



Holyoke Public Schools

English Language Development Curriculum Map Grades 9-12 Level 3

Holyoke Public Schools

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Overview of Curriculum Maps

Goals:

1. To ensure that English Language Learners are exposed to and engaged in a rigorous English Language Arts curriculum in every school and at every grade level.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA assessments.
4. To provide teachers with curriculum guidelines and appropriate ELL instructional strategies for the English Language Development (ELD) courses.

Expectations:

The district's expectation is for students to successfully meet the expectations outlined in the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning.

Materials and Resources

- **Hampton Brown Edge Level B**
 - **Level B Student Book**
 - **Level B Interactive Practice Book**
 - **Level B Teacher's Edition Set**
 - **Level B Reading and Writing Transparencies**
 - **Level B Leveled Library Classroom Set**
 - **Level B Grammar and Writing Handbook**
 - **Level B Grammar and Writing Handbook Teacher's Annotated Edition**

High School ESL Curriculum Map Grades 9-12 Level 3 ELL *Edge Level B*

Unit	Theme/Essential Question	Language Functions	Language Structures	Writing	Reading	Assessment	Student Learning Outcomes from ELPBO
1	<p>Choices</p> <p>What Influences a Person's Choices</p> <p>Edge Level B Unit 1</p>	<ul style="list-style-type: none"> • Ask and Answer Questions • Express Ideas and Opinions • Express Feelings and Intentions <p>Oral Report</p> <p>Participate in a Discussion</p> <p>Oral Response to Literature</p>	<p>Grammar: Sentences:</p> <ul style="list-style-type: none"> • Fragments • Subj./Verb • Complete sentences <p>Words:</p> <ul style="list-style-type: none"> • Prefixes • Suffixes • Greek Roots <hr/> <p>Unit 1 Grammar and Writing Practice book</p>	<ul style="list-style-type: none"> • Definition Paragraph. • Opinion Statement • Response Log • Autobiographical narrative <p>On Demand Write a Short Comparison</p> <p>Writing Traits Focus and Unity</p>	<p>Reading Strategy</p> <ul style="list-style-type: none"> • Make a Connection <p>Literary Analysis</p> <p>Fluency Expression</p>	<p>Formative</p> <ul style="list-style-type: none"> • Independent reading • Journal • <i>Interactive Practice Book</i> Unit 1 <p>Summative</p> <ul style="list-style-type: none"> • Cluster 1,2 and 3 • Reflection, • Unit I Test Unit 1 Wrap Up <p>PROJECTS:</p> <ul style="list-style-type: none"> • TV Talk Show <p>Workplace Workshop Inside A Law Office</p>	<p>Listening Demonstrate comprehension of extended speech (such as <i>news reports on television or radio</i>). (S.2.46)</p> <p>Speaking State a position and support/justify it. (S.3.42) Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)</p> <p>Reading Support individual interpretations or conclusions, using details or evidence from a literary text. (R.3.9)</p> <p>Writing Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (W.1.8)</p>

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2	<p>The Art of Expression</p> <p>Does Creativity Matter?</p> <p>Edge Level B Unit 2</p>	<ul style="list-style-type: none"> Describe People Places and things Describe Experiences Give and <hr/> <p>Listening and Speaking</p> <p>Interview Oral Presentation</p>	<p>Grammar Subject Pronouns Action Verbs in the Present Tense</p> <hr/> <p>words</p> <ul style="list-style-type: none"> Idioms <p>Using Context Clues</p>	<ul style="list-style-type: none"> Opinion Paragraph How to Paragraph Position Paper <p>On Demand</p> <p>Test Essay</p> <p>Writing Trait: Focus and Unity</p>	<p>Reading Strategy</p> <ul style="list-style-type: none"> Determine Importance <p>Analysis:</p> <p>Analyze Description</p> <p>Style and Word Choice</p> <p>Fluency Phrasing Intonation Expression</p>	<p>Formative</p> <ul style="list-style-type: none"> Independent reading Journal <i>Interactive Practice Book</i> <p>Summative</p> <ul style="list-style-type: none"> Cluster 1 Test Cluster 2 Test Cluster 3 Test Reflection Unit 2 Test Unit 2 Wrap Up <hr/> <p>PROJECT:</p> <ul style="list-style-type: none"> Position Paper Demonstration Workplace Workshop: Inside an Art Museum 	<p>Listening Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)</p> <p>Speaking Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)</p> <p>Reading Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.8)</p> <p>Writing Write a personal or persuasive essay, expressing an attitude or position. (W.2.15)</p>

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3	<p>The Hero Within</p> <p>What Makes a Hero?</p> <p>Edge Level B Unit 3</p>	<ul style="list-style-type: none"> Ask for and Give Information Elaborate During Discussions Engage in Discussions <p>Speaking and Listening</p> <p>Engage in Discussion Panel Discussion Poetry Presentation</p>	<p>Grammar Verb Tenses Present and Past Subject and Object Pronouns</p> <p>Vocabulary <u>Word families</u></p> <ul style="list-style-type: none"> Latin and Greek roots Borrowed Words 	<ul style="list-style-type: none"> Opinion Statement Letter Opinion Paragraph Reflective Essay <p>On Demand: Test Essay</p> <p>Writing Trait Voice and Style</p>	<p>Reading Strategy</p> <ul style="list-style-type: none"> Make Inferences <p>Literary Analysis Compare Character's Motives and Traits Multiple Themes in a Text Compare Themes</p> <p>Fluency</p> <p>Expression Phrasing Intonation</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> Independent reading Journal <p><u>Summative</u></p> <ul style="list-style-type: none"> Cluster 1 Test Cluster 2 Test Cluster 3 Test Reflection Unit 3 Test Unit 3 Wrap Up <hr/> <p>PROJECT:</p> <p>Documentary</p> <ul style="list-style-type: none"> Reflective Essay Workplace Workshop: Inside an Airport 	<p>Listening Demonstrate comprehension of the main points of classroom discussions. (S.3.32)</p> <p>Speaking Elaborate on and extend other people's ideas using extended discourse. (S.3.60) Present information orally, using an appropriate degree of formality for the audience and setting. (S.4.12)</p> <p>Reading Demonstrate fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12) Analyze a common theme presented in various genres. (R.4.14)</p> <p>Writing Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. (W.2.8) Select words that take into consideration the audience for and purpose of a writing task (such as <i>formal/informal or personal/impersonal</i>). (W.3.11)</p>

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4	<p>Opening Doors</p> <p>How can Knowledge Open Doors?</p> <p>Edge Level B</p> <p>Unit 4</p>	<ul style="list-style-type: none"> Define and Explain Clarify Verify or confirm Information <p>Listening and speaking</p> <p>Oral Presentation Speech</p>	<p>Grammar Possessives Prepositional phrases Pronoun Agreement</p> <p>Words Dictionary and jargon Multiple Meaning Words</p>	<p>Public Service Announcement Email message Case Study Opinion Statement Research Report</p> <p>On Demand:</p> <p>Problem- Solution Essay</p> <p>Writing Trait Development of Ideas</p>	<p>Reading Strategy</p> <ul style="list-style-type: none"> Asking Questions <p>Literary Analysis Imagery</p> <p>Fluency Phrasing Intonation Expression</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> Independent reading Journal <p><u>Summative</u></p> <ul style="list-style-type: none"> Cluster 1 Test Cluster 2 Test Cluster 3 Test Reflection, Unit 4 Test Unit 4 Wrap Up <p>PROJECT:</p> <ul style="list-style-type: none"> Plan and Deliver an Oral Report Workplace Workshop: Inside a Restarurant 	<p>Listening Identify jargon as language used by members of particular groups (such as <i>peer groups, athletes, musicians</i>). (S.1.26)</p> <p>Speaking Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42) Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)</p> <p>Reading Summarize data gathered through research. (R.6.2)</p> <p>Writing Write a research report that supports a thesis statement and uses logical organization. (W.2.14) Revise writing to improve organization of ideas. (W.3.8)</p>

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5	<p>Fear This</p> <p>What Makes Something Frightening?</p> <p>Edge Level B</p> <p>Unit 5</p>	<ul style="list-style-type: none"> Tell a Story Make comparisons Compare and Contrast <p>Listening and speaking</p> <p>Story Telling Dramatization</p>	<p>Grammar Adjectives Adverbs</p> <p>Words Synonyms Thesaurus</p>	<p>Story Starter Write a Character Sketch Literary Analysis</p> <p>On Demand:</p> <p>Problem- Solution Essay</p> <p>Writing Trait Organization</p>	<p>Reading Strategy</p> <ul style="list-style-type: none"> Making connections <p>Literary Analysis Analogy Mood, tone Suspense Foreshadowing Imagery Plot Structure</p> <p>Fluency Phrasing Intonation Expression</p>	<p>Formative</p> <ul style="list-style-type: none"> Independent reading Journal <p>Summative</p> <ul style="list-style-type: none"> Cluster 1 Test Cluster 2 Test Cluster 3 Test Reflection, Unit 5 Test Unit 5 Wrap Up <p>PROJECT:</p> <ul style="list-style-type: none"> Radio Drama Workplace Workshop: Inside a Newspaper Office 	<p>Listening Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)</p> <p>Speaking Express imagination and creativity through activities such as storytelling and games. (S.2.28) Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)</p> <p>Reading Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (R.4.16)</p> <p>Writing Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (W.2.11) Revise topic development to improve organization of writing. (W.3.14)</p>

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6	<p>Are You Buying It?</p> <p>How Do the Media Shape the Way People Think?</p> <p>Edge Level B</p> <p>Unit 6</p>	<p>Persuade</p> <p>Evaluate</p> <p>Listening and speaking</p> <p>Debate</p> <p>Oral Report</p>	<p>Grammar Sentences Compound Sentences Complex Sentences</p> <p>Words Latin and Greek Roots Denotation and Connotation</p>	<p>Persuasive Writing Letter to the editor</p> <p>On Demand: Test Response</p> <p>Writing Trait Voice and Style</p>	<p>Reading Strategy Synthesize</p> <p>Literary Analysis Argument Appeals Author’s Tone Author’s Perspective</p> <p>Fluency Phrasing Intonation Expression</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> Independent reading Journal <p><u>Summative</u></p> <ul style="list-style-type: none"> Cluster 1 Test Cluster 2 Test Cluster 3 Test Reflection Unit 6 Test <p>Unit 6 Wrap Up PROJECT:</p> <ul style="list-style-type: none"> Ad Campaign Persuasive Essay Workplace Workshop: Inside a Department Store 	<p>Listening Demonstrate comprehension of specific information heard in an academic context. (S.3.36)</p> <p>Speaking Support a conclusion or finding by stating facts or logical reasons. (S.3.64)</p> <p>Reading Analyze the logic and use of evidence in an author’s argument. (R.5.19)</p> <p>Writing Write a personal or persuasive essay, expressing an attitude or position. (W.2.15) Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)</p>

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7	<p>Where We Belong?</p> <p>What Holds Us together?</p> <p>What Keeps Us Apart?</p> <p>Edge Level B Unit 7</p>	<p>Negotiate</p> <p>Use Appropriate Language</p> <p>Listening and speaking</p> <p>Narrative Presentation Dramatization</p>	<p>Grammar Present Perfect Tense</p> <p>Words Figurative language Denotation and Connotation</p>	<p>Literary Critique Biography Comparison Paragraph</p> <p>On Demand: Write About Theme</p> <p>Writing Trait Voice and Style</p>	<p>Reading Strategy Visualize</p> <p>Literary Analysis Characterization Dramatic Elements Imagery Figurative Language Allusions</p> <p>Fluency Phrasing Intonation Expression</p>	<p>Formative</p> <ul style="list-style-type: none"> Independent reading Journal <p>Summative</p> <ul style="list-style-type: none"> Cluster 1 Test Cluster 2 Test Cluster 3 Test Reflection Unit 7 Test <p>Unit 7 Wrap Up PROJECT:</p> <ul style="list-style-type: none"> Poetry Anthology Workplace Workshop: Inside a Real Estate Agency 	<p>Listening Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)</p> <p>Speaking Comprehend and answer questions following a presentation. (S.4.13)</p> <p>Reading Identify and explain how elements of language suggest mood and set tone in a piece of literature. (R.4.9)</p> <p>Writing Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (W.2.9) Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (W.2.13)</p>