

CURRICULUM FOR THE COMMUNITY:
CREATING A COMMUNITY-BASED ENGLISH LEARNER CURRICULUM
FRAMEWORK

by

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A capstone project submitted in partial fulfillment of the requirements for the degree of
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Summary of Project

I have created a curricular framework - including a sample unit and lessons - which can be used to develop Minneapolis-specific English language learner (ELL) curriculum which will be personalized to my learners' contexts and needs. To create this framework, I explored how well Minneapolis ELLs are meeting rigorous educational standards currently; how personalized and community-based learning have been approached in Minneapolis historically; and what pre-existing, place-specific, and successful curricular frameworks exist which might provide a model for this new framework. As a result of examining these questions, I crafted my own framework to meet the specific needs of Minneapolis ELLs.

Type of Project

The actual project is available on a webpage: <http://minneapolisELD.com>. The webpage houses the capstone research used in the creation of the project, as well as the curriculum itself. The curriculum is divided into three parts: curriculum-level documents (which describe how the curriculum is structured as a whole), unit-level documents (which contain information about each unit), and lesson-level documents (which include lessons and the materials needed to deliver them).

Project Format and Audience

The project was created using two frameworks: the Understanding by Design (UbD) framework developed by Wiggins and McTighe (2011), and the Achievement First curriculum framework (2016). The former is a framework which emphasizes backwards planning; teachers begin with the end goal they have in mind for their

students, select appropriate standards that match those goals, and then progress to writing lesson objective and activities. The latter is a curriculum developed by a network of East Coast charter schools which emphasizes rigorous instruction, detailed lesson plans, and the use of teacher self-assessment and lesson plan annotations to further educator engagement with content. Thus, my curriculum uses the basic scaffolds of both these models to create a new framework for ELLs that is standards-based, rigorous, and allows itself to be personalized to the various communities in which it might be used.

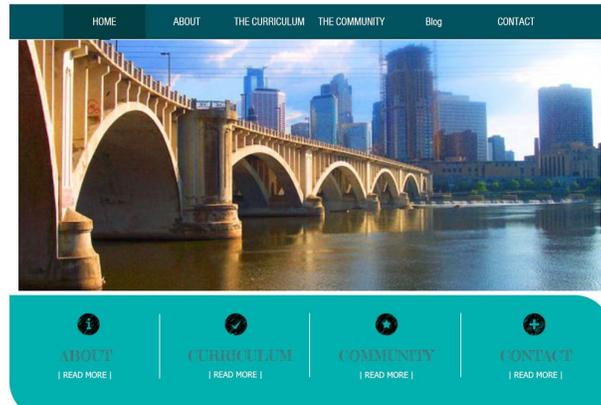
The intended audience for this project is K-12 teachers of ELLs. However, the current sample unit available on the website is for use with 2nd graders, so lower elementary teachers may find the sample lessons of more use than other teachers. However, it is my hope that all teachers of ELLs can benefit from the approach the framework takes, and that teachers may potentially use the framework to design their own lessons.

Website

The website <http://minneapolisELD.com> houses the curriculum framework and its concomitant documents. The curriculum itself is titled M.E.C.F: Minneapolis English Language Development Curriculum Framework. Below is a screenshot of the website's homepage:



Minneapolis ELD Curriculum Framework



The curriculum itself – and the capstone paper which describes its creation – can be accessed through the curriculum link. The various lesson plans are accessible in the Lesson Level Documents section.



Minneapolis ELD Curriculum Framework



Minneapolis ELD Curriculum Framework

2nd Grade, Level 3s and 4s, Unit 1



2nd Grade Unit 1 Guide: Trauma in our Community.docx

Unit Overview

Lesson 1



Lesson 1



Worksheets



Sentence Stems

Lesson 2



Lesson 2



Sentence Stems

Lesson 3



Lesson 3



Sentence Stems



Sentence Builder

Clicking a link directs the reader to download the various lessons and supporting materials.

MECF

2nd Grade Level 3s and 4s Unit 1

Section I: Planning Information

TEACHER'S NAME	SCHOOL
GRADE LEVEL/CLASS 2 nd GRADE	DATE
MODEL USED SMALL GROUP PULL-OUT PARALLEL TEACHING OR STATION TEACHING CO-TEACHING	SUPPLEMENTARY MATERIALS NEEDED CHART PAPER COLOR OF HOME WORKSHEET 1 COLOR OF HOME WORKSHEET 2 COLOR OF HOME WORKSHEET 3 (ALL IN WORKSHEET PACKET) SENTENCE STEMS PAPER <i>THE COLOR OF HOME</i>

Section II: Preparation Guide

Grade + English Proficiency Level	2 nd Grade, WIDA Level 3 and 4		
Modality	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking
Common Core Standard	<input checked="" type="checkbox"/> Language	<input type="checkbox"/> Writing	<input type="checkbox"/> Listening & Speaking Standard: CCSSELA-Literacy L.2.1
WIDA Standard	The Language of Language Arts		
WIDA CAN-DO Descriptor	Recount, Writing: Describe a series of events or procedures.		
Community Focus for Today	Our community has many immigrants, some of whom have experienced trauma.		
Integrated Community / Language Objective	SWBAT identify the parts of simple sentences about the book <i>The Color of Home</i> using sentence stems		

Other pertinent sections of the website include the “About” section, which contains a brief description of how the project was conceived; a “Contact” section; and a “Blog” section, which will contain updates on new resources added as the curriculum expands beyond the scope of this project.

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