

Curriculum Framework

Office of Adult Education

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SOUTH CAROLINA

DEPARTMENT OF EDUCATION

South Carolina Adult Education Curriculum Framework

The Curriculum Framework focuses on the identified skills within Reading, Language, Writing, and Mathematics that a student needs to obtain a measureable skill gain, career readiness certificate, high school equivalency diploma, and to prepare for postsecondary education.

Purpose: The Framework is intended to be used as a guide for instruction that allows teachers to create a comprehensive curriculum to fit the needs of their students based on end goals.

Alignment

The Curriculum Framework is directly aligned to and correlated with the following:

- National Reporting System (NRS) Educational Functioning Levels (EFL)
- Workforce Innovation and Opportunity Act (WIOA), 2014
- Office of Career, Technical, and Adult Education Standards
- South Carolina College and Career Ready Standards
- Test of Adult Basic Education (TABE[®])
- General Educational Development (GED[®]) Test
- TASC TEST Assessing Secondary Completion
- Next-Generation ACCUPLACER Test Specifications
- Career Readiness Certificate (CRC) Skills

Organizational Structure

The Curriculum Framework is organized according to the NRS Educational Functioning Levels (EFL) for Adult Basic Education (ABE) and Adult Secondary Education (ASE).

Each level of the Curriculum Framework includes:

- EFL information
- Grade level equivalency
- TABE 11/12 scale scores for the level
- Key Terms/Skills.

Note: Levels 5 and 6 are combined for ELA and Mathematics. Students' abilities in these levels may differ; however, they will be assessed on the same skills in both levels.

How to Read the Curriculum Framework

Standard Codes

- South Carolina College and Career Ready Standards
- Office of Career, Technical, and Adult Education Standards

Assessments

X = The standard is present on this assessment


Blank = The standard is not present on this assessment

Level: Subject

SCCCRS	OCTAE	ABE Level 4: Reading	TABE 11/12 D-Reading	CRC	GED	ACCUPLACER
8.RI.10.1	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	X	X	X	X
N/A	RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	X	X	X	X
6.RI.7.1	RI.6.7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.	X	X		
N/A	RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	X	X		
8.RI.11.2	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	X	X		X
N/A	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		X		X

Standards

Source: Office of Career, Technical, and Adult Education Standards



Curriculum Framework FAQ

Curriculum Framework FAQ

What standards do I use?

Standards used in instructional planning should reflect the needs and individualized end goals of your students.

Do I have to write formal lesson plans?

Lesson plan requirements are determined by leadership at the program and/or district level.

Is there a statewide template for lesson plans?

Yes and no. There are general templates for lesson plans; however, these templates are for use in Summer Academy courses and various OAE Initiatives. It is not required by OAE that classroom plans be in a specific format.

What are the documentation requirements of specific standards in lesson plans?

The source, reference code, and full text of the standard(s) should be used in lesson plans.

Curriculum Framework FAQ, continued

With which test(s) are the Career Readiness Certificate (CRC) skills aligned?

The CRC Skills are aligned with the skills assessed on the Reading for Information, Locating Information, and Applied Mathematics assessments for the Ready to Work assessments. This section will be updated as more information is received about the new assessment.

Can I have editing rights to the document?

Yes. The Curriculum Framework document is not copyright protected and may be modified to fit instructional and planning needs. Email your request for the editable document to kreed@ed.sc.gov.

What types of trainings are planned by OAE to provide guidance on implementing the Curriculum Framework?

Workshops on developing curriculum maps, pacing guides, and lesson plans will begin August, 2018. Additional workshops will be developed and provided based on the results of forthcoming Instructional Needs Surveys.

Curriculum Framework FAQ, continued

What will observers look for in Local Program Review (LPR) classroom visits?

Evidence will vary based on individual programs or classrooms. Guidance will be provided in LPR preparation meetings or as needed. OAE staff will look for evidence of instruction that is:

- *Standards-Based*
- *Data-Driven*
- *Research/Evidence-Based*
- *Blended*
- *Contextualized/Integrated*
- *Goals-Based*
- *Documented*

Do you recommend specific prepared resources (texts, software) that align with the standards?

Most current resources are aligned with the assessment standards with which they are associated. In addition, many publishers have created alignment documents for their materials.

Have Questions?

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<http://www.livebinders.com/play/play?id=2239538>