

# ACLS Curriculum and Instruction Policy

## **Curriculum Requirements for ABE (GLE 0-12)**

“Programs offering ABE instruction in mathematics [...] are required to use curriculum aligned to the [CCRS&E](#) by June 30, 2019. ABE curriculum and instruction are required to reflect the instructional shifts and align at all levels with the CCRS&E levels A through D–E.”

## **Digital Literacy Development requirements**

“Digital literacy enhances instruction. ACLS requires all programs to support the digital literacy development of students at every class level. Digital literacy can be defined as the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. ACLS requires the integration of digital literacy into curriculum and instruction in order to provide opportunities for students to explore, experiment, and develop expertise using real world applications for digital literacy while building their academic skills. Programs are expected to incorporate a variety of tools and technologies into the classroom to support learning.”

## **Instruction requirements**

“Implementation of the CCRS&E for [...] mathematics requires key instructional shifts. ... The shifts in standards-based mathematics teaching center on the knowledge and skills students need to master to be adept at understanding and applying mathematical ideas:

- Focus** (i.e., focusing strongly where the standards focus);
- Coherence** (i.e., designing learning around coherent progressions from level to level; and
- Rigor** (i.e., pursuing conceptual understanding, procedural skill and fluency, and application with equal intensity).

Equally important, the Standards for Mathematical Practice ‘describe the ways students are to engage with the subject matter as they grow in mathematical maturity and expertise across the CCRS&E levels.’ The practices are habits of mind that all math students need to develop and are:

- MP.1: Make sense of problems and persevere in solving them;
- MP.2: Reason abstractly and quantitatively;
- MP.3: Construct viable arguments and critique the reasoning of others;
- MP.4: Model with mathematics;
- MP.5: Use appropriate tools strategically;
- MP.6: Attend to precision;
- MP.7: Look for and make use of structure; and
- MP.8: Look for and express regularity in repeated reasoning.”

*The official ACLS Curriculum and Instruction Policy webpage can be accessed at <http://www.doe.mass.edu/acls/frameworks/policy.html>*