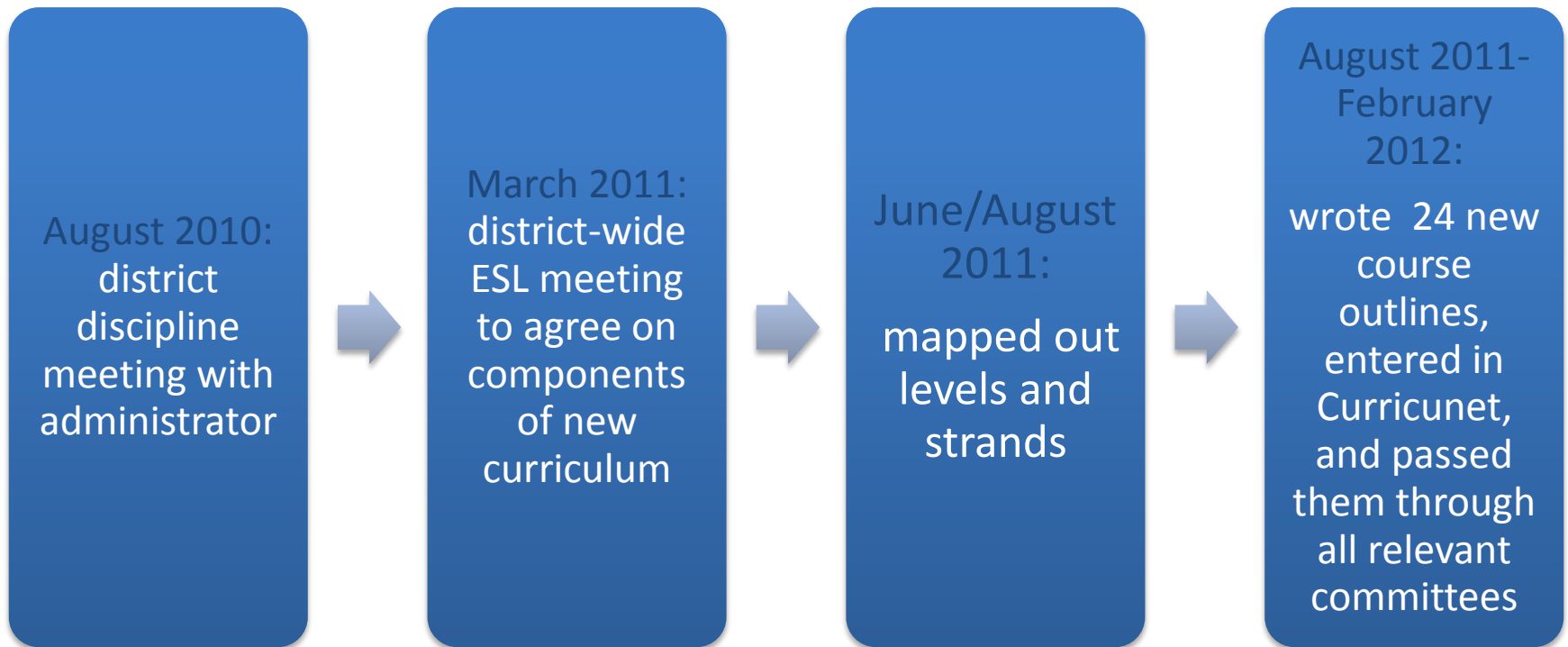


The New Peralta ESL Curriculum

...coming to colleges
near you
Fall 2012



PEAC's One-Year Process of Curriculum Redesign



Why the change? Some issues with the current curriculum:

- **Vulnerable to arbitrary class cuts** that destroy program integrity based on scheduling, enrollment, other factors not in our control
- **Lockstep 5-6 levels** not responsive enough to individual rates of progress, both faster and slower
- **“Cafeteria Model”** resulted in students taking too many units at lower levels and getting “stuck,” running out of financial aid, not getting enough reading, etc.
- **College/career skills not consistently scaffolded** through the levels/skill areas

What's new about the new curriculum?

- **Responds strategically to program cuts** by changing unit values to prioritize our core classes while still offering a variety of electives
- **Offers a flexible, accelerated progression** to better meet individual student needs
- **Streamlines pathways to student goals** by consolidating course offerings and integrating more reading into the writing classes
- **Scaffolds U.S. college/career skills** more consistently at all levels

Overview of Main Features

- **4 level A/B system** for flexible acceleration
- **Core classes offered at each level:**
 - **Reading & Writing (6 units)** (adv. level transferable)
 - **Listening & Speaking (4 units)** (adv. level transferable)
 - **Grammar (4 units)**

Overview of Main Features

- **5 strands of transferable skills in addition to language objectives** run through all core courses at all levels:
 - US College, Classroom, and Study Skills
 - Information Literacy: Computer Skills/Research
 - Intercultural Communication and U.S.
 - Sentence-Level Accuracy
 - Comprehension (Reading/Listening) and Production (Writing/Speaking) Processes
 - Critical Thinking

Overview of Main Features

- **Existing electives** still offered (vocabulary, CTE, Writing Workshop, etc.)
- **Other new electives** (reading topics, U.S. culture, content support, and more) under development

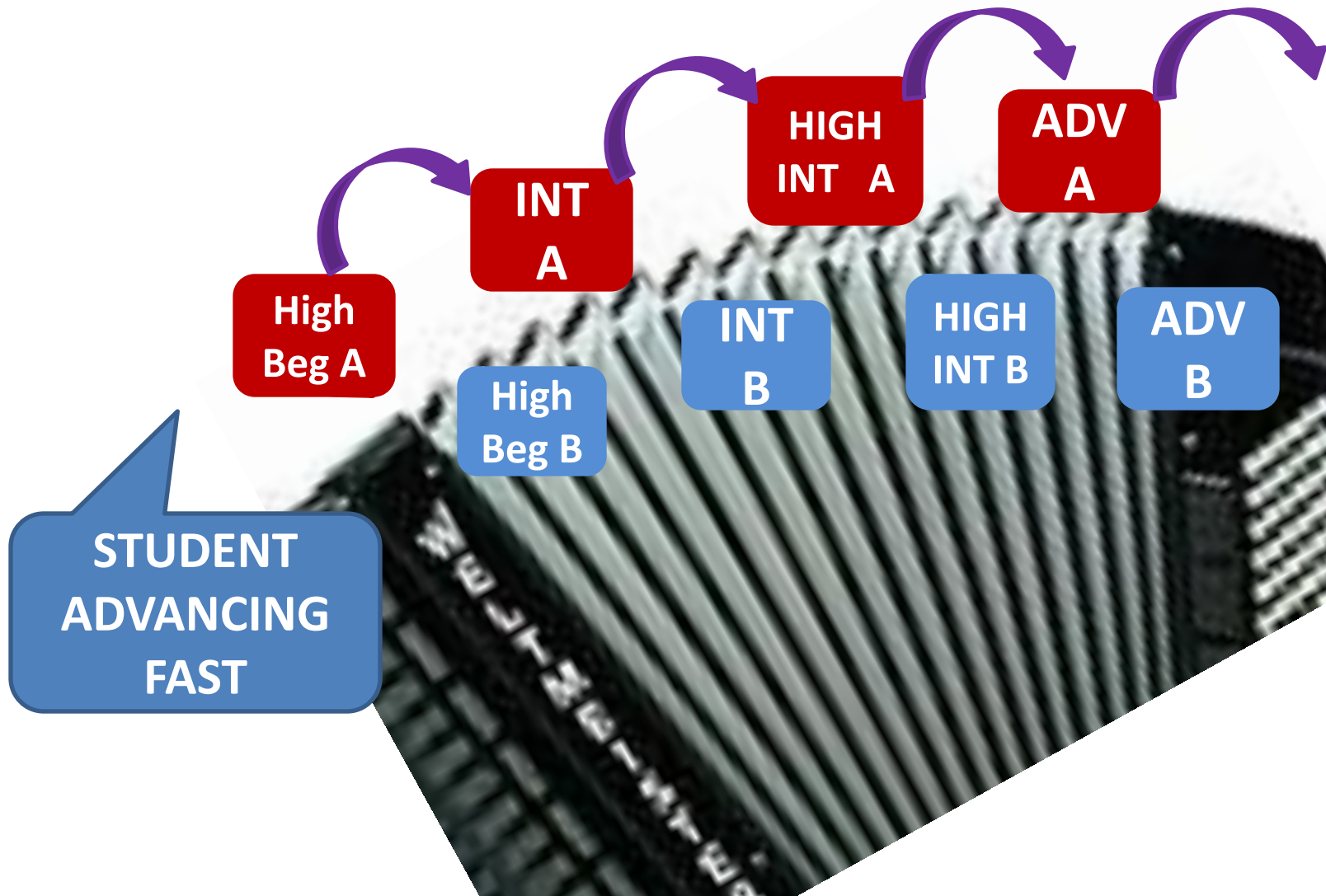
Change: 6 Levels to 4

old	new
(6)	advanced
5	
4	high intermediate
3	intermediate
2	
1	high beginning

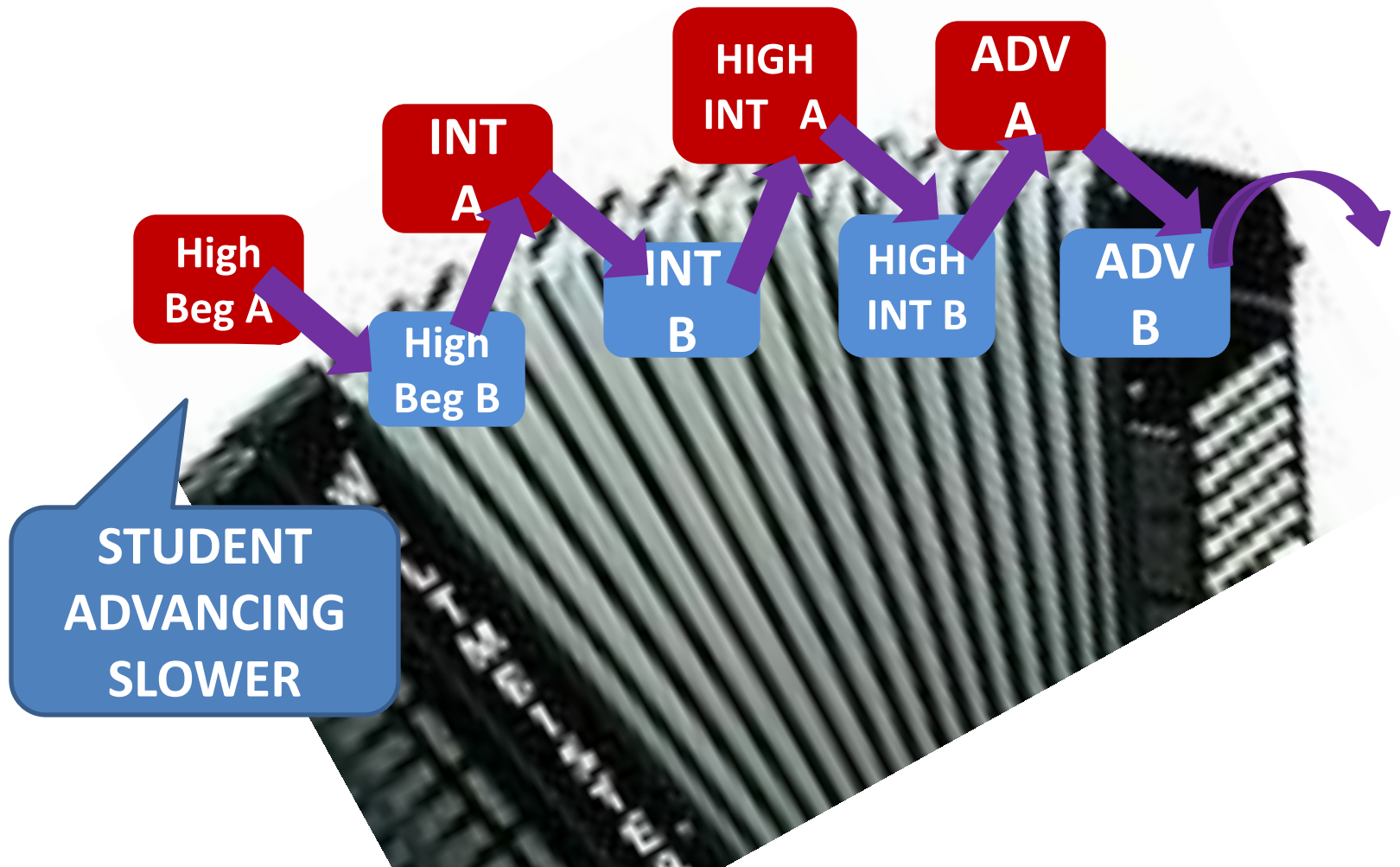
4-Level A/B plan at a glance:

READING/ WRITING 6 UNITS	285 A	285 <i>B</i>	222 A	222 <i>B</i>	223 A	223 <i>B</i>	52 A	52 <i>B</i>
LISTENING/ SPEAKING 4 UNITS	283 A	283 <i>B</i>	232 A	232 <i>B</i>	233 A	233 <i>B</i>	50 A	50 <i>B</i>
GRAMMAR 4 UNITS	284 A	284 <i>B</i>	215 A	215 <i>B</i>	216 A	216 <i>B</i>	217 A	217 <i>B</i>

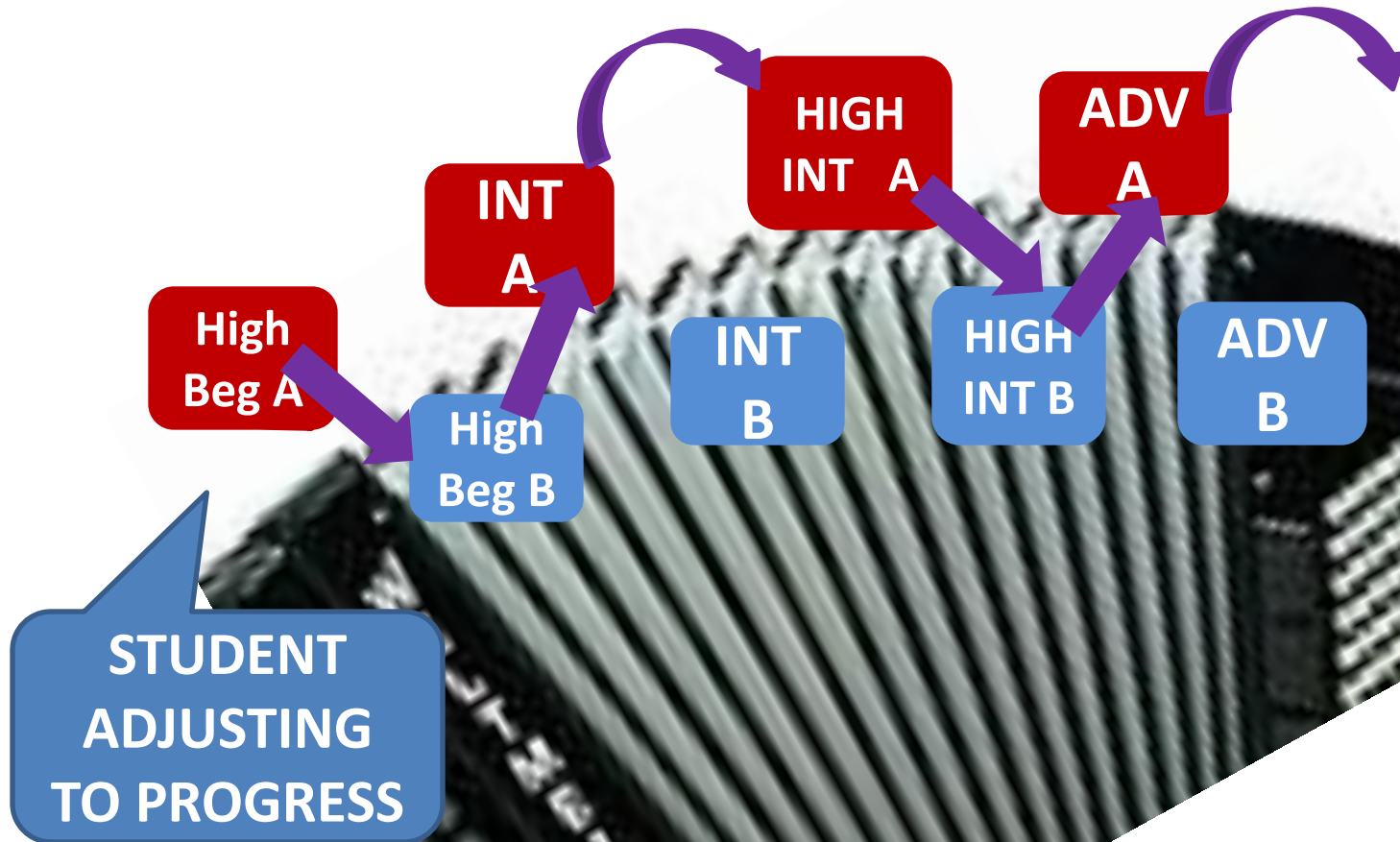
Visualization #1 of the A/B plan: Accordian



Visualization #1 of the A/B plan: Accordion

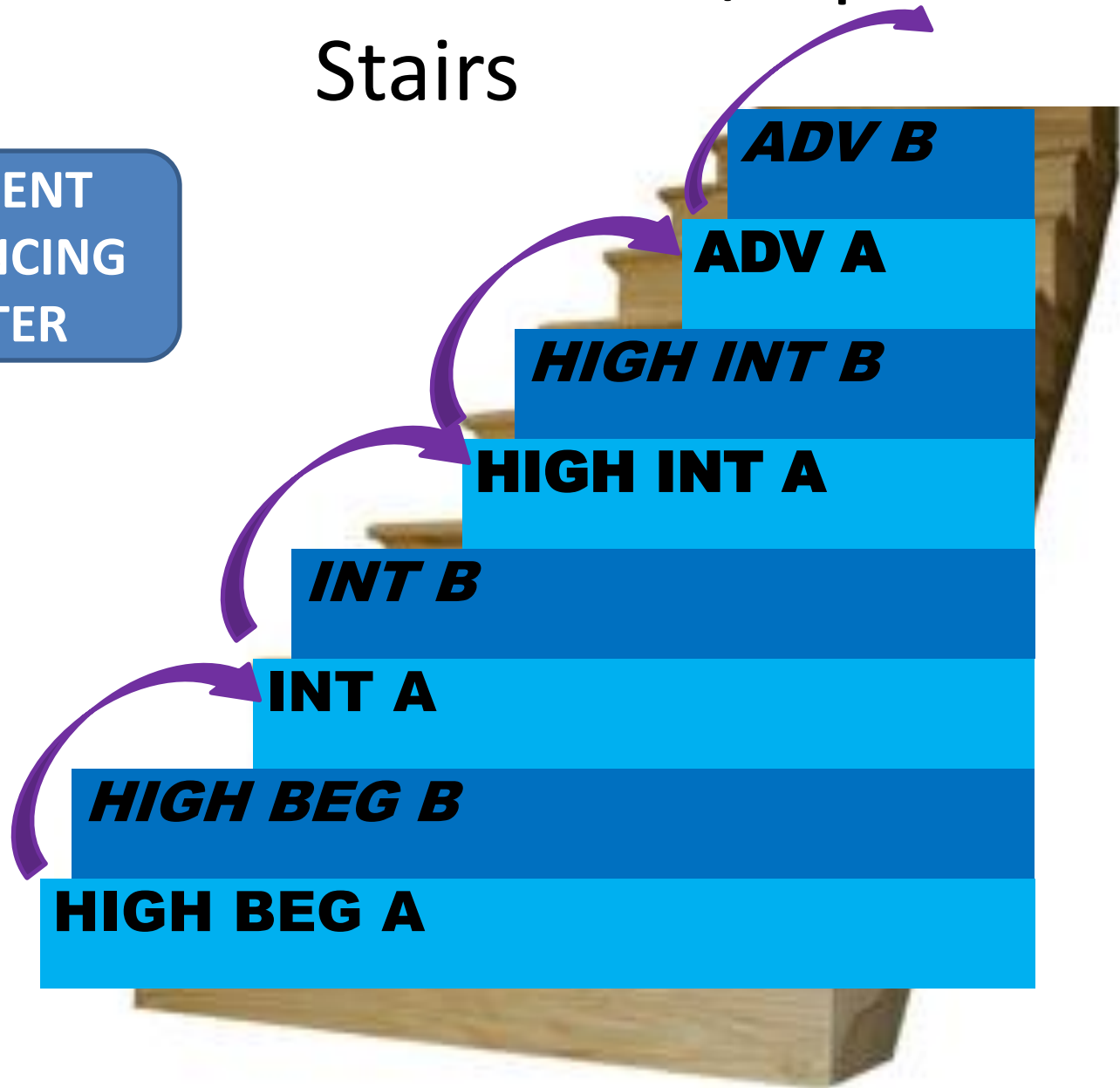


Visualization #1 of the A/B plan: Accordion



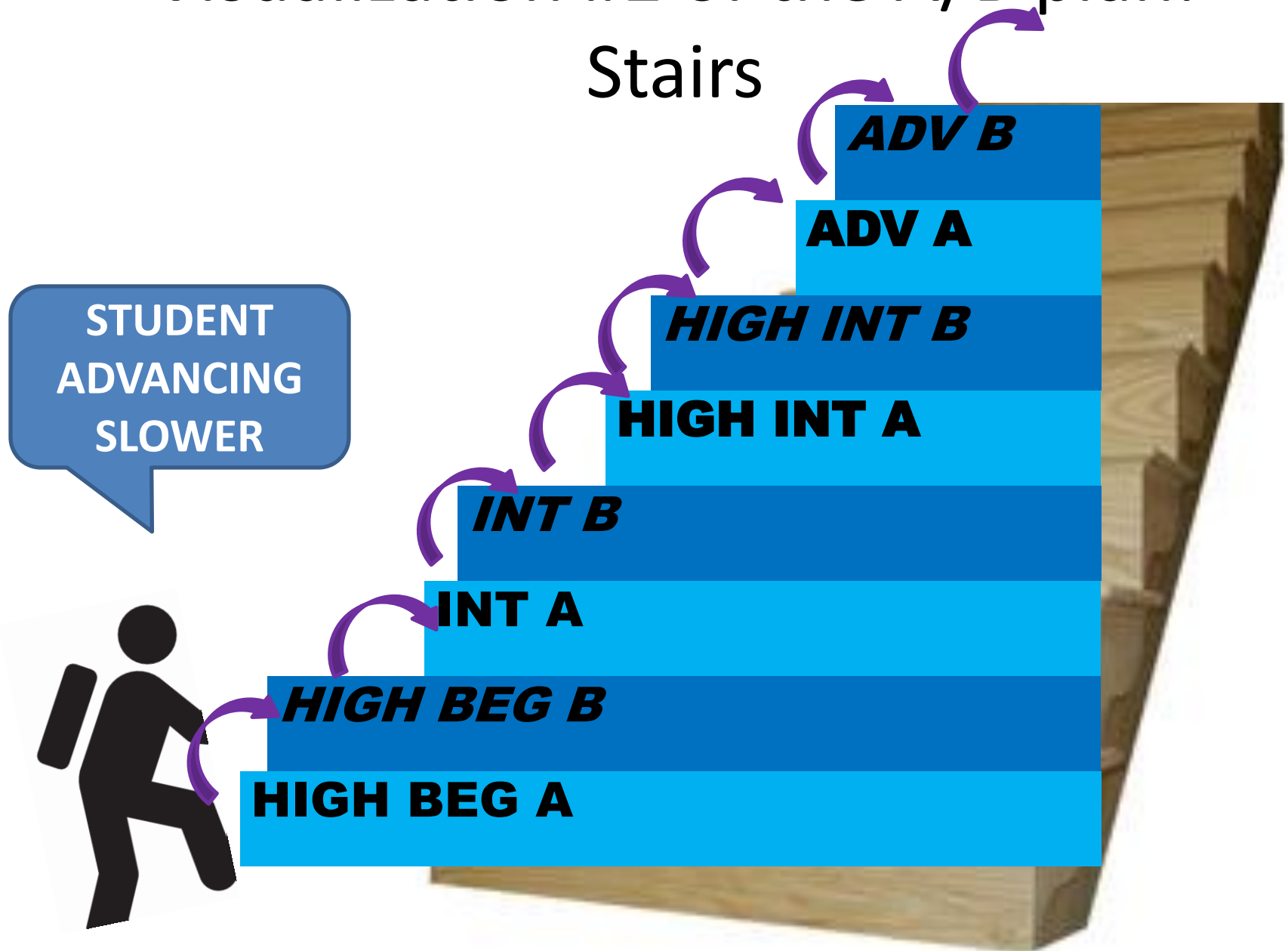
Visualization #2 of the A/B plan: Stairs

STUDENT
ADVANCING
FASTER



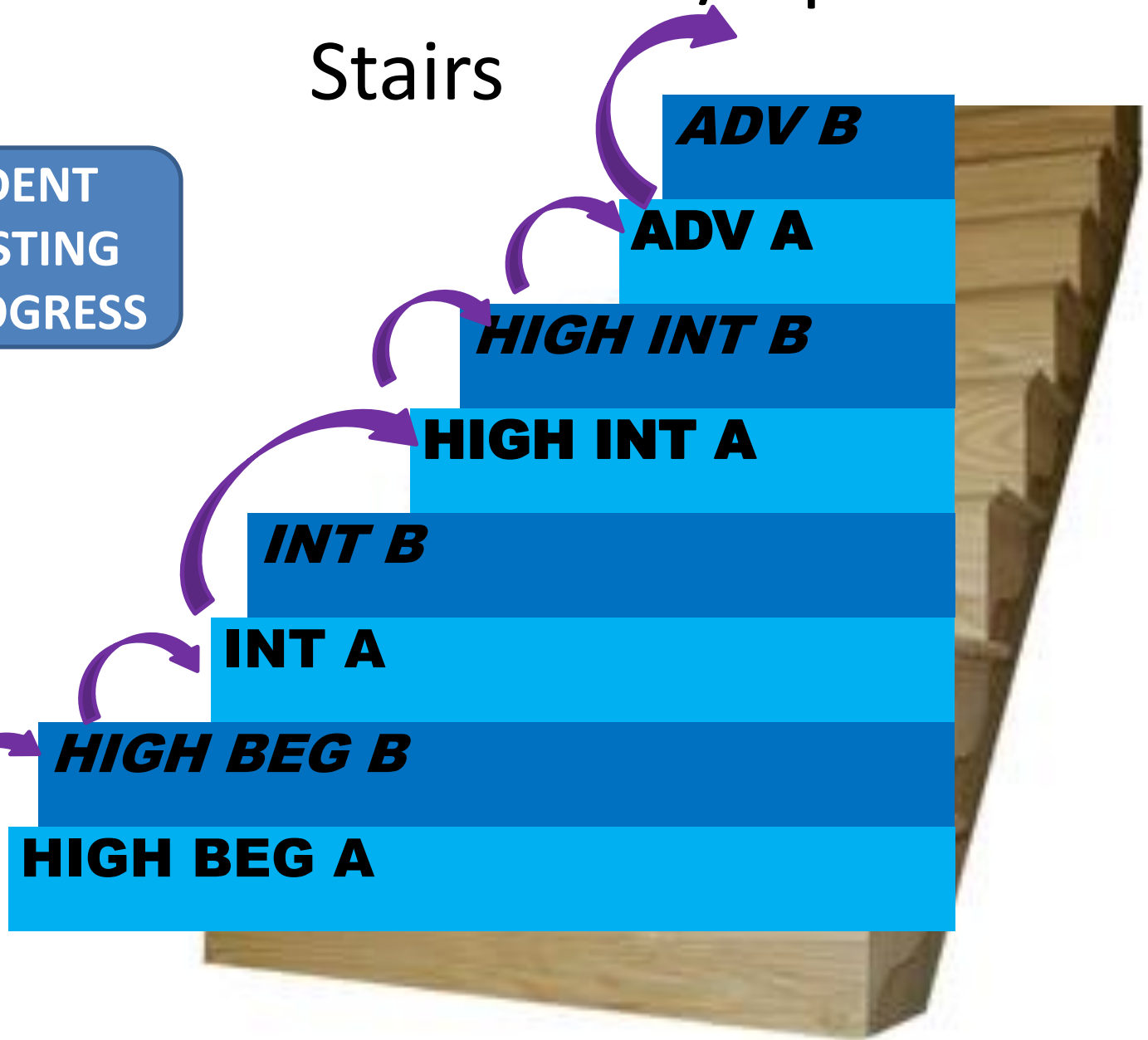
Visualization #2 of the A/B plan:

Stairs



Visualization #2 of the A/B plan: Stairs

STUDENT
ADJUSTING
TO PROGRESS



Other features of A/B system:

- All students initially test into an A level
- B levels are only for those who have passed A and are not ready for the next A level
- Students taking A and B of a level are in class together and are only identified on the roster
- Attempt to alternate, not repeat instructors/materials if possible

Other features of A/B system:

- Students assessed toward end of semester to determine their best next class:
- Students finishing A level:
 - If failing, repeat the A level
 - If marginal, advance to the B level
 - If proficient, advance to the next A level
- Students finishing B level:
 - If failing, repeat the B level
 - If proficient, advance to the next A level