

Haverhill Public Schools
Grades 9-12 English Learner Education Curriculum Map

ESL 2	
August/September	
Essential Questions <i>(What you teach)</i>	Review of tenses: simple present, present continuous, simple past, <i>going to</i> future; Introducing <i>like to</i> ; Time expressions; Indirect object pronouns; Talking about likes and dislikes; Describing future plans and intentions; Listening for correct tense in information questions; Pronouncing contrastive stress; Writing about your last birthday; Writing about a friendship; Filling out a personal information form; Biographical information about author(s); Plot summary; Theme; Vocabulary/word forms.
Content <i>(Topics covered)</i>	Describing present, past and future actions; Birthdays and gifts; Telling about friendships; Days of the week; Months of the year; Seasons; Everyday activities; Past time expressions; Reading a date using ordinal numbers; Surprise endings; <i>The Gift of the Magi.</i>
Skills/Standards <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.3: Academic Interaction: Students will comprehend and communicate orally using spoken English to participate in academic settings. 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. R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text. R.4: Literary Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres. 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. W4: Editing : Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

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<p>Assessments <i>(How you assess)</i></p>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Comprehension quizzes; Pre- and post-reading exercises.</p>
<p>Activities <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues); Role playing; Memory chain; Expand the sentence; The perfect present; Question game; Writing about routines; Scanning for information; Understanding the main idea; Arranging sentences into correct word order; Vocabulary practice with synonyms; Using correct word forms (nouns and adjectives).</p>
<p>Instructional Resources</p>	<p><i>Side by Side: Book 2</i> textbook and workbook: Chapter 1; <i>Step Into Writing</i> textbook: Chapter 1; <u><i>Great American Stories 1: The Gift of the Magi</i></u>; Visual cues</p>
<p>Interdisciplinary Connections</p>	

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ESL 2	
October	
Essential Questions <i>(What you teach)</i>	Count and non-count nouns; Asking the location of items; Making a suggestion; Complimenting about food; Listening for key words to determining subject matter of conversations; Making a list of foods in the kitchen and their location; Writing about favorite foods; Writing about school; Partitives; Count and non-count nouns; Imperatives; Asking for information; Asking for and making recommendations about food; Giving and following instructions; Making a shopping list; Writing a recipe; Writing about a special meal; Writing about a supermarket. Reviewing the simple present and past tenses; Describing people's customs and consumer behavior; Listening to and interpreting announcements in a supermarket correctly; Writing an email or instant message to tell about the meals you eat. Biographical information about author(s); Plot summary; Theme; Vocabulary/word forms.
Content <i>(Topics covered)</i>	Food; Buying food; Being a guest at mealtime; Describing food preferences; Eating in a restaurant; Recipes; Units of measure and their abbreviations; Dollar amounts expressed in numerals; <i>Love of Life</i> ; Adventure and survival; <i>The Story of an Hour</i> ; Women's liberation.
Skills/Standards <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.3: Academic Interaction: Students will comprehend and communicate orally using spoken English to participate in academic settings. 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.

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	<p>R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</p> <p>R.4: Literary Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres.</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>
<p>Assessments <i>(How you assess)</i></p>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Comprehension quizzes; Pre- and post-reading exercises.</p>
<p>Activities <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues); Role playing; Finish the sentence!; Associations; What are the ingredients?; How many?/:How much?; Shopping list chain game; Expanding shopping list; Tic tac partitive; Writing favorite recipes; Scanning for information; Understanding the main idea; Arranging sentences into correct word order; Vocabulary practice with antonyms; Using correct word forms (adjectives and adverbs); Preposition usage; Article usage; Writing a letter home.</p>
<p>Instructional Resources</p>	<p><i>Side by Side: Book 2</i> textbook and workbook: Chapters 2 and 3; <i>Great American Stories 1: Love of Life</i> and <i>The Story of An Hour</i>. Visual cues</p>
<p>Interdisciplinary Connections</p>	

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ESL 2	
November	
Essential Questions <i>(What you teach)</i>	<p>Future tense: <i>will</i> Time expressions; <i>Might</i>; Asking and giving information about future events; Asking for and making predictions; Asking for repetition; Expressing fears; Providing reassurance; Listening to and responding appropriately to a speaker in a telephone conversation; Writing a note to a child's teacher to explain an absence; Writing about your future: where you might live and work, and what might happen in your life; Writing about plans for the weekend; Comparatives; <i>Should</i>; Possessive pronouns; Asking and giving advice; Agreeing and disagreeing; Comparing things, places and people; Exchanging opinions; Listening to determine the subject matter of a conversation; Writing about a comparison of two places; Biographical information about author(s); Plot summary; Theme; Vocabulary/word forms.</p>
Content <i>(Topics covered)</i>	<p>Telling about the future; Identifying life events; Identifying health problems and injuries; Probability and possibility; Talking about favorite seasons; Warnings; Calling in sick; Calling a school to report a child's absence; Making comparisons; Advice; Expressing opinions; Agreement and disagreement; Teenager and parent relationships; Community features and problems; <i>The Tell-tale Heart</i>; The dark side of human nature; <i>A Cub-pilot's Education</i>; Coming of age in nineteenth-century America.</p>
Skills/Standards <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.3: Academic Interaction: Students will comprehend and communicate orally using spoken English to participate in academic settings. 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</p>

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	<p>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>R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</p> <p>R.4: Literary Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres.</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 or 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>W4: Editing: Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</p>
<p>Assessments <i>(How you assess)</i></p>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Comprehension quizzes; Pre- and post-reading exercises.</p>
<p>Activities <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues); Role playing; What will happen next?; Tell a story; Let's compare; Mystery conversation; Narrating an incident; Determining cause and effect; Using words to describe unpleasant people and things; Using correct word forms (adjective vs. adverb); Correct usage of irregular past tenses; Writing a police report; Adverbial clauses; Using connectors.</p>
<p>Instructional Resources</p>	<p><i>Side by Side: Book 2</i> textbook and workbook: Chapters 4 and 5; <i>Step Into Writing</i> textbook: Chapter 3 <i>Great American Stories 1: The Tell-tale Heart and A Cub-pilot's Education</i>; Visual cues</p>
<p>Interdisciplinary Connections</p>	

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ESL 2	
December	
Essential Questions <i>(What you teach)</i>	Introducing superlatives; Expressing an opinion; Offering assistance; Listening to determine a speaker’s attitude or opinion; Writing about the most important person in your life; Adjectives with negative prefixes; Interpreting factual statements; Listening to and interpreting radio advertisements correctly; Writing an email or instant message to tell about a favorite vacation place; Biographical information about author(s); Plot summary; Theme; Vocabulary/word forms
Content <i>(Topics covered)</i>	Describing people, places and things; Identifying positive and negative personal qualities; Expressing pride in a child’s personal qualities; Shopping in a department store; Expressing opinions; Identifying different types of stores and comparing prices, quality or products, convenience and service; Interpreting numerical and descriptive facts about world records and geographic features; Cultural concept: recreation and entertainment around the world; <i>The Lady, or the Tiger?;</i> The use of the laws of chance instead of the rule of law to administer justice.
Skills/Standards <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 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.
Assessments <i>(How you assess)</i>	Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Comprehension quizzes; Pre- and post-reading exercises.

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Activities <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; The people we know; Spelling game; Sharing opinions; Travel brochures; Giving reasons for your opinions; Using pictures as visual cues to predict the outcome; Pronoun reference activity; Using correct word forms (verb, noun, adjective); Writing a three-paragraph composition.
Instructional Resources	<i>Side by Side: Book 2</i> textbook and workbook: Chapter 6; <i>Step Into Writing</i> textbook: Chapter 6 <i>Great American Stories 1: The Lady, or the Tiger?</i> Visual cues
Interdisciplinary Connections	

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ESL 2	
January	
Essential Questions <i>(What you teach)</i>	<p>Introducing imperatives; Directions; Giving and following instructions; Asking for repetition; Asking for and giving recommendations; Listening for specific information in directions; Listening to make deductions about the location of conversations; Pronouncing <i>Could you</i> and <i>Would you</i>; Drawing a map and writing directions to your home; Writing about how to get to different places in the community; Introducing adverbs and comparison of adverbs; Agent nouns; <i>If</i> clauses; Expressing an opinion; Expressing agreement; Asking for and giving feedback; Asking about and giving information about future plans; Giving and receiving advice; Listening to determine the correct consequences of actions; Writing about something you want to do and the consequences of doing it; Filing out a job application form; Interpreting advice; Describing self; Listening to and interpreting announcements at a workplace correctly; Writing an email or instant message to tell about your skills and activities; Biographical information about author(s); Plot summary; Theme; Vocabulary/word forms.</p>
Content <i>(Topics covered)</i>	<p>Getting around town; Places in the community; Public transportation; Following a map or diagram indicating directions to a destination; Describing people's actions; Occupations; Asking for and giving feedback about job performance; Identifying ways to improve performance at work and at school; Describing plans and intentions; Consequences of actions; Superstitions <i>A White Heron</i>; Love of nature and human nature. <i>The Romance of a Busy Broker</i>. Surprise endings.</p>
Skills/Standards <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</p>

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	<p>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 or 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>
<p>Assessments <i>(How you assess)</i></p>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Focus corrections</p>
<p>Activities <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues); Role playing; Finish the sentence; Name that place!; Associations; Scrambled sentences; Grammar chain: what if? Grammar chain: Watch out! (use of <i>might</i>); Giving directions to a place; Scanning; Adverbial time clauses; Vocabulary practice with figurative and metaphorical language; Direct versus indirect quotations; Controlled composition.</p>
<p>Instructional Resources</p>	<p><i>Side by Side: Book 2</i> textbook and workbook: Chapters 7 and 8; <i>Step Into Writing</i> textbook: Chapter 2; <u><i>Great American Stories 1: A White Heron</i></u>; <u><i>Great American Stories 2: The Romance of a Busy Broker</i></u>. Visual cues</p>
<p>Interdisciplinary Connections</p>	

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ESL 2	
February	
Essential Questions <i>(What you teach)</i>	<p>Introducing the past continuous tense; Introducing reflexive pronouns; <i>While</i> clauses; Asking about and giving information about past events; Expressing concern about someone; Expressing sympathy; Reacting to bad news; Describing a sequence of events; Listening to make deductions about the context of conversations; Pronouncing <i>did</i> and <i>was</i>; Writing about preferences for doing things alone or with other people. Biographical information about author(s); Plot summary; Theme; Vocabulary/word forms.</p>
Content <i>(Topics covered)</i>	<p>Describing ongoing past activities; Giving information about a robbery; Describing a mishap; Describing an accident; <i>The Bride Comes to Yellow Sky</i>; The use of symbolism (the bride representing civilized ways of law enforcement).</p>
Skills/Standards <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>
Assessments <i>(How you assess)</i>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Focus corrections</p>

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Activities <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Memory chain; Finish the sentence; Miming game; Skimming to find numbers, dates and/or key words; Irony; Direct and indirect quotations; Verb forms; Using correct word forms (nouns and adjectives); Conjunctions; Controlled composition
Instructional Resources	<i>Side by Side: Book 2</i> textbook and workbook: Chapter 9; <i>Great American Stories 2: The Bride Comes to Yellow Sky</i> ; Visual cues
Interdisciplinary Connections	

ESL 2	
March	
Essential Questions <i>(What you teach)</i>	Using “ <i>could</i> ”, <i>be able to</i> , <i>have got to</i> and <i>to + adjective</i> ; Asking and telling about ability to do things; Expressing obligation; Listening for correct situation or context; Pronouncing <i>have to</i> and <i>have got to</i> ; Writing about a time you were frustrated, disappointed or upset; Writing about an advertisement or home.
Content <i>(Topics covered)</i>	Describing physical states and emotions; Expressing past and future ability; Expressing past and future obligation; Giving an excuse; Household problems
Skills/Standards <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.

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	<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>
<p>Assessments <i>(How you assess)</i></p>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Focus corrections</p>
<p>Activities <i>(Required)</i></p>	<p>Side-by-side exercises (student dialogues); Role playing; Match the sentences; Concentration game; Scrambled sentences; “What have they got to do?”</p>
<p>Instructional Resources</p>	<p><i>Side by Side: Book 2</i> textbook and workbook: Chapter 10; <i>Step Into Writing</i> textbook: Chapter 5; <i>Great American Stories 2: The Cask of Amontillado</i>; Visual cues</p>
<p>Interdisciplinary Connections</p>	

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ESL 2	
	April
Essential Questions <i>(What you teach)</i>	Past tense review; Count/non-count noun review; <i>Must</i> ; <i>Mustn't</i> vs. <i>don't have to</i> ; <i>Must</i> vs. <i>should</i> ; Asking and giving advice; Describing a future sequence of events; Describing a past sequence of events; Expressing concern; Listening for key words to determine subject matter of conversations; Pronouncing <i>must</i> and <i>mustn't</i> ; Making a list of healthy and unhealthy foods; Writing about rules in life – at school, on the job, at home and in the community
Content <i>(Topics covered)</i>	Medical examinations; Medical advice; Health; Foods; Nutrition; Home remedies
Skills/Standards <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.
Assessments <i>(How you assess)</i>	Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Focus corrections
Activities <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Tic-tac vocabulary; Rules of the school; “What did they tell everybody?”; What’s the medical problem?

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Instructional Resources	<i>Side by Side: Book 2</i> textbook and workbook: Chapter 11 <i>Step Into Writing</i> textbook: Chapter 6; <i>Great American Stories 2: Paste</i> Visual cues
Interdisciplinary Connections	Wellness; Life science

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ESL 2	
	May
Essential Questions <i>(What you teach)</i>	Future continuous tense; Time expressions; Asking and telling about future plans and activities; Calling people on the telephone; Listening to messages on a telephone answering machine; Pronouncing contractions with <i>will</i> ; Writing about family holiday celebrations
Content <i>(Topics covered)</i>	Everyday activities; Describing future activities; Expressing time and duration; Making plans by telephone; Borrowing and returning items; Life cycle – stages and events; Holidays; Family members
Skills/Standards <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.
Assessments <i>(How you assess)</i>	Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Focus corrections
Activities <i>(Required)</i>	Side-by-side exercises (student dialogues); Role playing; Make a sentence; Making an appointment; Class vacation; Public opinion surveys

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Instructional Resources	<i>Side by Side: Book 2</i> textbook and workbook: Chapter 12; <i>Step Into Writing</i> textbook: Chapter 4; <i>Great American Stories 2: The Whale Hunt</i> Visual cues
Interdisciplinary Connections	History: the whaling industry of the nineteenth century

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ESL 2	
	June
Essential Questions <i>(What you teach)</i>	<p><i>Some/any;</i> Pronoun review; Verb tense review; Offering help; Asking and telling about past events; Asking for and giving advice; Describing problems; Listening for correct pronouns in conversations; Listening to make deductions about the subject of conversations; Pronouncing deleted <i>h</i>; Writing about relying on friends for help; Writing about a very good friend</p>
Content <i>(Topics covered)</i>	<p>Offering help; Indicating ownership; Neighbors; Household problems; Using the telephone to secure household repair services; Car trouble; Friends</p>
Skills/Standards <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>
Assessments <i>(How you assess)</i>	<p>Chapter tests; Vocabulary quizzes; Workbook activities; Student observations; Rubrics; Focus corrections Final exams</p>
Activities <i>(Required)</i>	<p>Side-by-side exercises (student dialogues); Role playing; Listen for possessives; Tic-tac finish the sentence; Expand the sentence Class discussion – taking care of things Three-paragraph analysis of O. Henry’s character</p>

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Instructional Resources	<i>Side by Side: Book 2</i> textbook and workbook: Chapter 13 <i>Great American Stories 2: The Lost Phoebe</i> Visual cues
Interdisciplinary Connections	Sociology – understanding social systems (communities)