there the scaffolding activities, vocabulary/language content and schema-building which will prepare learners to engage with lesson content needed to meet objectives. Finally, a template is provided to reflect the results of the above planning, as a reference for teachers to use while planning lessons for this unit and to catalogue resources, materials, accommodations needed for this unit along with applicable UDL practices.

**Suggestions:** Teachers should feel free to expand the spaces provided to write longer responses.

### 4: BLANK PARTICIPATORY CURRICULUM LESSON PLAN TEMPLATE

**To be used:** *for daily or weekly lesson-planning, based on objectives written in curriculum unit plan (#3) incorporating learner input gathered from the lesson (#2)*

**Description:** A blank lesson-planning template for teacher use, very similar in format to the plan used in the input-gathering lesson (#2). Includes course, unit and lesson information; lesson objectives for teachers (and a way to categorize their purpose in the unit, including as self-advocacy objectives); student-facing “I can” objectives to be shared in class; content standards, key shifts and tiered vocabulary targeted within each lesson; materials/equipment needed; spaces for a sequence of activities and a post-teaching reflection.

**Suggestions:** Teachers can use the categorization boxes next to the objectives as a reminder of the range of types of objectives being covered for this plan, compared with all plans across the unit. Self-advocacy skills refers to objectives developed with input from learners before writing the unit (tool #2); Language/literacy functions refers to explicit instruction in English language skills/conventions, i.e. grammar, structure, mechanics, etc.; Productive skills (SWP) refers to practice in “speaking, writing and pronunciation”; Interpretive skills (RL) refers to practice in “reading and listening”. Teachers should feel free to adapt these categories as desired.

### 5: POST-TEACHING UNIT EVALUATION & REFLECTION

**To be used:** *after teaching each unit designed with the Participatory Unit-Planning Template*

**Description:** tool to consider unit successes and areas for improvement, including a grid to enter unit objectives and rate the level of complexity at which learners were asked to engage with them, based on Webb’s Depth of



Knowledge chart; space to write out this unit's biggest victories/strongest evidence of learner gains; strengths to reproduce in or reconsider for future unit(s).

**Suggestions:** Teachers will want to focus part of their evaluation on successes and ways to follow up on gains on learner independence and self-advocacy, including thoughts on how to prepare accommodations for learners who struggled with these objectives or who would have benefited from more complex tasks.

## 6: GLOSSARY OF TERMS

**To be used:** *for reference while implementing the above resources in the Participatory Curriculum Unit Toolkit*

**Description:** explanations of terms and concepts specific to ABE curriculum-planning domain, sometimes adapted from specific popular curriculum design models, for teachers to refer to while using this toolkit. Terms appearing in tools #1-5 link to their definitions in this document.

**Suggestions:** Teachers may want to print this glossary and keep it handy while using toolkit to explain or jog their memories on terms and concepts while unit-planning.

## Teacher Reflection on Learner Self-Advocacy

# What's the purpose of ABE?

Adult Basic Education instructors are accountable to so many powers that be, including state and federal framers and administrators of policy, district and agency leadership, as well as the expectations laid out by content standards and required assessments. However, none of these shaping forces of the field are what originally inspired instructors' commitment to ABE; the purpose of ABE is to serve our learners. In the daily business of planning instruction, we can sometimes forget that their voices should be driving our choices. But ultimately, we know that hearing their goals of increased independence and then facilitating learning with our knowledge of best teaching practices leads to ABE greatness.

Kellenberg, Schmidt and Werner (2018) wrote that ABE learners should be self-determined, self-regulated and reflexive. A self-determined learner is motivated by inherent interest in instructional content that is challenging and stimulating; a self-regulated learner has opportunities for self-management throughout multiple stages of the lesson; and a reflective learner is able to identify problems and consider how to implement solutions due to achievement of learning goals.

How can ABE instructors plan curriculum units that put learners' self-identified goals first, and allow them to self-determine, self-regulate and reflect?

### Questions to consider before planning curriculum units:

- 1) What does learner self-advocacy look like in action?
  
  
  
  
  
  
  
  
  
  
- 2) How can ABE instructors help facilitate stronger self-advocacy skills in their learners?
  
  
  
  
  
  
  
  
  
  
- 3) How do you like to do this through your instruction? What other methods would you like to try?

**PARTICIPATORY CURRICULUM INPUT-GATHERING LESSON PLAN**

|                      |           |                        |  |
|----------------------|-----------|------------------------|--|
| <b>Instructor(s)</b> | Erin Cary | <b>Line of Inquiry</b> | <i>What future unit topics and practice activities would learners in this class consider most interesting and helpful to their life goals?</i> |
|----------------------|-----------|------------------------|--|

Check all that apply:

| Objectives (2-4)  | Self-advocacy Skills | Lang/Lit. Functions | Productive Skills-SWP | Interpretive Skills-RI |
|---|----------------------|---------------------|-----------------------|------------------------|
| 1. <b>SWBAT</b> recall, rank and explain ranking of topics covered in class in order of importance to their lives and goals.  | X                    |                     | X                     | X                      |
| 2. <b>SWBAT</b> identify ELLs' student goals, explain where they apply in their lives and build consensus around self-advocacy goals they want to work toward in class. | X                    |                     | X                     | X                      |
| 3. <b>SWBAT</b> plan/reflect on potential activities to practice/demonstrate learning related to targeted self-advocacy goals.  | X                    | X                   | X                     | X                      |
| 4. <b>SWBAT</b> evaluate potential unit ideas/activities facilitating increased independence/self-advocacy, vote for most relevant unit.                                | X                    | X                   |                       | X                      |

|                            |   |  |   |
|----------------------------|---|--|---|
| <b>"I Can..."</b>          | 1. I can talk about topics I studied in English class that were helpful in my life.<br><br>2. I can help my teacher and class plan what we need to practice to reach our goals and do things independently. | <b>Standards Targeted</b>                            | <b>CCRS anchors/standards:</b><br>SL.5.1a-d; SL.5.4   |
|                            |   |  | <b>ACES practices/TIF skills &amp; subskills:</b><br>EC.1e; LS.1a; LS.2a-b; LS.4a-c; CT.1b-d; CT.2c-d; CT.3b, d; CT.4b; SM.1b; DFP.1b-c; NS.1c  |
|                            |   |  | <b>NorthStar DL standards:</b><br>Optional - see V2 Microsoft PowerPoint standards  |
| <b>Key Shifts Targeted</b> | <input type="checkbox"/> X Complexity<br><input type="checkbox"/> X Evidence<br><input type="checkbox"/> Knowledge  | <b>Materials, Resources &amp; Equipment Required</b> | -Whiteboard/technology to post questions and materials<br>-Example materials from current unit<br>-Unit-ranking activity (cut into manipulatives or as a worksheet)<br>-Wheel <u>mind map</u> graphic organizer<br>-Poster paper and markers OR digital devices to record ideas<br>Optional: sticky notes for voting; presentation rubric |

| <b>Targeted Vocabulary (pre-teach if necessary)</b> | <b>Tier One</b>    | <b>Tier Two</b>   | <b>Tier Three</b>                   |
|---|--------------------|---|-------------------------------------|
|   | learn, build, goal | improve, increase, prepare, skills, rank/order, independent | unit, mind map (optional: criteria) |

Adapted from ATLAS' CCRS-Aligned ELA Lesson/Unit Planning Template; Wiggins &amp; McTighe's "Understanding by Design Guide" (2011)

**SEQUENCE OF ACTIVITIES:**

|  |   |
|--|---|
| <p><b>1) Warmup</b></p> <p><b>Time:</b></p>                      | <p><b><u>Ranking Units - Independent/Pair Work (20 min):</u></b></p> <p>a) Show a few recent class activities/materials/worksheets and ask the students what topic/theme/idea the class has been studying recently (i.e. shopping, transportation, community). Let them know that you teach a new unit every _____ (month, 6 weeks, etc.) and you want their ideas to help plan the next one.</p> <p>Explain that a unit is a way to focus on different goals that students have while studying something useful to them, like [examples from current unit/line of inquiry]. In each unit, the teacher plans ways to practice skills that students need (supply or elicit examples for your class. To check comprehension, you could also elicit examples from another class, i.e. what skills would students practice in a history class? A math class?). Units can be about any topic that students need to learn about in that class--this class is about <b><u>English and community life skills</u></b>.</p> <p>b)*** Hand out 6-8 small pictures (see 2.1; cut up into manipulatives or in worksheet form to be numbered) to each student with recent or typical units taught in their class/school with a photo/example activities or simple objectives for each and have students rank them by which is most to least interesting to/important for them.</p> <p>c) In pairs, have them discuss and explain their ranking choices. Share out their choices/explanations to the whole class.</p> <p>d) Prompt learners to talk about how important it is that what they learn in class can be used outside of class to help them do more things they want to do without help and to solve problems in their lives--elicit examples based on the units/activities provided in the previous ranking activity. Explain that in this lesson, you will work together to think about what students need to study or practice in class before you plan the next unit(s).</p> |
| <p><b>2) Introduction &amp; Modeling</b></p> <p><b>Time:</b></p> | <p><b><u>Teacher Modeling of Concepts (10 min)</u></b></p> <p>a) Go back to the unit you've been working on in class, repeat the topic/theme and briefly explain the student-centered purpose of the unit (i.e. "to help students go shopping for food"), some objectives ("Students sometimes need to know the names of items in the grocery store, to read food labels, to ask for help finding things in the store and to pay for their items") and refer to the materials and activities you've done as a class to prepare students to do these tasks when they go to the store (i.e. studying food ads/visuals, practicing vocabulary from and assessing comprehension of labels, role-plays with a store clerk).</p> <p><b><u>Discussion - Small Group/Whole Group (15 min)</u></b></p> <p>b) ***Write/post questions - have students discuss for 8-10 min in groups of ~3 (new partners if possible): <b><i>What do students come to <u>English</u> class to learn? Why did you join our class?</i></b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Optional: provide some verbs to shape their responses: <i>learn, improve, increase, build, prepare</i> (potential answers: <i>learn</i> language and culture, <i>increase</i> knowledge, <i>increase</i></p> </div>  |

|  |   |
|--|---|
|  | <p>independence, <i>improve</i> pronunciation, <i>build</i> vocabulary, <i>prepare</i> for GED/college/work/citizenship tests, etc.)</p> <p><b><u>Share-Out/Graphic Organizer Note-Taking - Whole Group (15 min)</u></b></p> <p>c) Hand out “wheel” mind map graphic organizer (see 2.2). Have groups share responses with the whole group and list 4-5 of the best ideas (maybe combining some) around the second ring around the center questions to create a mind map on board. Draw lines between the ideas to make “spokes” on the wheel. Learners can take notes on their own copy.</p> <p>Emphasize/elicite instances in their responses of learners wanting to operate more independently in the community or to advocate for themselves (i.e. navigating systems without help from family/friends or interpreters; communicating/fighting for needs with supervisors, landlords, kids’ teachers, politicians, etc.).</p>   |
| <p><b>3) Guided &amp; Independent Practice</b></p> <p><b>Time:</b></p> | <p><b><u>Discussion/Graphic Organizer Note-Taking - Whole Group (15 min)</u></b></p> <p>a) *** Go over each of the 4-5 ideas noted on the mind map, asking the whole class to shout out answers: <b><i>WHEN and WHERE do you need to use these skills?</i></b> (in which situations) and note 2-3 specific/contextualized answers in the third ring next to each of their prior responses (i.e. next to “prepare for GED” you might write “using the GED website” or “taking the Social Studies test”; or next to “build vocabulary”, you might write “explaining symptoms to a doctor” or “reading Google Maps”). Learners can take notes.</p> <p><b><u>Unit Topic Consensus - Brainstorming/Voting - Whole Group/Individual (15 min)</u></b></p> <p>b) Teacher (collaborating with learners) merges ideas from rings 2 and 3 to make 5-7 potential unit ideas (i.e. “improve pronunciation” + “communicating in the workplace” = something like “Communicating Clearly in the Workplace”).</p> <p>c) Learners come up to board/screen to mark a vote for the top 2-3 ideas they want to study in class (give them a marker to make a check or tick mark or hand out sticky-notes to place near their choices). Reveal top 2-3 choices to class; let learners know they will be working with a group to make a list of practice activities for one of these units and presenting them to the class.</p> <p>d) Have students raise hands to select which group they want to work with--try to divide evenly.</p> <p><b><u>Presentation Prep - Small Group (25 min)</u></b></p> <p>e) Students split into 2-3 groups by potential unit idea. Give each group large poster paper to write on. Have them write their unit idea on the top of the page. Post and explain question, reminding them that they are coming up with ideas to help the teacher plan their unit:</p> <p><b><i>What will students practice in this unit to be more independent in their lives?</i></b></p> <p>Return to example of current unit from the introduction if needed--let the students know that you will mostly plan the unit but you want to know what kinds of activities would be useful for them!</p> |

|   |  |
|---|--|
|   | <p>Optional: i) provide some verbs/prompts to shape their responses: <i>study</i> ____, <i>practice speaking</i> ____, <i>practice writing</i> ____, <i>practice listening</i> ____, <i>practice reading</i> ____, <i>practice pronouncing</i> ____, <i>take a trip to</i> ____, <i>listen to a visitor from</i> ____, <i>repeat</i> ____)</p> <p>(potential answers: practice speaking to a store clerk; practice pronouncing answers to citizenship questions; study a driver's education manual and answer practice questions for a permit test)</p> <p>ii) assign roles within each group: a timekeeper, recorder and presenter(s)</p> <p>iii) remind students how to work respectfully in a group (don't talk over each other, listen to and support other people's contributions, everyone helps to complete the task in a timely way, etc.)</p> <p>iv) Floating volunteer support would be very helpful to guide this process.</p> <p>Post/go over criteria for their presentation:</p> <ol style="list-style-type: none"> <li>1) Students must think of and write 3-5 activity ideas for their unit topic.</li> <li>2) These ideas should help students practice the things they need to do independently.</li> <li>3) The group must present these ideas clearly to the class.</li> </ol> <p>f) Give students ~15 minutes to come up with ideas for unit in their groups-circulate, monitor and support. Have them record their ideas on poster paper and post on wall. Alternately, they can type their potential unit theme and ideas into a document on a device and project it.</p> <p><b><u>Presentation/Evaluation - Small Group/Whole Group (15-20 min)</u></b></p> <p>g) Groups stand up next to their poster paper and take turns presenting their potential unit topic and ideas--one or all can present. Others may ask questions or give feedback.</p> <p>h) ***After each presentation, consult rubric for presentation criteria as a class. This exercise is fluency-focused; the purpose for the group to work together to develop and effectively share ideas relevant to the task, so prompt students to give feedback based on presentation criteria.</p> <p>Optional: If technology and time are available, have student groups prepare short Powerpoints on their unit topics and ideas and present these to the class another day.</p> |
| <p>4)<br/><b><u>Application/Extension</u></b></p> <p><b>Time:</b><br/>_____</p> | <p><b><u>Voting/Review - Individual/Whole Group (10 min)</u></b></p> <p>a) Via hand-raising, sticky notes, ballot or other method, students vote on the topic that will be covered in the next unit (and possibly save the others for the next units after this one)--give them an idea when this unit will begin. Revisit some objectives as a group: what do they want to be able to do independently by the end of this unit?</p> <p>b) ***If time, collaborate with students to restate these ideas for objectives into 2-4 "I can" goals.</p>   |

|                                    |  |
|------------------------------------|--|
| <b>5) Post-Teaching Reflection</b> | Observations on lesson experience?   |
|                                    | Evidence of learning?  |
|                                    | Topics to review/continue in next lesson?  |
|                                    | <b><u>Self-advocacy objectives to include in future unit (based on learner input)?</u></b> |

\*\*\* Adaptations for Advanced-Level Learners:

**1b)** You can make the ranking activity more complex by having learners sort/match objectives or activities to the corresponding units during they would be taught. I.e “I can write and revise cover letters for my resume in an appropriate, formal style to send to employers” (aligned to CCR standards W.6-8.4 and W.6-8.5) would be sorted under the “Job Search” unit. For this activity, consider offering 2-3 objectives each to sort under 3-4 real units taught in your class.



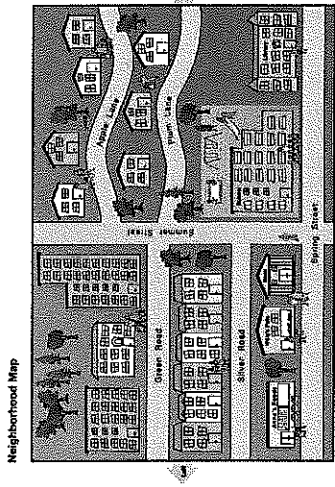
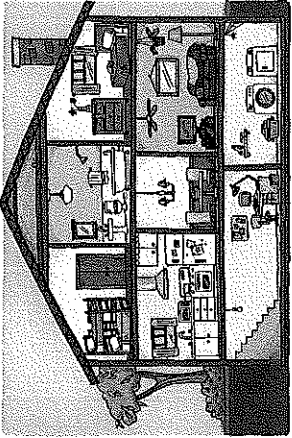
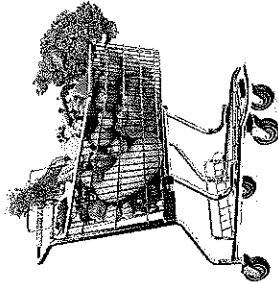
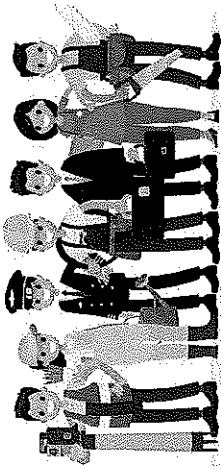
**2b)** Brainstorm a general list together. Ask students to discuss in pairs, each listing 2-3 of their own personal short-term goals and 2-3 personal long-term goals.

**3a)** Complete one example of this step as a whole group, then have learners generate responses independently to this question instead of completing this step together.

**3h)** Hand out slip of paper with three presentation criteria provided. Assign each student a group other than their own to evaluate--if a student finds that a group did not meet all the criteria, the class can make suggestions as to how they could go about meeting criteria more fully. If desired, you can include on each slip a grid with degrees of success meeting presentation criteria:

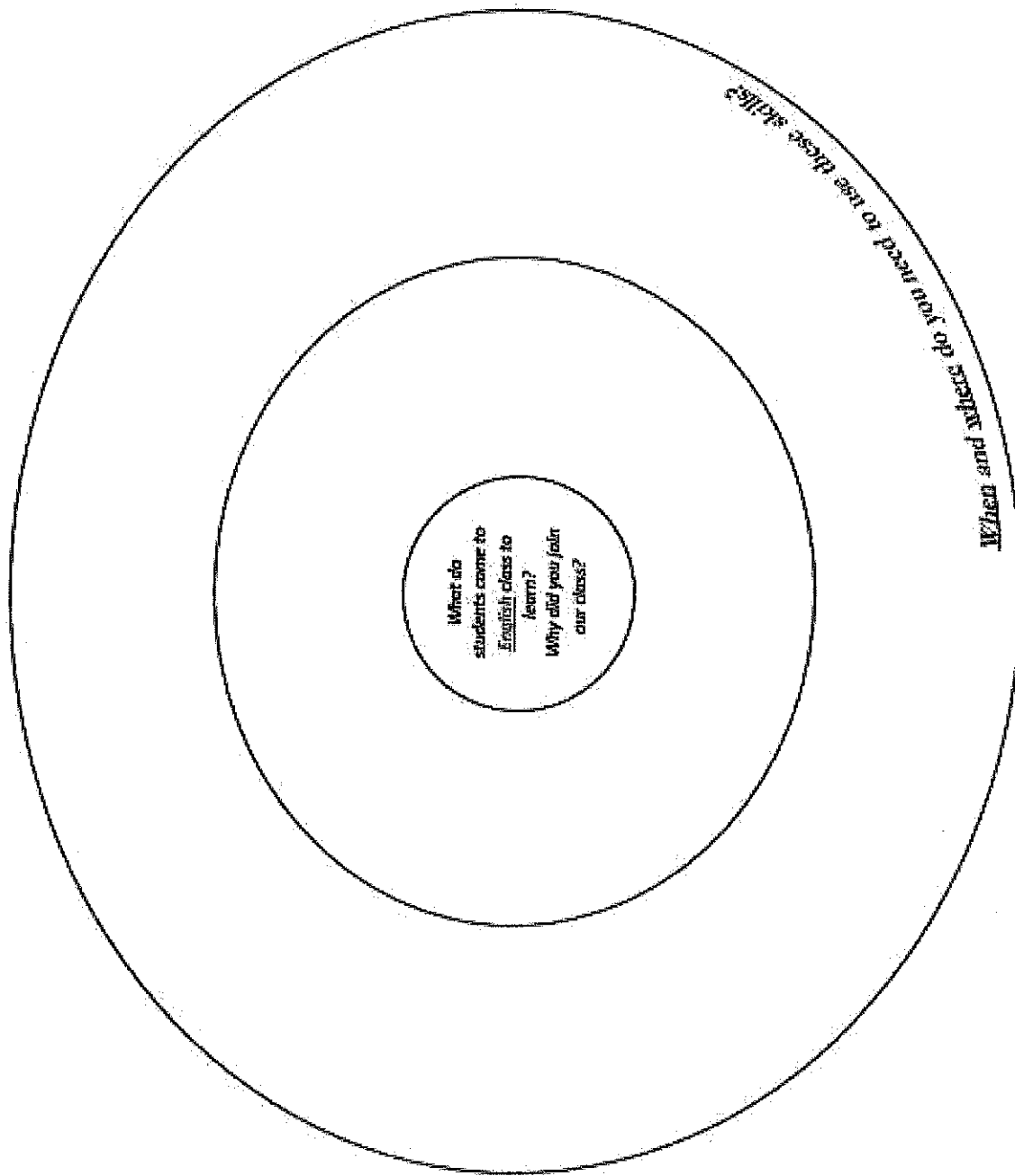
|                               |                                |                            |
|-------------------------------|--------------------------------|----------------------------|
| 1 - Did not meet expectations | 2 - Partially met expectations | 3 - Fully met expectations |
| 1.                            |                                |                            |
| 2.                            |                                |                            |
| 3.                            |                                |                            |

**4b)** As a whole group or in pairs, have learners discuss and share ideas: after we practice this/these self-advocacy/independence objective(s) in class, what kind of activity or test can we do to assess evidence of learning?

|  |   |  |
|--|---|--|
|   |   |   |
| <p><b>ABOUT ME</b><br/> Vocabulary: personal information<br/> Grammar: adjectives to describe people<br/> Activities: filling out forms, describing people</p>   | <p><b>HEALTH &amp; FAMILY</b><br/> Vocabulary: body parts, illnesses, symptoms<br/> Grammar: simple past, present perfect tenses<br/> Activities: communicating about problems to a doctor, tracking blood pressure</p> | <p><b>COMMUNITY</b><br/> Vocabulary: places in the community<br/> Grammar: commands, prepositions (in, at, next to)<br/> Activities: giving directions, learning about libraries</p>                               |
|    |    |    |
| <p><b>AT HOME &amp; AROUND TOWN</b><br/> Vocabulary: rooms &amp; items in a home, transportation<br/> Grammar: present tense routines<br/> Activities: reading a train/bus schedule, communicating with a landlord</p> | <p><b>FOOD &amp; SHOPPING</b><br/> Vocabulary: names of foods, areas of a store<br/> Grammar: asking questions to get help<br/> Activities: talking to a salesperson, making purchases</p>                              | <p><b>JOB SEARCH, WORK &amp; LIFE</b><br/> Vocabulary: job titles and duties<br/> Grammar: can/able to/should/would/will<br/> Activities: writing resumes, practicing interviews, communicating with a manager</p> |



# MIND MAP



# PARTICIPATORY CURRICULUM UNIT DESIGN TOOL (TEMPLATE)

| STAGE 1: DESIRED RESULTS  |   |  |
|---|---|--|
| What learning goals will this unit build toward, including learners' self-identified self-advocacy goals? | Transfer: <i>SWBAT independently use their learning to...</i> |  |
|   | Meaning: (a) Students will be familiar with/understand...     | (b) Students will consider the question(s):... |
|   | Acquisition: (a) Students will build knowledge in...          | (b) Students will build skills in...           |
| Which adult education standards are aligned to these learning goals?                                      | CCR standards:  |  |
|   | ACES practices/TIF skills & subskills:                        |  |
|   | NorthStar Digital Literacy standards:                         |  |
| Does the unit provide opportunities to practice competencies on CASAS/TABE assessments?                   |   |  |

| STAGE 2: EVIDENCE   |   |
|---|---|
| What criteria will be used to attain Stage 1 desired results?   | <p><b>Performance tasks:</b> <i>Students will demonstrate understanding of Stage 1 results by...</i></p> <p><b>Further evidence:</b> <i>Students will demonstrate mastery of Stage 1 results by...</i></p> <p>CCR standards:</p> <p>ACES practices/TIF skills &amp; subskills:</p> <p>NorthStar Digital Literacy standards:</p> <p>CASAS/TABE competencies:</p> |
| How does evidence of learning demonstrate progress toward standards and competencies identified in Stage 1? |   |

| STAGE 3: LEARNING PLAN   |   |
|--|---|
| How will lesson activities practice <b>multiple modalities</b> ?   | <p><u>Schema-building activities:</u> <i>Students will access prior knowledge by...</i></p> <p><u>Scaffolding activities:</u> <i>Students will be engaged toward learning goals by...</i></p> |
| How will activities build toward learners' expressed <b>self-advocacy goals</b> ?                            |   |
| How are lessons <b>scaffolded</b> to facilitate mastery of standards and competencies identified in Stage 1? | <p>CCR standards:</p> <p>ACES practices/TIF skills &amp; subskills:</p> <p>NorthStar Digital Literacy standards:</p> <p>CASAS/TABE competencies:</p>  |
|  | <p>How will established <b>classroom routines</b> be incorporated into this unit?</p> <p><b>Line of Inquiry:</b></p>  |

## PARTICIPATORY CURRICULUM UNIT PLAN

|               |  |              |  |
|---------------|--|--------------|--|
| Instructor(s) |  | Course/Level |  |
|---------------|--|--------------|--|

|                             |  |                 |  |
|-----------------------------|--|-----------------|--|
| Unit Title                  |  | Unit Duration   |  |
| Unit Description<br>/Themes |  | Line of Inquiry |  |

|                                 |                            |                          |
|---------------------------------|----------------------------|--------------------------|
| Learner-identified Goals (~2-3) | Learner Input Notes/Quotes | Additional/Related Goals |
|                                 |                            |                          |

Check all that apply:

| Unit Objectives (~3-5, including learner-identified goals) | Self-advocacy Skills | Lang/Lit. Functions | Productive Skills (SWP) | Interpretive Skills (RI) |
|--|----------------------|---------------------|-------------------------|--------------------------|
| 1. SWBAT   |                      |                     |                         |                          |
| 2. SWBAT   |                      |                     |                         |                          |
| 3. SWBAT   |                      |                     |                         |                          |
| 4. SWBAT   |                      |                     |                         |                          |
| 5. SWBAT   |                      |                     |                         |                          |

Check all that apply:

| Alignment to: CCR standards/ACFS Practices, TIF skills & subskills/NorthStar Digital Literacy standards |  | Complexity | Evidence | Knowledge |
|---|--|------------|----------|-----------|
| 1.  |  |            |          |           |
| 2.  |  |            |          |           |
| 3.  |  |            |          |           |
| 4.  |  |            |          |           |
| 5.  |  |            |          |           |

| Assessment: Demonstration of Achievement/Progress toward Goals, Objectives and Standards |  | Targeted Unit Vocabulary |  |
|--|--|--------------------------|--|
| 1.   |  | Tier 1                   |  |
| 2.   |  | Tier 2                   |  |
| 3.   |  | Tier 3                   |  |

| Materials, Resources and Equipment Needed |  | In-class Experiences and Field Trips |
|---|--|--------------------------------------|
| 1.  |  |                                      |
| 2.  |  |                                      |
| 3.  |  |                                      |

| Accommodations and Adaptations Needed |  | UDL Practices |
|---------------------------------------|--|---------------|
| 1.                                    |  |               |
| 2.                                    |  |               |

Course/Level: \_\_\_\_\_ Length: \_\_\_\_\_ Date: \_\_\_\_\_

## Participatory Curriculum Lesson Plan (Template)

|               |  |                 |  |
|---------------|--|-----------------|--|
| Instructor(s) |  | Line of Inquiry |  |
|---------------|--|-----------------|--|

Check all that apply:

| Objectives (2-4) | Self-advocacy Skills | Lang/Lit. Functions | Productive Skills- <i>SWP</i> | Interpretive Skills- <i>RL</i> |
|------------------|----------------------|---------------------|-------------------------------|--------------------------------|
| 1. SWBAT         |                      |                     |                               |                                |
| 2. SWBAT         |                      |                     |                               |                                |
| 3. SWBAT         |                      |                     |                               |                                |

|                     |  |   |  |
|---------------------|--|---|--|
| "I Can..."          | 1.   | Standards Targeted                        | CCRS anchors:                          |
|                     | 2.   |   | ACES practices/TIF skills & subskills: |
|                     | 3.   |   | NorthStar DL standards:                |
| Key Shifts Targeted | <input type="checkbox"/> Complexity<br><input type="checkbox"/> Evidence<br><input type="checkbox"/> Knowledge | Materials, Resources & Equipment Required |  |

|                     |          |          |            |
|---------------------|----------|----------|------------|
| Targeted Vocabulary | Tier One | Tier Two | Tier Three |
|                     |          |          |            |

### SEQUENCE OF ACTIVITIES:

|   |  |
|---|--|
| <b>Warmup</b><br><br><b>Time:</b><br>_____                      |  |
| <b>Introduction &amp; Modeling</b><br><br><b>Time:</b><br>_____ |  |

Adapted from ATLAS' CCRS-Aligned ELA Lesson/Unit Planning Template; Wiggins & McTighe's "Understanding by Design Guide" (2011)

Course/Level: \_\_\_\_\_ Length: \_\_\_\_\_ Date: \_\_\_\_\_

|   |   |
|---|---|
|   |   |
| <b>Guided &amp; Independent Practice</b><br><br><b>Time:</b><br>_____ |   |
| <b>Application &amp;/or Extension</b><br><br><b>Time:</b><br>_____    |   |
| <b>Post-Teaching Reflection</b>                                       | <p>Observations on lesson experience?</p> <p>Evidence of learning?</p> <p>Topics to review/continue in next lesson?</p> |

Adapted from ATLAS' CCRS-Aligned ELA Lesson/Unit Planning Template; Wiggins & McTighe's "Understanding by Design Guide" (2011)

# POST-TEACHING UNIT EVALUATION AND REFLECTION

Enter unit objectives and correlate achievement below:

| Unit Objectives: | 1) Not covered (N/A) | 2) Students can recognize concepts | 3) Students can comprehend and reproduce concepts | 4) Students can generalize and apply concepts | 5) Students can use concepts creatively to solve problems |
|------------------|----------------------|------------------------------------|---|---|---|
| 1. SWBAT         |                      |                                    |   |   |   |
| 2. SWBAT         |                      |                                    |   |   |   |
| 3. SWBAT         |                      |                                    |   |   |   |
| 4. SWBAT         |                      |                                    |   |   |   |
| 5. SWBAT         |                      |                                    |   |   |   |

|  |  |
|--|--|
| Biggest student successes during this unit:  | What aspects of this unit should be reconsidered before repeating this unit or for future units? Ideas/improvements? |
| Evidence of gains in learner independence/self-advocacy?   | →  |
|  | →  |
| What other strengths of this unit should be included when repeating this unit or for future units? | →  |
| →  |  |
| →  |  |
| →  |  |

Adapted from Webb, N. et al. (2005). Web Alignment Tool. Wisconsin Center of Educational Research. Retrieved from [http://static.pdesas.org/content/documents/M1-Slide\\_19\\_DOK\\_Wheel\\_Slide.pdf](http://static.pdesas.org/content/documents/M1-Slide_19_DOK_Wheel_Slide.pdf)



# GLOSSARY OF TERMS

## *Participatory ABE Curriculum Unit Toolkit*

### 1: TEACHER REFLECTION ON LEARNER SELF-ADVOCACY

**self-advocacy** - the action of representing oneself or one's views, needs, beliefs, interests and politics

### 2: LEARNER SELF-ADVOCACY INPUT-GATHERING LESSON PLAN

**line of inquiry** - question(s) being answered through activities of a lesson

**SWBAT** - abbreviation for Students Will Be Able To... (words leading teachers' lesson objectives)

**"I Can..."** - frame for student-facing lesson objectives, can be posted and discussed at beginning & end of lesson

**Language and literacy functions** - type of lesson activities, with purposes such as foundational literacy skills, vocabulary, grammar, mechanics, structure, fluency, etc. Can be but is not necessarily tied to a modality.

**Productive skills** - speaking, writing and pronunciation, the skills needed to produce language

**Interpretive skills** - reading and listening, the skills needed to absorb and interpret language

**CCRS anchors** - "The College and Career Readiness (CCR) Anchor Standards define the literacy expectations for students entering college and careers and provide the foundation for the CA CCSS for ELA/Literacy. They are the common, broad standards to which the specific grade and content area literacy standards relate."

(<https://bit.ly/2YTTktG>)

**ACES/TIF skills and subskills** - Academic Career and Employability/Transitions Integration Framework learning objectives

**NorthStar DL standards** - NorthStar Digital Literacy standards

**Key shifts** (Complexity, Evidence, Knowledge) - central foci of the College and Career Readiness standards, intended to impact and drive ABE instruction (p. 9-10 in linked document)

Complexity: Regular practice with complex text and its academic language

Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational

Knowledge: Building knowledge through content-rich nonfiction

**Tiers One, Two and Three vocabulary** - vocabulary categorized by complexity and purpose. Tier One vocabulary is used in everyday, basic interpersonal communication and tends to include the first words that language learners acquire. Tier Two vocabulary consists of high-frequency academic words that are transferable across multiple contexts, used by higher-level learners. Tier Three vocabulary are domain-specific academic terms, also used by higher-level learners.

**Mind map** - a graphic organizer, used to make notes and organize content from classroom activities

**Application/Extension** - a section at the end of a lesson sequence in which learners complete an activity that

practices or constitutes a real-life usage of the learning content or extend their learning to a new application.

### 3: PARTICIPATORY CURRICULUM UNIT DESIGN TOOL

**Participatory curriculum** - a curriculum development model that builds upon input from learners to create objectives, activities and assessment measures that address their learning goals

*The three categories (and subcategories) below make up the stages of Wiggins and McTighe's "Understanding by Design" backwards design curriculum-building model:*

Desired results - learning goals are framed around understanding and ability to transfer relevant knowledge

Transfer - how can learners engage in activities that prepare them to transfer the learning to other situations?

Meaning - how can students make meaning while learning in ways that deepen their understanding?

Acquisition - what knowledge and skills will learners acquire?

Evidence - what activities and tasks will demonstrate meaning-making and transfer of learning?

Performance tasks - what tasks will learners perform to enact or apply their learning?

Further evidence - what evidence should be observed to demonstrate learning?

Learning plan - what activities will prepare learners to achieve and show evidence of desired results and how should they be sequenced and designed?

**Schema-building activities** - activities that activate learners' prior knowledge and abilities

**Scaffolding activities** - activities that break down learning into manageable chunks and support learners in absorbing material gradually

**Modalities** - language skills (reading, writing, speaking, listening and pronunciation)

**UDL practices** - Universal Design for Learning, a theory of classroom setup, course management and instructional delivery that asks teachers to give learners multiple ways to learn and demonstrate learning, as well as multiple ways to share prior knowledge and stay engaged with the lesson, all in an accommodating environment that is conducive to learning.

### 4: BLANK LEARNER SELF-ADVOCACY LESSON PLAN TEMPLATE

*See terms listed under "2: Learner Self-Advocacy Input-Gathering Lesson Plan"*

### 5: POST-TEACHING UNIT EVALUATION & REFLECTION

*The following terms are based on Webb's "Depth of Knowledge" categories that measure how deeply learners engage with course content:*

Recognize concepts

Comprehend and reproduce concepts

Generalize and apply concepts

Use concepts creatively to solve problems

## REFERENCES

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