



<b>ESL 1</b>	
<b>August/September</b>	
<b>Essential Questions</b> <i>(What you teach)</i>	Introducing the verb “to be”; Using conventions in meeting people; Listening for personal information; Pronouncing linked sounds; Writing about yourself: Name, address, phone number and country of origin; Writing about your family and friends; Filling out a form; Addressing an envelope; Introducing verb “to be” plus location; Introducing subject pronouns; Using conventions for greeting people; Listening for information about people’s locations; Making a list of classroom objects.
<b>Content</b> <i>(Topics covered)</i>	Personal information; Meeting people; Alphabet; Spelling names aloud; Cardinal numbers in addresses and telephone numbers; Identifying classroom objects and rooms in the home; Identifying cities and nationalities; Identifying places around town.
<b>Skills/Standards</b> <i>(Frameworks)</i>	S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes; S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes; S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed. R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech. W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose. W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.

<p><b>Assessments</b>  <i>(How you assess)</i></p>	<p>Chapter tests;                  Vocabulary quizzes;                  Workbook activities;                  Student observations;                  Rubrics.</p>
<p><b>Activities</b>  <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues);                  Role playing;                  Student-led dictation;                  What's the object?;                  Letter game;                  Unscrambling sentences;                  Completing a questionnaire;                  Writing a paragraph about yourself;                  Writing a paragraph about a classmate.</p>
<p><b>Instructional Resources</b></p>	<p><i>Side by Side: Book 1</i> textbook and workbook: Chapters 1 and 2;  <i>Get Ready to Write</i> textbook: Chapter 1.                  Visual cues.</p>
<p><b>Interdisciplinary Connections</b></p>	

<b>ESL 1</b>	
<b>October</b>	
<b>Essential Questions</b> <i>(What you teach)</i>	Introducing the present continuous tense; Listening and responding correctly to questions about people’s actions; Introducing contracted forms; Writing about current activities and activities of friends; Listening to messages on a telephone answering machine; Writing an email or instant message to tell about yourself; Introducing to be -- short answers; Introducing possessive adjectives; Attracting someone’s attention; Listening and responding correctly to questions about activities; Pronouncing deleted <i>h</i> ; Writing about a place in your community.
<b>Content</b> <i>(Topics covered)</i>	Everyday activities; Titles and nicknames; Greetings around the world; Telephone numbers.
<b>Skills/Standards</b> <i>(Frameworks)</i>	S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes; S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes; S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed. R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech. W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose. W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.

<p><b>Assessments</b>  <i>(How you assess)</i></p>	<p>Chapter tests;          Vocabulary quizzes;          Workbook activities;          Student observations;          Rubrics.</p>
<p><b>Activities</b>  <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues);          Role playing;          Practice with  a and visuals;          Guess who?;           Associations;          Match the sentences;          Scrambled sentences;          Finish the sentence;          Memory chain;          Writing a short paragraph about your family or friends;          Editing a paragraph.</p>
<p><b>Instructional Resources</b></p>	<p><i>Side by Side: Book 1</i> textbook and workbook: Chapters 3 and 4;  <i>Get Ready to Write</i> textbook: Chapter 1 (completion) and Chapter 2.          Visual cues</p>
<p><b>Interdisciplinary Connections</b></p>	

**Haverhill Public Schools**  
English Learner Education

Grades 9-12 Curriculum Map

<b>ESL 1</b>	
<b>November</b>	
<b>Essential Questions</b> (What you teach)	<p>Introducing <i>yes/no</i> questions with <i>to be</i>;</p> <p>Introducing adjectives;</p> <p>Listening and responding correctly to requests for information;</p> <p>Introducing possessive nouns;</p> <p>Reviewing the present continuous;</p> <p>Introducing prepositions of location;</p> <p>Filing out a form;</p> <p>Writing a friendly letter describing the weather and current activities;</p> <p>Writing a story about a scene;</p> <p>Writing about a favorite photograph.</p>
<b>Content</b> (Topics covered)	<p>Describing people and things;</p> <p>Weather;</p> <p>Fahrenheit and Celsius temperatures;</p> <p>Family members;</p> <p>Describing activities and events.</p>
<b>Skills/Standards</b> (Frameworks)	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;</p> <p>S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;</p> <p>S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.</p> <p>R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.</p> <p>W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.</p> <p>W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.</p> <p>W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<b>Assessments</b> (How you assess)	<p>Chapter tests;</p> <p>Vocabulary quizzes;</p> <p>Workbook activities;</p> <p>Student observations;</p> <p>Rubrics;</p> <p>Focus corrections.</p>

<b>Activities</b> <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Describing pictures; Learn the numbers; Change the sentence; Writing about people using the verb <i>to be</i> and the present continuous.
<b>Instructional Resources</b>	<i>Side by Side: Book 1</i> textbook and workbook: Chapters 5 and 6; <i>Get Ready to Write</i> textbook: Chapter 5; Visual cues.
<b>Interdisciplinary Connections</b>	

**Haverhill Public Schools**  
English Learner Education

Grades 9-12 Curriculum Map

<b>ESL 1</b>	
<b>December</b>	
<b>Essential Questions</b> <i>(What you teach)</i>	<p>Introducing prepositions;            Introducing <i>there is/there are</i>;            Introducing singular and plural;            Expressing gratitude;            Listening for information about neighborhoods and apartments;            Using rising intonation to check understanding;            Writing a description of a neighborhood;            Writing about your apartment building or home.</p>
<b>Content</b> <i>(Topics covered)</i>	<p>Places around town;            Locating places;            Describing neighborhoods and apartments;            Cardinal numbers indicating quantity;            Clothing;            Colors;            Shopping for clothing;            Cardinal numbers indicating coin and currency denominations, prices and clothing sizes;            Culture concept: People's homes around the world;            Civics concept: Urban, suburban and rural communities.</p>
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;            S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;            S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.            R.1: Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.            R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.            W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.            W.2 Writing: Students will write in English for a variety or purposes with clear focus, coherent organization and sufficient detail.            W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.            W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<b>Assessments</b> <i>(How you assess)</i>	<p>Chapter tests;            Vocabulary quizzes;            Workbook activities;            Student observations;            Rubrics;            Focus corrections.</p>

<b>Activities</b> <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Collaborative map game; Chain game; What's everybody wearing?; Modeling on the runway; Describing a room; Writing a postcard.
<b>Instructional Resources</b>	<i>Side by Side: Book 1</i> textbook and workbook: Chapters 7 and 8; <i>Get Ready to Write</i> textbook: Chapter 6 Visual cues.



**Haverhill Public Schools**  
English Learner Education

Grades 9-12 Curriculum Map

<b>ESL 1</b>	
<b>January</b>	
<b>Essential Questions</b> ( <i>What you teach</i> )	<p>Introducing the simple present tense;            Listening for –s vs. <i>non-s</i> endings in verbs contained in sentences;            Blending with <i>does</i>;            Writing about your city, language and daily activities;            Using the simple present tense in yes/no questions;            Introducing negatives and short answers;            Starting a conversation;            Listening for information about people’s habitual actions;            Writing about usual activities during the week and on the weekend;            Listening for information in a recorded telephone announcement;            Writing an email or instant message to tell about activities and interests.</p>
<b>Content</b> ( <i>Topics covered</i> )	<p>Language and nationalities;            Everyday activities;            Habitual actions;            People’s interests and activities;            Days of the week;            The calendar;            Interpreting tables with number facts in millions;            Writing about daily activities.</p>
<b>Skills/Standards</b> ( <i>Frameworks</i> )	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;            S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;            S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.            R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.            R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.            W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.            W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.            W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.            W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<b>Assessments</b> ( <i>How you assess</i> )	<p>Chapter tests;            Vocabulary quizzes;            Workbook activities;            Student observations;            Rubrics;            Focus corrections.</p>

<b>Activities</b> <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Question the answers; International foods; Expand the sentence; Chain story; Writing about your hobbies.
<b>Instructional Resources</b>	<i>Side by Side: Book 1</i> textbook and workbook: Chapters 9 and 10; <i>Get Ready to Write</i> textbook: Chapter 3 Visual cues

**Haverhill Public Schools**  
English Learner Education

Grades 9-12 Curriculum Map

<b>ESL 1</b>	
<b>February</b>	
<b>Essential Questions</b> ( <i>What you teach</i> )	<p>Introducing object pronouns;            Introducing the simple present tense: -s vs. non –s endings;            Distinguishing between <i>have</i> and <i>has</i>;            Introducing adverbs of frequency;            Reacting to information;            Pronouncing past tense endings;            Pronouncing deleted <i>h</i>;            Listening and making deductions;            Writing about close friends;            Writing about daily activities;            Contrasting the simple present and the present continuous tenses;            Reacting to bad news;            Listening to distinguish questions about current vs. habitual actions;;            Writing about a typical day in a city or town.            Reviewing the simple present tense;            Describing a problem;            Describing customary activities;            Listening for information in radio news reports;            Writing an email or instant message to tell about yourself; family and personal appearance.</p>
<b>Content</b> ( <i>Topics covered</i> )	<p>Describing frequency of actions;            Describing people;            The calendar;            Time expressions;            Interpreting percentages related to adverbs of frequency;            Feelings and emotions;            Describing usual and unusual activities;            Traffic: A global problem;            Culture concept: Modes of transportation around the world;            Interpreting tables with number facts in millions.</p>
<b>Skills/Standards</b> ( <i>Frameworks</i> )	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;            S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;            S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.            R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.            R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.            W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.            W.2 Writing: Students will write in English for a variety or purposes with clear focus, coherent organization and sufficient detail. (cont.)</p>

	<p>W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.  W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<p><b>Assessments</b>  <i>(How you assess)</i></p>	<p>Chapter tests;  Vocabulary quizzes;  Workbook activities;  Student observations;  Rubrics;  Focus corrections.</p>
<p><b>Activities</b>  <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues);  Role playing;  Correct the statement;  It's the truth!;  Scrambled sentences;  Dictate and discuss.</p>
<p><b>Instructional Resources</b></p>	<p><i>Side by Side: Book 1</i> textbook and workbook: Chapters 11 and 12;  <i>Get Ready to Write</i> textbook: Chapter 7;  Visual cues</p>
<p><b>Interdisciplinary Connections</b></p>	

<b>ESL 1</b>	
<b>March</b>	
<p><b>Essential Questions</b> (<i>What you teach</i>)</p>	<p>Introducing <i>can</i> and <i>have to</i>; Apologizing; Listening for information about occupational skills; Pronouncing <i>can</i> and <i>can't</i>; Filling out a job application form; Writing about how to apply for a passport, marriage license or loan; Writing about what you have to do this week; Introducing the future tense: <i>going to</i>; Time expressions; Want to; Asking the time; Listening for time expressions; Pronouncing <i>going to</i> and <i>want to</i>; Writing about plans for tomorrow; Reviewing the verb <i>to be</i>; the simple present tense and <i>going to</i> future; Describing occupations; Listening for movie listing information in a recorded telephone announcement; Writing an email or instant message to tell about plans for the weekend.</p>
<p><b>Content</b> (<i>Topics covered</i>)</p>	<p>Expressing ability; Occupations; Looking for a job; Responding to questions in a simple job interview; Expressing obligation; Invitations; Applying for a driver's license; Time; Months of the year; Seasons; Describing future plans and intentions; Expressing wants; Weather forecasts; Making predictions; Ordinal numbers; Time zones; Culture concept: Notions and punctuality in different cultures;</p>

**Haverhill Public Schools**  
*English Learner Education*

<p><b>Skills/Standards</b> <i>(Frameworks)</i></p>	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;          S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;          S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.          R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.          R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.          W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.          W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.          W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.          W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<p><b>Assessments</b> <i>(How you assess)</i></p>	<p>Chapter tests;          Vocabulary quizzes;          Workbook activities;          Student observations;          Rubrics;          Focus corrections.</p>
<p><b>Activities</b> <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues);          Role playing;          Tic tac vocabulary;          Pantomime role plays;          Change the sentence!;          Let's talk!;          Question game;          Writing instructions.</p>
<p><b>Instructional Resources</b></p>	<p><i>Side by Side: Book 1</i> textbook and workbook: Chapters 13 and 14;  <i>Get Ready to Write</i> textbook: Chapter 8;          Visual cues.</p>
<p><b>Interdisciplinary Connections</b></p>	<p>Sociology</p>

<b>ESL 1</b>	
<b>April</b>	
<b>Essential Questions</b> <i>(What you teach)</i>	Introducing the past tense of regular and irregular verbs; Saying how you feel; Listening to distinguish statements in the present tense vs. the past tense; Pronouncing past tense endings; Writing about a party; Writing about your meals yesterday; Introducing the past tense with <i>yes/no</i> questions, short answers, <i>wh-</i> questions; Introducing more irregular verbs; Time expressions; Giving an excuse; Listening for specific information to complete a checklist; Pronouncing <i>Did you</i> ; Writing about your activities yesterday.
<b>Content</b> <i>(Topics covered)</i>	Past actions and activities; Ailments; Describing an event; Making a doctor’s appointment; Numbers: interpreting a thermometer and a dosage cup; Reporting past actions and activities; Giving reasons; Giving excuses; Using clock times in a narrative.
<b>Skills/Standards</b> <i>(Frameworks)</i>	S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes; S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes; S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed. R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech. W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose. W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail. W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose. W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.

<p><b>Assessments</b>  <i>(How you assess)</i></p>	<p>Chapter tests;          Vocabulary quizzes;          Workbook activities;          Student observations;          Rubrics;          Focus corrections.</p>
<p><b>Activities</b>  <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues);          Role playing;          Category dictation;          Pronunciation stories;          Tim and Jim: Opposite friends;          Miming: What Did I Do Yesterday?;          Writing about past vents.</p>
<p><b>Instructional Resources</b></p>	<p><i>Side by Side: Book 1</i> textbook and workbook: Chapters 15 and 16;  <i>Get Ready to Write</i> textbook: Chapter 9;          Visual cues</p>
<p><b>Interdisciplinary Connections</b></p>	



**Haverhill Public Schools**  
English Learner Education

Grades 9-12 Curriculum Map

<b>ESL 1</b>	
<b>May</b>	
<b>Essential Questions</b> <i>(What you teach)</i>	<p>Reviewing the past tense of <i>to be</i>;            Recommending products;            Listening to distinguish present vs. past facts;            Using correct intonation with <i>yes/no</i> questions and <i>wh</i>-questions;            Writing a brief autobiography about major life events (born, grew up, went to school, studied, moved);            Writing about your childhood (appearance, friends, activities);            Review of tenses;            Review of adjectives;            Describing products;            Telling about activities in the past;            Listening for information in radio advertisements;            Writing an email or instant message to tell about what you did today.</p>
<b>Content</b> <i>(Topics covered)</i>	<p>Television commercials;            Describing physical states and emotions;            Telling about the past;            Biographies and autobiographies;            Advertisements;            Opposites;            Culture concept: shopping around the world.</p>
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;            S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;            S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.            R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.            R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.            W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.            W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.            W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.            W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<b>Assessments</b> <i>(How you assess)</i>	<p>Chapter tests;            Vocabulary quizzes;            Workbook activities;            Student observations;            Rubrics;            Focus corrections.</p>

<b>Activities</b> <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Mystery word; Do you remember?; Question the answers; Autobiography.
<b>Instructional Resources</b>	<i>Side by Side: Book 1</i> textbook and workbook: Chapters 17; <i>Get Ready to Write</i> textbook: Chapter 9; Visual cues.
<b>Interdisciplinary Connections</b>	Economics

**Haverhill Public Schools**  
English Learner Education

Grades 9-12 Curriculum Map

<b>ESL 1</b>	
<b>June</b>	
<b>Essential Questions</b> <i>(What you teach)</i>	Review of material covered earlier in the year.
<b>Content</b> <i>(Topics covered)</i>	Review of topics covered earlier in the year.
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social and academic purposes;</p> <p>S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes;</p> <p>S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.</p> <p>R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experiences, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words and organizing ideas for a particular audience and purpose.</p> <p>W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization and sufficient detail.</p> <p>W.3 Revising: Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.</p> <p>W.4 Editing: Students will understand and apply knowledge of standard English grammar, spelling and conventions to improve their writing.</p>
<b>Assessments</b> <i>(How you assess)</i>	<p>Chapter tests;</p> <p>Vocabulary quizzes;</p> <p>Workbook activities;</p> <p>Student observations;</p> <p>Rubrics;</p> <p>Focus corrections;</p> <p>Final exams.</p>
<b>Activities</b> <i>(Required)</i>	<p>Side-by-side exercises (student dialogues);</p> <p>Role playing.</p>
<b>Instructional Resources</b>	<p><i>Side by Side: Book 1</i> textbook and workbook</p> <p><i>Get Ready to Write</i> textbook</p> <p>Visual cues.</p>
<b>Interdisciplinary Connections</b>	