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Figure 2.3 Checklist for a High-Quality Curriculum for ELs/MLs

YES	NO	COMPONENTS OF A HIGH-QUALITY CURRICULUM FOR ELS/MLS
		Learning targets and success criteria that are clearly established for language development and content learning as well as aligned to state and local standards
		Learning activities and assessments that are aligned to language- and content-learning targets
		Instruction that is rigorous, relevant, meaningful, and comprehensible for all students
		Instruction that taps into students' prior learning and background knowledge
		Topics of diversity and marginalized voices that are integrated into the curriculum in contrast to token learning opportunities
		Units of study that are carefully crafted to include differentiated and scaffolded instruction and authentic assessment practices according to levels of language and literacy proficiency
		The teaching of language and academic skills simultaneously and language learning that occurs within academic contexts appropriate to students' age and/or grade level
		Opportunities for critical collaborative interactions among peers that are distinctly designed to develop language and literacy skills
		Curricular themes that foster diversity learning, including acceptance, respect, empathy, advocacy, and social justice
		Multiple meaningful opportunities for students to practice speaking and writing (productive skills) and reading and listening (receptive skills)
		An asset-based approach to learning that incorporates student diversity in thought, culture, and positive personal capital
		Students as co-creators of the curriculum that cultivates students' active engagement, interests, and lived experiences
		Opportunities for civic engagement and leadership by culturally and linguistically diverse students
		Appropriate materials and resources that reflect student diversity and various viewpoints

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