Wall Township Public Schools	BOE Approval Date: August 20, 2024

Course Title: English Language Literacy Upper Intermediate/Advanced 9-12

Course Description:
The focus of this course is to further increase students' English proficiency in writing. Students will understand and apply a wide range of higher-level vocabulary, clauses and expressions, and a variety of sentence structures. Students will also communicate ideas spontaneously when summarizing information and reconstructing arguments. By the end of this course, the goal is for students to use all language domains fluently and consistently in the target language and attain a high English Language Proficiency.
(Robotel Level C1 Advanced and C2 Proficiency/WIDA Level 5 Bridging 4.1-5.0 and Level 6 Reaching 5.1-6.0)

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to

enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers

- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days 127**
Unit 1: The World's Energy	20
Unit 2: Homes of the Future	20
Unit 3: In the News	20
Unit 4: Health Care	20
Unit 5: The Arts	20
Unit 6: Studying Abroad	20

Unit 1

Desired Results

Unit 1: The World's Energy

Unit Summary:

The purpose of this unit is to engage the students in higher-level reading, vocabulary, and writing activities about renewable and conventional energy as well as production and consumption. Students will use collocations, phrasal verbs, prefixes, suffixes, synonyms, and formal vs. informal topic vocabulary when participating in authentic discussions and practices throughout the unit. In addition, students will apply future tense verbs when engaging in conversations, and will demonstrate cohesiveness while linking and connecting words, ideas, and sentences together.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

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W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

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W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

ELD-LA.9-12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing central ideas

- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive Multilingual learners will construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about __complex__ attributes, qualities, characteristics, activities, and __conceptual__ relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive Multilingual learners will construct language arts arguments that

- Introduce and develop __precise__ claims and __address__ counterclaims
- Support claims __and refute counterclaims with valid reasoning and relevant and sufficient evidence__
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.8.D.4 – Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:

- What vocabulary can we use to describe the energy sector?
- What are different forms of energy?
- How do you use energy daily?
- What can we do to cut down on the amount of energy you use daily?
- How can we create cohesiveness and fluency in our writing?
- How can topic sentences strengthen a blog or an article writing?
- What are alternative ways to talk about the future?

Unit Enduring Understandings:

- Learning the proper energy sector vocabulary can help us understand the different forms and resources of energy.
- Realizing how we use energy on a daily basis will help us become more aware and conscious of ways to conserve energy.
- Topic sentences can strengthen a blog or an article by summarizing the main idea and informing the reader of what to expect in the text.
- Using synonyms for the future tense of *will or going to* will add fluency and cohesiveness to our writing.

Vocabulary:

Unit 1 Topic Vocabulary					
address a problem appliance (n) assess (v) avert (v) back sb/sth (v) (financially) biomass (n) biomethane (n) capture (v) carbon tax (n) catch (v) climate change (n) coal (n) coal-fired power plant (n) complicated (adj) confine (v) confront (v) confrontation (n) confrontational (adj) confrontationist (n) non confrontational	deplete (v) determine (v) device (n) devise (v) discharge (v) drain (n, v) drainage (n) drained (adj) draining (adj) emission (n) encourage (v) end user (n) energy _____ consumption (n) demand (n) infrastructure (n) mix (n) needs (n) policy (n) sector (n) shortage (n) source (n) supply (n) _____energy conserve (v) consume (v)	exploit (v) facility (n) fossil fuel (n) geothermal energy (n) give rise to sth (pv) global warming (n) greenhouse gas (n) _____ grid (n) central electricity Power hinder (v) hybrid vehicle (n) hydrocarbon (n) install (v) institute (v) intricate (adj) involved (adj) lack (n) let sth out (pv) low-carbon (adj) manage (v) overturn (v)	renew (v) nonrenewable (adj) renewable (n) renewal (n) review (v) run out (of sth) (pv) scarcity (n) shorten (v) shortage (n) shortly (adv) solar panel (n) subsidize (v) surplus (n) sustainable (adj) tackle (v) take advantage of sth (v) tariff (n) tax credit (n) trap (v) undo (v) urge (v) use sth up (pv) vent (v) wind turbine (n) wood (n)	**Other words and phrases** be bound to happen be due to happen be on the brink of sth be on the verge of sth be set to happen	**Idioms** go the extra mile in the long run

(adj) consider (v) considerable (adj) considerably (adv) considerate (adj) consideration (n) considering (prep) ill-considered (adj) inconsiderate (adj) inconsiderately (adv) reconsider (v) consume (v) consuming (adj) consumerism (n) consumption (n) contribute (v) contributing (adj) contribution (n) contributory (adj) noncontributory (adj) counter (v) cut down on sth (pv) deal with sth (pv) deficiency (n)	generate (v) harness (v) produce (v) save (v) store (v) supply (v) waste (v) _____energy (n) nuclear tidal equip (v) examine (v) exhaust (n, v) exhausted (adj) exhausting (adj) exhaustion (n) exhaustive (adj)	peat (n) persuade (v) persuasion (n) persuasive (adj) persuasively (adv) play out (pv) power-hungry (adj) pressure (v) prevent (v) preventability (n) preventable (adj) preventative (adj) prevention (n) prompt (n, v) prompting (n) promptly (adv) promptness (n) provide (v) reduce (v) release (v)			

Students will be able to:

- Talk and write about the energy sector.
- Write an article or blog with vocabulary at the correct level of formality.
- Write an article or blog using topic sentences.
- Use advanced expressions to talk about the future.

Learning Activities & Differentiation: *(Climate Change)*

- Read the ***Out of Gas*** from the Comprehension section and brainstorm the details with your group.
- After reading, "Out of Gas" article, put the sentences in the correct order based on how they appear.
- Listen to the statements and decide if each one is true or false based on the "Out of Gas" article.
- Category Match- Place each source of energy under the correct type. Renewable or Nonrenewable
- Discuss the forms of renewable and nonrenewable energy used in your country. What forms do you think should be used more or less and why?

Assessment Evidence

Formative Assessments:

Section 1: Introduction

1.2 - LISTEN, READ & SPEAK Viewing / Grouping Activity (Groups of 3) Topic: Energy: View the Energy Conservation Video; Discuss questions relating to Energy as a group. Present responses to the class.

Section 2: Comprehension

1.4 - READ Sentence Jumble Put the sentences in the correct order based on how they appear in the "Out of Gas" article.

1.5 - LISTEN & READ Multiple Choice- Listen to the statements and decide if each one is true or false based on the "Out of Gas" article.

1.6 - READ & SPEAK Open Recording -Answer each question using complete sentences based on the "Out of Gas" article.

Section 3: Vocabulary

1.9 - READ Category Match- Place each source of energy under the correct type. Renewable resources can regenerate at the rate they are being used. Less-renewable resources can regenerate, but often not at the rate at which they are being used. Nonrenewable resources have a limited supply and cannot regenerate.

1.10 - LISTEN & SPEAK Viewing / Grouping Activity (Groups of 3) Discuss the forms of renewable and nonrenewable energy used in your country. What forms do you think should be used more or less and why?

1.14 - READ Multiple Choice Choose the correct synonyms that collocate with the word marked between the asterisks in each fragmented sentence. Use a dictionary if needed and the "Out of Gas" article

1.17 - READ Multiple Choice Choose the correct form of the word that best completes each sentence based on the newspaper article.

1.21 - LISTEN & WRITE Fill-in-the-Blanks -Listen as four speakers talk about energy use and climate. Complete each sentence with the correct verb or phrasal verb from the word bank. Not all verbs will be used.

(follow-up from 1.21) 1.23 - LISTEN, READ & WRITE Fill-in-the-Blanks People generally speak less formally than they write. Listen to the informal language in each fragment. Then, find the corresponding more formal, written expression in the "Out of Gas" article and type the correct letter. Not all letters will be used.

1.27 - SPEAK (Optional: Refer to the Rubric Section.) Segmented Recording -(You already recorded yourself talking about the images in Activity 1.1.) Record yourself again, but this time, focus on expanding on those thoughts.

Section 4: <u>Grammar-Focus:</u>

1.30 - READ & SPEAK Open Recording Read each sentence. If the bold expression is used correctly, say "correct." If the expression is used incorrectly, say "incorrect," and then complete the sentence with the correct expression from the word bank. Use the **Grammar Focus** to help you.

Section 5: <u>Writing</u>

- **<u>Skill-Cohesion:Synonyms</u>**

1.32 - READ & WRITE Fill-in-the-Blanks Replace each bold word with a synonym from the word bank. Not all words will be used.

- **<u>Skill-Formality:Vocabulary</u>**

1.33 - READ & WRITE Open Text This text is an example of a poor writing style as it uses vocabulary that is too informal. Rewrite the text changing the bold words to more formal vocabulary. Use the **Writing Skill** to help you.

- **<u>Skill-Topic Sentences</u>**

1.34 - READ Multiple Choice Identify the topic sentence(s) in each paragraph. Use the **Writing Skill** focus to help you.

1.38 - LISTEN, READ, SPEAK & WRITE Viewing / Pairing Activity Write a suitable topic sentence for each of the paragraphs with a partner.

Summative Assessment:

Choose one of the topics(given) and write your own blog using the guidelines. Do additional research if necessary.
Common Benchmark Assessments: LinkIt! Benchmarks
Alternative Assessments: Case by Case basis using Robotel Online

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Activities are found online in the Robotel HUB. Activities can be modified as per individual student IEP. Unit activities provide one or more of the following learning aids: photos, videos, read-alouds, organizers, bolded/highlighted words, captions**
- Use of assisted technology: **Activities are found online in the Robotel HUB. Ex. Listening;Read Alouds; Self-monitoring; Self-corrections**
- Use of prompts: **Complete the sentence/sentence frames; graphic organizers**
- Word walls -
- Think-pair-share
- Cooperative learning groups- **group higher and lower ELP students**
- Testing accommodations- **The Robotel HUB allows teachers to make accommodations as per individual student IEP. Ex. Additional time; reading assessments aloud; chunking of assessments**

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words, photos**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete the Sentence activities; complete graphic organizers; listen and repeat activities**
- Testing accommodations -**Robotel allows teachers to modify assessments as per individual student 504. Ex. Extended Time; Read one on one**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats-**Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete The Sentence activities; complete graphic organizers; listen and repeat activities**
- Modification of content and student products-**Pre-teaching of vocabulary and concepts; Teacher modeling**
- Testing accommodations-**Robotel allows teachers to modify assessments as per individual student needs. EX. Extended time; reading assessments aloud; chunking of assessments**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons-**additional activities throughout domains**
- Curriculum compacting-**allow students to progress through lessons at their individual pace**
- Inquiry-based instruction-
- Independent study-**st will self-pace activities**
- Higher-order thinking skills- **offer assignments/activities with open-ended questions**
- Interest-based content-**choice of learning activities**
- Student-driven instruction -**Cultural comparisons; st will act as project leaders for specific activities/projects throughout unit**
- Real-world problems and scenarios **-role-play/Presentation of the unit projects**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading-Speaking activity-listen and repeat the words;**
- Visual learning **including graphic organizers- Writing Focus Guides**
- Use of cognates to increase comprehension-**Identify vocabulary that connect to L1**
- Teacher modeling-**Robotel provides teacher with models/videos for each lesson-**
- Pairing students with beginning English language skills with students who have more advanced English language skills-pairing activities throughout unit
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls-vocabulary attachments will be added to google classroom
- Sentence frames-included in unit activities
- Think-pair-share
- Cooperative learning groups-group students according to ELP levels

Unit 2

Desired Results

Unit 2: Homes of the Future

Unit Summary:

The purpose of this unit is to engage the students in higher-level reading, vocabulary, and writing activities about living in the smart homes of the future. Students will also incorporate antonyms, collocations, phrasal verbs, prefixes, suffixes, and synonyms when participating in authentic discussions and practices throughout the unit. Finally, students will apply inversion for emphasis and causative verbs to their writing creating fluency and cohesiveness.

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SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
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ELD-LA.9-12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by

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- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

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- Introduce and define topic and/or entity for audience
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- Develop coherence and cohesion throughout text

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- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

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- Introduce and develop __precise__ claims and __address__ counterclaims
- Support claims __and refute counterclaims with valid reasoning and relevant and sufficient evidence__
- Establish and maintain a formal style and objective tone

- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

[The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12]

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What vocabulary can you use to describe smart homes?	• Learning the proper vocabulary to describe smart homes will allow us to engage in meaningful conversations about the topic.

• How will understanding the purpose of a specific text help a reader? • How can the inversion of words(changing word order) make writing more interesting? • How can causative verbs *have and get* be used to demonstrate that a person, place, or thing causes an event or action to happen? • What is a grammatical register, and how can we choose the correct grammatical register in our writing? • How can we communicate our personal opinions and attitudes in writing?	• Understanding the purpose of a text will enable the reader to focus on the main message and analyze the relevance of the topic . • In English, we use word inversion in our writing to add emphasis and drama. • Causative verbs *have and get* can be used to demonstrate that a person, place, or thing causes an event or action to happen by suggesting that one arranges for the other to perform the task. • Grammatical Register refers to the level of formality or informality in writing, and is dependent on vocabulary, tone, sentence structure, purpose and reader. • Communicating our personal opinions and attitudes in writing requires using a variation of strong persuasive words, phrases, and expressions that will appeal to the reader.

Vocabulary:

Unit Topic Vocabulary				
access (n, v) accessibility (n) affluent (adj) assist (v) back sth up (pv) back-up (n) beneficial (adj) bombard sb with sth break down (pv) breakdown (n)	gizmo (n) go ahead (pv) go-ahead (n) hacker (n) handy (adj) high-tech (adj) hub (n) inevitable (adj) labor-saving (adj) leisurely (adj)	private (adj) privacy (n) rant (n) readiness (n) rely on sth (v) reliance (n) reputable (adj) resent (v) rewire a house ridiculous (adj)	**Other words and phrases** Little did I know Never have I No sooner had I Not once did I Not only did I Only once I'd	**Idioms** a recipe for disaster be at the mercy of sb/sth rocket science the last straw have a sneaking suspicion

break in (pv) break-in (n) charge (n, v) charged (adj) compatibility (n) compatible (adj) contraption (n) convenience (n) convenient (adj) conventional (adj) crash (computer) (v) customized (adj) custom-built (adj) cutting-edge (adj) cybersecurity (n) download (v) dumbing down (n) embrace (v) feature (n) gadget (n) generic (adj) get together (pv) get-together (n) give sth away (pv) give-away (n)	lighting (n) likelihood (n) made-to-order (adj) maintenance (n) manual (n, adj) mass-produced (adj) mechanized (adj) mix sth up (pv) mix-up (n) modern conveniences (n) (mod cons) obsolescence (n) obsolete (adj) outrageous (adj) overdependent (adj) peace of mind (n) personalized (adj) power sth down (pv) print sth out (pv) print-out (n)	rip sb off (pv) rip-off (n) rip sth out(pv) screeching (adj) set sth up (pv) set-up (n) single-handed (adj) sleek (adj) state-of-the-art (adj) stream a film/music streamlined (adj) superfluous (adj) surveillance (n) sweltering (adj) tailor-made (adj) the Internet of Things (IoT) (n) thingamabob (n) timely (adj) tune into a radio station virtual assistant (n) vulnerable (adj) wreak havoc (v)	Under no circumstances will I I won't have you (+ gerund) I'll have you know get sb to do sth get sth done have sb do sth have sth done have sth happen	

Students will be able to:

- Talk and write about smart homes.
- Use inversion for added emphasis.
- Use the causative verbs have and get.
- Write a text with the correct grammatical register.

- Write an opinion essay, clearly showing opinion and attitude.

Learning Activities & Differentiation: *(Climate Change)*

- Category Match Listen to questions about the “Your Future Home Sweet Home” reading. Then, place each question number under the correct text number to which it relates.

Assessment Evidence

Formative Assessments:

Section 1: Introduction

2.1 - SPEAK Segmented Recording Click the blue play button to watch the entire slideshow and gather your thoughts before recording. Then, click the record button and talk about each image. Click “Done” to move on to the next image.

2.3 - READ & SPEAK Open Recording Answer each question using complete sentences.

Section 2: Comprehension

Skill-Text Types/Purpose

2.6 - LISTEN & READ Category Match Listen to questions about the “Your Future Home Sweet Home” reading. Then, place each question number under the correct text number to which it relates.

Section 3: Vocabulary

2.7 - LISTEN & READ Text Match Listen to the definitions. Then, match each bold expression with the correct definition based on the “Your Future Home Sweet Home” reading.

2.14 - READ Multiple Choice A word can have many senses and, therefore, have different groups of synonyms. Choose the synonym that best matches the word between the asterisks in the sense used in that sentence.

2.16 - LISTEN, READ & WRITE Fill-in-the-Blanks Read the text, and then listen to a second text. Write the antonyms you hear for each bold word you read.

2.18 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the questions. Then, complete each sentence with the correct phrasal noun from the Vocabulary Tip

2.22 - SPEAK (Optional: Refer to the Rubric Section.) Segmented Recording (You already recorded yourself talking about these images in Activity 2.1.) Record yourself focusing on expanding on your thoughts from activity 2.1.

Section 4: Grammar

Focus: Inversion for Added Emphasis

2.23 - READ & WRITE Word Jumble Read the sentences. Then, put each corresponding sentence containing an adverbial expression in the correct word order. Use the **Grammar Focus** to help you.

Focus: Causative Verbs "Have" and "Get"

2.27 - WRITE Word Jumble Put each sentence in the correct word order. Use the **Grammar Focus** to help you.

2.29 - READ & SPEAK Open Recording Read the sentences and then say each one using the sentence starter given. Use the **Grammar Focus** to help you.

Section 5: Writing

Skill-Cohesion: Vocabulary

2.31 - READ Text Match Look at the type of vocabulary indicated by the concept in parentheses. Then, match each word with the sentence it best completes. Use the **Writing Skill** to help you.

Skill- Formality: Grammar

2.33 - READ & WRITE Open Text This text is too formal for a blog post answer to the question "What type of entertainment system should I get, and what should I look out for?" Rewrite the paragraph in the first person using a narrative style to talk about your personal experiences using the topic sentence and guidelines. Use the **Writing Skill** to help you.

Skill-Features of Text Types

2.36 - READ Multiple Choice Read the opinion essay. Then, choose whether each numbered expression shows: A. the writer's own attitude or opinion B. the writer using other people's opinions C. no opinion being expressed Focus only on the numbered expressions in bold and not the full sentence.

2.37 - WRITE Question and Answer Complete each sentence using your own ideas about smart homes.

Skill-Showing Attitude and Opinion

2.38 - READ & WRITE Question and Answer Rewrite each sentence using one of the expressions in the **Writing Skill**

Summative Assessments:

Choose one of the topics and write an essay clearly showing your opinion or attitude using the guidelines. Do additional research if necessary.

Common Benchmark Assessments:
LinkIt! Benchmark
Alternative Assessments:
Case by Case basis using Robotel Online

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Activities are found online in the Robotel HUB. Activities can be modified as per individual student IEP. Unit activities provide one or more of the following learning aids: photos, videos, read-alouds, organizers, bolded/highlighted words, captions**
- Use of assisted technology: **Activities are found online in the Robotel HUB. Ex. Listening;Read Alouds; Self-monitoring; Self-corrections**
- Use of prompts: **Complete the sentence/sentence frames; graphic organizers**
- Word walls - **shared through the HUB**
- Think-pair-share
- Cooperative learning groups- **group higher and lower ELP students**
- Testing accommodations- **The Robotel HUB allows teachers to make accommodations as per individual student IEP. Ex. Additional time; reading assessments aloud; chunking of assessments**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words, photos**

- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete the Sentence activities; complete graphic organizers; listen and repeat activities**
- Testing accommodations -**Robotel allows teachers to modify assessments as per individual student 504. Ex. Extended Time; Read one on one**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats-**Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete The Sentence activities; complete graphic organizers; listen and repeat activities**
- Modification of content and student products-**Pre-teaching of vocabulary and concepts; Teacher modeling**
- Testing accommodations-**Robotel allows teachers to modify assessments as per individual student needs. EX. Extended time; reading assessments aloud; chunking of assessments**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons-**additional activities throughout domains**
- Curriculum compacting-**allow students to progress through lessons at their individual pace**
- Inquiry-based instruction-
- Independent study-**st will self-pace activities**
- Higher-order thinking skills- **offer assignments/activities with open-ended questions**
- Interest-based content-**choice of learning activities**
- Student-driven instruction -**Cultural comparisons; st will act as project leaders for specific activities/projects throughout unit**

- Real-world problems and scenarios **-role-play/Presentation of the unit projects**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading-Speaking activity-listen and repeat the words;**
- Visual learning **including graphic organizers-**
- Use of cognates to increase comprehension-**Identify vocabulary that connect to L1**
- Teacher modeling-**Robotel provides teachers with models/videos for each lesson- Ex. Sentence structure for present simple verbs and Adverbs and Adverbial Phrases of Time**
- Pairing students with beginning English language skills with students who have more advanced English language skills-pairing activities throughout unit
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls-vocabulary attachments will be added to google classroom
- Sentence frames-included in unit activities
- Think-pair-share
- Cooperative learning groups-group students according to ELP levels

Unit 3

Desired Results

Unit 3: In the News

Unit Summary:

The purpose of this unit is to engage the students in higher-level reading, vocabulary and writing activities about news media and the language of headlines. Students will use collocations, idioms, synonyms, cause/effect when participating in authentic discussions and practices throughout the unit. Students will also express ideas in the passive tense and demonstrate cohesiveness while linking and connecting words together.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**

• What vocabulary will help us understand news headlines? • How do we differentiate whether a statement is a fact or opinion? • How do the different forms of media enable us to communicate? • How can we express cause and effect relationships between ideas in writing? • How do you use the passive form of *is/are said* to report information and why is it useful? • What is the purpose of report writing?	• Understanding the vocabulary used in news headlines will help us understand what is happening in the world and enable us to have conversations with our peers. • Understanding specific words and expressions will help you recognize the difference between fact or opinion in the news. • Using different forms of media allows us to share and communicate information through different platforms. • We can express cause and effect relationships between ideas in writing by using logical connectors(e.g. as a result, hence,consequently), prepositions, nouns, and verbs. • The passive "*is/are said*" can be used to make the object of a sentence the subject and is useful when reporting information from an unknown source. • Reports are used to present factual information about an issue objectively, accurately, and concisely.

Vocabulary:

Unit Topic Vocabulary			
aid (n, v) ax (n, v) bar (n, v) blast (n, v) blaze (n, v) brawl (n, v) breaking news (n) column (n)	press conference (n) press release (n) probe (n, v) riddle (n) show bias (v) (un)biased (adj) tabloid (n)	**Other words and phrases** allocate (v) apply for benefits armed (adj) arrest sb in connection with sth bill (n)	**Functional Vocabulary** aftermath (n) call for sth (pv) cause (n, v) conclusion (n) contribute to sth (v)

crop (n) curb (v) current affairs (n) deceive (v) drama (n) editorial (n) fact-check (v) hit (v) impartial (adj) left-/right-wing (adj) _____ media (n) broadcast (n) print (n) social (n) misleading (adj) misrepresent (v) move (n, v) news feed (n) news junkie (n) newsworthy (adj) omit (v) pledge (n, v) plot (n, v) podcast (n) poll (n, v)	threat (n) verify (v) **Idioms** Bad news travels fast. Do you want the good news or the bad news first? Have I got news for you! No news is good news. Sorry to be the one to break the news. To be the bearer of bad news. That's yesterday's news!	blog (n) bullying (n) concern (n, v) convey (v) cover (v) cyberbullying (n) decline to comment dig sth up (pv) draft a bill engulf (v) foil (v) fuel (v) head (v) hinder sb's ability keep an eye on sb/sth lay sb off (pv) legislation (n) ordeal (n) face an ordeal oust (v) perpetrator (n) pose a danger spare sb from a fate talks (n) wed (v)	due to (prep) excuse (n) generate (v) grounds (n) hence (adv) in response to (prep) in the wake of (prep) justification (n) link (n, v) motive (n) on account of (prep) outcome (n) point to (v) pretext (n) prompt (v) ramification (n) repercussion (n) result in (v) as a result of (prep) as a result (conj) seeing as (conj) thanks to (prep) therefore (adv) thus (adv) trigger (n, v)

Students will be able to:

- Better understand newspaper headlines.
- Better distinguish fact from opinion in the news stories.
- Talk about different forms of media.

- Express cause and effect relationships between ideas.
- Avoid repetition when writing by using grammatical reference words.
- Write a factual report.

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI], Climate Change)*

Write a 400- to 500-word report on a current issue in one of the categories. You will have to do your own research and then decide on a title and headings for your report. Use a more formal writing style.

- Sports
- The Environment
- The Music Industry
- Celebrities
- Food Trends

Assessment Evidence

Formative Assessments:

Section 1: Introduction

Section 2: Comprehension

3.4 - READ Text Match Match each “Breaking News” article with the correct headline.

Skill-Fact or Opinion

3.7 - READ Category Match - Graded Order Read the expressions and decide whether they are typically used to show fact or opinion. Use the **Reading Tip** to help you.

3.8 - READ Multiple Choice When we read news articles, it is important to be able to distinguish fact from opinion. Read each statement and decide if it is fact or opinion.

Section 3: Vocabulary

3.16 - SPEAK Open Recording Say a headline for each newspaper image using the word(s) given.

3.17 - READ Multiple Choice Decide if each expression marked between the asterisks shows cause or effect in each sentence.

3.21 - LISTEN & READ Sentence Jumble Listen to the sentence starters that show the effect. Then, match each corresponding cause with the correct starter.

3.26 - READ & WRITE Fill-in-the-Blanks Read a short text and the definitions. Then, fill in each blank with the correct word from the text that matches each definition. The definitions do not follow the order of the words. When you see two sets of brackets, it is a two-word answer.

Section 4: Grammar

Focus: Reporting in the Passive

3.34 - READ & WRITE Fill-in-the-Blanks Rewrite each sentence in the passive reporting form using the verb in between the asterisks. The number of words missing is given in parentheses. Use the **Grammar Focus** to help you.

3.35 - LISTEN, READ & SPEAK Viewing / Grouping Activity (Groups of 3) Complete each sentence with the name of a famous person and your own fun ideas about that person. It does not have to be the truth. Then, ask your partners if they believe your sentences could be true.

Section 5: Writing

Skill-Cohesion: Reference Words

3.38 - READ & WRITE Question and Answer Read each statement and write a cause and effect for each one. Then, combine them with a cause and effect expression to form a complete sentence. Use the **Vocabulary Tip** to help you.

Skill-Report Writing: Layout

3.39 - READ Category Match Read the report "Fact and Opinion in the News." Then, place each lettered expression under the correct category of either standard report-writing phrases or phrases specific to this report, paying attention only to that phrase, not the entire sentence. Keep in mind what this report is about.

Skill- Report Writing: Standard Phrases Examples

3.40 - LISTEN, READ & WRITE (Optional: Refer to the Rubric Section.) Open Text Write a report with a partner. Use the **Writing Skill** to help you.

Summative Assessments:

Write a 400- to 500-word report on a current issue in one of the categories. You will have to do your own research and then decide on a title and headings for your report. Use a more formal writing style.

Common Benchmark Assessments:
LinkIt! Benchmarks
Alternative Assessments:
Case by Case basis using Robotel Online

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Activities are found online in the Robotel HUB. Activities can be modified as per individual student IEP. Unit activities provide one or more of the following learning aids: photos, videos, read-alouds, organizers, bolded/highlighted words, captions**
- Use of assisted technology: **Activities are found online in the Robotel HUB. Ex. Listening;Read Alouds; Self-monitoring; Self-corrections**
- Use of prompts: **Complete the sentence/sentence frames; graphic organizers**
- Word walls - **All About You Unit**
- Think-pair-share
- Cooperative learning groups- **group higher and lower ELP students**
- Testing accommodations- **The Robotel HUB allows teachers to make accommodations as per individual student IEP. Ex. Additional time; reading assessments aloud; chunking of assessments**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words, photos**

- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete the Sentence activities; complete graphic organizers; listen and repeat activities**
- Testing accommodations -**Robotel allows teachers to modify assessments as per individual student 504. Ex. Extended Time; Read one on one**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats-**Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete The Sentence activities; complete graphic organizers; listen and repeat activities**
- Modification of content and student products-**Pre-teaching of vocabulary and concepts; Teacher modeling**
- Testing accommodations-**Robotel allows teachers to modify assessments as per individual student needs. EX. Extended time; reading assessments aloud; chunking of assessments**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons-**additional activities throughout domains**
- Curriculum compacting-**allow students to progress through lessons at their individual pace**
- Inquiry-based instruction-
- Independent study-**st will self-pace activities**
- Higher-order thinking skills- **offer assignments/activities with open-ended questions**
- Interest-based content-**choice of learning activities**
- Student-driven instruction -**Cultural comparisons; st will act as project leaders for specific activities/projects throughout unit**

- Real-world problems and scenarios **-role-play/Presentation of the unit projects**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading-Speaking activity-listen and repeat the words;**
- Visual learning **including graphic organizers-**
- Use of cognates to increase comprehension-**Identify vocabulary that connect to L1**
- Teacher modeling-**Robotel provides teachers with models/videos for each lesson- Ex. Sentence structure for present simple verbs and Adverbs and Adverbial Phrases of Time**
- Pairing students with beginning English language skills with students who have more advanced English language skills-pairing activities throughout unit
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls-vocabulary attachments will be added to google classroom
- Sentence frames-included in unit activities
- Think-pair-share
- Cooperative learning groups-group students according to ELP levels

Unit 4

Desired Results

Unit 4: Health Care

Unit Summary:

The purpose of this unit is to engage the students in higher-level reading, vocabulary, and writing activities about organs of the body, symptoms,and medical equipment. Students will use collocations, phrasal verbs, prefixes, suffixes, synonyms, and sequencing and classifying when using topic vocabulary throughout the unit. Students will also use less common prepositions, review time and conditional clauses in their writing. ,Finally, students will demonstrate cohesiveness when substituting visuals and expressions to reports.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

ELD-LA.9-12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive Multilingual learners will construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about __complex__ attributes, qualities, characteristics, activities, and __conceptual__ relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive Multilingual learners will construct language arts arguments that

- Introduce and develop __precise__ claims and __address__ counterclaims
- Support claims __and refute counterclaims with valid reasoning and relevant and sufficient evidence__
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

[The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12]

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**

• What vocabulary can we use to describe and discuss health care? • How do we avoid repetition in writing? • How can sequencing and classifying language be used in writing a process report? • How do we make our writing more interesting and readable?	• Understanding the proper health care vocabulary will enable us to communicate symptoms and illnesses accurately. • Sequencing and classifying language can be used to organize the information enabling the reader to clearly understand the steps and categories in the process. • Using various words to substitute nouns, verbs, and clauses will help to avoid repetition and make our writing more readable and interesting.

Vocabulary:

Unit Topic Vocabulary			
abnormal (adj) acute (adj) admit sb into the hospital alleviate pain and suffering anesthetic (n) artery (n) bandage (n) belly (n) benign (adj) bladder (n) brace (n) brain (n) break out in sth (pv) bruised (adj) cast (n) chronic (adj) come down with an illness	invasive (adj) itchy (adj) keep track of sth (pv) kidney (n) knock sb out (pv) liver (n) lung (n) malignant (adj) nauseous (adj) obesity (n) outpatient (n) pancreas (n) pass away (pv) pass out (pv) pass sth on (pv) Band-Aid® (n) pop your shoulder out quarantine yourself	**Other words and phrases** adjacent to (prep) alongside (prep) among (prep) apply (v) app (n) appliance (n) applicability (n) applicable (adj) applicant (n) application (n) applied (adj) inapplicable (adj) misapply (v) as opposed to (prep)	**Functional Vocabulary** be composed of (v) be made of (v) before long (adv) besides (prep) classify as/into (v) categorize as/into (v) category (n) component (n) consist of (v) contain (v) divide into (v) element (n) eventually (adv) essential (adj)

congested (adj) contagious (adj) contract a disease crutch (n) debilitating (adj) deficient (adj) degenerative (adj) dehydrated (adj) deviate (v) discharge sb from the hospital dislocate a joint dizzy (adj) emergency room (ER) (n) faint (v, adj) fatal (adj) feverish (adj) flare up (pv) fracture a bone gauze (n) get over an illness have a seizure heart (n) inconclusive (adj) infectious (adj) inflamed (adj) injection, shot (n) intestine (n)	rash (n) recover (v) resuscitate a person sharp pain (n) side effect (n) sling (n) stiff (adj) stitch (n) stomach (n) subconscious (n) suffer a stroke sustain an injury tender (adj) terminal (adj) throbbing (adj) throw up (pv) thyroid (n) tissue (n) unconscious (adj) vein (n) wheelchair (n)	figure (n) for the sake of (prep) given (prep) in terms of (prep) in the event of (prep) instead of (prep) on behalf of (prep) other than (prep) rather than (prep) regarding (prep) regardless of (prep) subsequent to (prep) table (n) target (n, v) throughout (prep) toward (prep) unlike (prep) using (prep) **Idioms** a new lease on life	fall into (v) in addition (adv) in the meantime (adv) in time (adv) initially (adv) include (v) important (adj) not only ..., but also ... part (n) phase (n) piece (n) point (n) set (n) shortly after (adv) sort into (v) split into (v) stage (n) subcategory (n) subsequently (adv) type (n)

Students will be able to:

- Talk about symptoms and illnesses.

- Use the correct vocabulary for medical equipment.
- Use more formal vocabulary for academic texts.
- Refer to visuals in a text.
- Write a process report using sequencing and classifying language.

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI])*

- Read and match each bold word from excerpt, "New Medical Technologies" interview with the correct meaning.
- Match each noun with the correct verb with which it collocates.
- Pick four of these items and describe a time when you, a family member, or a friend used. Write cognates for the words that are familiar to you in your first language.

Assessment Evidence

Formative Assessments:

Section 1: Introduction

4.3 - LISTEN & SPEAK Segmented Recording Listen to each question and respond using complete sentences. Click “Done” to listen to the next question.

Section 2: Comprehension

4.6 - LISTEN & READ Sentence Jumble Listen to the interviewer’s questions and put each answer from the medical professional in the correct order. Use the "New Medical Technologies" interview if needed.

4.7 - READ & SPEAK Open Recording Read the “New Medical Technologies" interview. Then, answer each question about it using your own answers.

Section 3: Vocabulary

4.8 - READ Text Match Match each bold word from the "New Medical Technologies" interview with the correct meaning.

4.12 - READ Text Match Match each noun with the correct verb with which it collocates.

4.15 - LISTEN & SPEAK Viewing / Pairing Activity Pick four of these items and describe a time when you, a family member, or a friend used or had the following.

4.19 - READ & WRITE Fill-in-the-Blanks Rewrite each phrase in between the asterisks using the correct, more formal medical expression from the word bank. Use a dictionary and the **Grammar Focus** if needed. You might have to change the words (plural, conjugate) depending on the sentence.

Section 4: Grammar Focus:

Skill-Less Common Prepositions

4.29 - READ & WRITE Fill-in-the-Blanks Complete each sentence with the correct preposition from the word bank. Use the **Grammar Focus** to help you.

Skill-Review of Time and Condition Clauses

4.32 - READ Multiple Choice Choose the answer that best completes each sentence. Use the **Grammar Focus** to help you.

Section 5: Writing

Skill-Cohesion: Substitution(nouns, verbs, clauses)

4.35 - READ & WRITE Question and Answer Rewrite each sentence to avoid repetition using substitution. Use the shortest substitution possible. Use the **Writing Skill** to help you.

Skill-Visuals in a Report

4.37 - WRITE Question and Answer Write one sentence for each visual with a suitable expression from the **Writing Skill**. The sentence refers to the visual in the text; it is not a caption.

Skill-Sequencing and Classifying Expressions

4.39 - READ Multiple Choice Read the process for treating a cut and going to the doctor for a checkup. Then, choose the sequencing expression that best completes each sentence. Use the **Writing Skill** to help you.

Summative Assessments:

WRITE Open Text Choose one of the infographics and research the topic. Then, write a 400- to 500-word report about the process. Write in a formal style and use one of the following topics.

Common Benchmark Assessments:

LinkIt! Benchmarks

Alternative Assessments:

Case by Case Basis using Robotel Online

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Activities are found online in the Robotel HUB. Activities can be modified as per individual student IEP. Unit activities provide one or more of the following learning aids: photos, videos, read-alouds, organizers, bolded/highlighted words, captions**
- Use of assisted technology: **Activities are found online in the Robotel HUB. Ex. Listening;Read Alouds; Self-monitoring; Self-corrections**
- Use of prompts: **Complete the sentence/sentence frames; graphic organizers**
- Word walls -
- Think-pair-share
- Cooperative learning groups- **group higher and lower ELP students**
- Testing accommodations- **The Robotel HUB allows teachers to make accommodations as per individual student IEP. Ex. Additional time; reading assessments aloud; chunking of assessments**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words, photos**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete the Sentence activities; complete graphic organizers; listen and repeat activities**

- Testing accommodations -**Robotel allows teachers to modify assessments as per individual student 504. Ex. Extended Time; Read one on one**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats-**Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete The Sentence activities; complete graphic organizers; listen and repeat activities**
- Modification of content and student products-**Pre-teaching of vocabulary and concepts; Teacher modeling**
- Testing accommodations-**Robotel allows teachers to modify assessments as per individual student needs. EX. Extended time; reading assessments aloud; chunking of assessments**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons-**additional activities throughout domains**
- Curriculum compacting-**allow students to progress through lessons at their individual pace**
- Inquiry-based instruction-
- Independent study-**st will self-pace activities**
- Higher-order thinking skills- **offer assignments/activities with open-ended questions**
- Interest-based content-**choice of learning activities**
- Student-driven instruction -**Cultural comparisons; st will act as project leaders for specific activities/projects throughout unit**
- Real-world problems and scenarios **-role-play/Presentation of the unit projects**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading-Speaking activity-listen and repeat the words;**

- Visual learning **including graphic organizers-**
- Use of cognates to increase comprehension-**Identify vocabulary that connect to L1**
- Teacher modeling-**Robotel provides teachers with models/videos for each lesson- Ex. Sentence structure for present simple verbs and Adverbs and Adverbial Phrases of Time**
- Pairing students with beginning English language skills with students who have more advanced English language skills-pairing activities throughout unit
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls-vocabulary attachments will be added to google classroom
- Sentence frames-included in unit activities
- Think-pair-share
- Cooperative learning groups-group students according to ELP levels

Unit 5

Desired Results

Unit 5: The Arts

Unit Summary:

The purpose of this unit is to engage the students in writing activities about entertainment and the arts. Students will include idioms, opinion and sensory details, and synonyms when participating in authentic conversations and practices using topic vocabulary. Students will also incorporate clauses and quantifiers into their everyday language dialogues, and demonstrate consistent use of verb tense agreement into their writing activities.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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- Introduce and develop __precise__ claims and __address__ counterclaims
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- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

[The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12]

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

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8.1.12.CS.2: Model interactions between application software, system software, and hardware.
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8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:

- How can precise vocabulary be used to write an interesting review of a book, move, play, concert, or art exhibition?
- How can coordinating relative clauses and quantifiers, and commas be used in writing?

Unit Enduring Understandings:

- Using precise vocabulary when writing a review for a book, movie, play, concert, or art exhibit will provide thoughtful and engaging write-ups.
- Using coordinating relative clauses, quantifiers, and commas allows writers to add extra information without repeating what was already mentioned.

Vocabulary:

Unit Topic Vocabulary

acclaimed (adj)
action/adventure (n)
adapt (v)
admit (v)
admission (n)
admittance (n)
amateurish (adj)
applaud, clap (v)
astonished (adj)
author (n)
award-winning (adj)
awestruck (adj)
backdrop (n)
backstage (n)
backup vocals (n)
balcony seat (n)
bestseller (n)
boo (actors off the stage) (v)
box office (n)
box seat (n)
cameo (n)
canvas (n)
catalog (n)
cheerful (adj)
chilling (adj)
cinematography (n)
closing chapter (n)
compelling (adj)
depressed (adj)
despondent (adj)
director (n)
disjointed (adj)
downhearted (adj)
dress rehearsal (n)
dull (adj)
dystopian (adj)
ear-splitting (adj)
editor (n)
elated (adj)
encore (n)
engaging (adj)
evocative (adj)
exasperated (adj)
exhibition (n)
exhilarated (adj)
fantasy (n)
fiction (n)
non-fiction (n)
flop (n, v)
fresh (adj)
frightened (adj)
gallery (n)
gig (n)
gloomy (adj)
gripping (adj)
hair-raising (adj)
monotonous (adj)
moving (adj)
Mystery,
crime (n)
novel (n)
off-key (adj)
overrated (adj)
play (theater) (n)
playwright (n)
plot (n)
portray, play (v)
predictable (adj)
prop (n)
puzzled (adj)
remake (n)
scared stiff (adj)
science fiction (n)
script (n)
scriptwriter (n)
sequel (n)
set (n, v)
shocked (adj)
shoot _____ a movie
on location
showcase (v)
skillful (adj)
soloist (n)
soundtrack (n)
typecast (v)
understudy (n)
upbeat (adj)
vibrant (adj)
weird (adj)
western (n)
wooden (adj)

Idioms

Aladdin's Cave
Big Brother
blow your mind
Catch-22
find your feet
Jekyll and Hyde
keep sb on the edge of their seat leave a lot to be desired
pick holes in something
Prince Charming
send shivers down your spine steal the show
Utopia
Tongue-in-cheek
twists and turns

composer (n) concert hall (n) conductor (n) contemporary (adj) content (n) conventional (adj) costume (n) creative (adj) creepy (adj) cultivated (adj) curator (n) curtain (n) cute (adj) delighted (adj)	haunting (adj) heart-warming (adj) hideous (adj) hilarious(adj) historical fiction (n) horror (n) install (v) installation (n) interpret (v) intriguing (adj) lyrics (n) melancholy (adj) mellow (adj) miserable (adj)	spectacular (adj) speechless (adj) stage (n) stiff (adj) stunned (adj) stunning (adj) suspenseful (adj) tedious (adj) tense; uneasy (adj) terrified (adj) thought-provoking (adj) thriller (n) thrilling (adj)	**Functional Vocabulary** a great deal just Neither none quite like rather than slightly though unlike way (more) than whereas

Students will be able to:

- Write a review using the correct vocabulary for a book, movie, play, concert, or art exhibition.
- Write the introduction, body, and conclusion sections of a review.
- Describe a sensory experience: look, sound, and feel.
- Use coordinating relative clauses and quantifiers in relative clauses, including the comma rules.

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI])*

- 5.34 - LISTEN & SPEAK Viewing / Pairing Activity- You and your partner each need to think of a novel, movie, play, concert, or art exhibition that you have seen or read from your country. Then, take turns describing how things looked, sounded, or made you feel. Use the adjectives in the **Writing Skill** to help you be as creative and descriptive as you can. Use your first language for translation and use dictionary if needed.

Assessment Evidence

Formative Assessments:

Section 1: Introduction

Section 2: Comprehension

5.5 - LISTEN & READ Multiple Choice Listen to each of the reviewer's remarks about the "Weekly Entertainment Reviews." Then, choose the letters from the reviews for the supporting evidence of the reviewer's opinions.

5.6 - SPEAK Open Recording Describe the last movie, play, exhibition, or concert you attended or the last book you read. Talk about what you liked and disliked about it.

Section 3: Vocabulary

5.6 - SPEAK Open Recording Describe the last movie, play, exhibition, or concert you attended or the last book you read. Talk about what you liked and disliked about it.

5.11 - READ Image Match Match the movie genre(s) with the correct movie. If you aren't familiar with a movie, look it up on the internet to find out what type of movie it is.

5.14 - READ Text Match Look at the vocabulary words for the theater. Then, match each image number with the correct word.

5.20 - READ Category Match Reviewers don't want to use simple words such as "happy," "sad," "scared," or "surprised" to describe how a movie, concert, etc. makes them feel. Instead, they use more descriptive synonyms. Place each word under the correct synonym.

5.23 - LISTEN & READ Text Match Listen to the sentences and read the definitions of the words "admit," "admission," or "admittance." Then, match each sentence number with the correct definition.

Section 4: Grammar Focus:

Skill-Quantifiers and Coordinating Relative Clauses

5.26 - READ & WRITE Fill-in-the-Blanks Combine the two sentences using a coordinating relative clause (which, in which case, at which point, or by which time) to capture the same meaning as in the original sentences. Use the **Grammar Focus** to help you.

5.27 - READ & WRITE Word Jumble Put the ending of each statement in the correct word order.

Section 5: Writing

Skill-Cohesion: Tense Agreement

5.29 - READ Multiple Choice Read the sentences from the “Weekly Entertainment Reviews.” Then, choose which main tense is being used in each one (present simple or past simple) and what each sentence describes (a description that is true at any time or the reviewer’s experience specific to the time when the reviewer saw the event). Use the **Writing Skill** to help you.

Skill-Comparing and Contrasting

5.32 - READ & WRITE Open Text Write a paragraph comparing and contrasting the two movies using the topic sentence and expressions in the word bank. Use the **Writing Skill** to help you.

Skill-Describing- Sensory Details

5.34 - LISTEN & SPEAK Viewing / Pairing Activity You and your partner each need to think of a novel, movie, play, concert, or art exhibition that you have seen or read. Then, take turns describing how things looked, sounded, or made you feel. Use the adjectives in the **Writing Skill** to help you be as creative and descriptive as you can. Use a dictionary if needed.

Skill-Full-Length Reviews Layout(title, introduction, body paragraphs 1 and 2, conclusion/recommendations)

5.37 - WRITE Open Text Start your own full-length review by writing an introduction of at least 100 words for a novel, movie, play, concert, or art exhibition. The **Writing Skill** shows examples of content and standard phrases that you can use to write this paragraph. You will continue your review by writing each paragraph as you go through the next activities.

5.39 - WRITE Open Text Write a body description paragraph of at least 100 words that continues from the introduction you wrote in Activity 5.37. Use the **Writing Skill** to help you.

5.41 - WRITE Open Text Write a body opinion paragraph of at least 100 words that continues from the body description paragraph you wrote in Activity 5.39. Use the **Writing Skill** to help you.

5.43 - WRITE Open Text Write a conclusion paragraph of at least 100 words that continues from the body description paragraph you wrote in Activity 5.41. Use the **Writing Skill** to help you.

Summative Assessments:

WRITE Open Text

You have already written each of the paragraphs that you need to create this full-length review. (Open Activities 5.37, 5.39, 5.41, and 5.43 in order to copy and paste each one into this activity or the text document of your choice.) Make any necessary edits or additions before you submit your review of 400 to 500 words. Keep the project guidelines in mind when compiling your final review.

Common Benchmark Assessments: LinkIt! Benchmarks
Alternative Assessments: Case by Case basis using Robotel online

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Activities are found online in the Robotel HUB. Activities can be modified as per individual student IEP. Unit activities provide one or more of the following learning aids: photos, videos, read-alouds, organizers, bolded/highlighted words, captions**
- Use of assisted technology: **Activities are found online in the Robotel HUB. Ex. Listening;Read Alouds; Self-monitoring; Self-corrections**
- Use of prompts: **Complete the sentence/sentence frames; graphic organizers**
- Word walls -
- Think-pair-share
- Cooperative learning groups- **group higher and lower ELP students**
- Testing accommodations- **The Robotel HUB allows teachers to make accommodations as per individual student IEP. Ex. Additional time; reading assessments aloud; chunking of assessments**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words, photos**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete the Sentence activities; complete graphic organizers; listen and repeat activities**
- Testing accommodations -**Robotel allows teachers to modify assessments as per individual student 504. Ex. Extended Time; Read one on one**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats-**Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete The Sentence activities; complete graphic organizers; listen and repeat activities**
- Modification of content and student products-**Pre-teaching of vocabulary and concepts; Teacher modeling**
- Testing accommodations-**Robotel allows teachers to modify assessments as per individual student needs. EX. Extended time; reading assessments aloud; chunking of assessments**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons-**additional activities throughout domains**
- Curriculum compacting-**allow students to progress through lessons at their individual pace**
- Inquiry-based instruction-
- Independent study-**st will self-pace activities**
- Higher-order thinking skills- **offer assignments/activities with open-ended questions**
- Interest-based content-**choice of learning activities**

- Student-driven instruction -**Cultural comparisons; st will act as project leaders for specific activities/projects throughout unit**
- Real-world problems and scenarios **-role-play/Presentation of the unit projects**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading-Speaking activity-listen and repeat the words;**
- Visual learning **including graphic organizers-**
- Use of cognates to increase comprehension-**Identify vocabulary that connect to L1**
- Teacher modeling-**Robotel provides teacher with models/videos for each lesson-**
- Pairing students with beginning English language skills with students who have more advanced English language skills-pairing activities throughout unit
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls-vocabulary attachments will be added to google classroom
- Sentence frames-included in unit activities
- Think-pair-share
- Cooperative learning groups-group students according to ELP levels

Unit 6

Desired Results

Unit 6: Studying Abroad

Unit Summary:

The purpose of this unit is to engage the students in writing activities about studying, visa application, and medical insurance. Students will use collocations, idioms, phrasal verbs, and synonyms when applying topic vocabulary to authentic discussions and practices throughout the unit. In addition, students will incorporate uncountable nouns into their writing activities, and will demonstrate and recognize correct tone and common mistakes in the target language.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

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8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**

• What are some benefits of studying abroad? • How can studying abroad help strengthen your language skills? • How can the purpose of an email or letter affect the tone of how it is written? • What is the difference between formal and informal writing? • Why is it important to adapt the style of writing to suit the reader? • How are uncountable nouns used correctly?	• Studying abroad can provide an array of opportunities and exposure to new cultures and languages. • Being immersed in daily language opportunities to practice will strengthen our own language skills in positive ways. • Since it is crucial that our messages in formal and informal writing are received appropriately, one must consider the audience, purpose, and tone of the writing. • Uncountable nouns have no plural form and always take the place of a singular verb, and the quantifier *some* is used instead of *a* or *an*.

Vocabulary:

Unit Topic Vocabulary			
achieve good grades adapt (v) assignment (n) attend/go to lectures authorize (v) authorization (n) authorized (adj) award a degree bachelor's degree (n) be subject to legal action campus (n) on-/off-campus (adj)	enroll (v) enrolled (adj) entitled (adj) essay (n) exclusion (n) fall behind (pv) feel _____ t home Homesick out of place flunk an exam freshman (n)	obligatory (adj) out-of-pocket expense (n) overstay (v) paperwork (n) Doctor of Philosophy (PhD) (n) plagiarism (n) portfolio (n) postgraduate (n) postgraduate studies (n) privately insured (adj) procrastinate (v)	**Other words and phrases** a plethora of choices hands-on have a tough time **Idioms** ace a test a piece of cake

cheat on an exam _____ college drop out of expel sb from flunk out of gain admission to graduate from receive a scholarship to secure a spot at throw sb out of comprehensive coverage(n) compulsory (adj) conduct research continuous assessment (n) cover (n, v) cram for an exam credit (n) curriculum (n) daydream (v) deport (v) dissertation (n) do _____ a degree in a master's in a doctorate in research doctoral program (n) doodle (v) dormitory (dorm) (n) doze off (pv) elective course (n)	general education course (gen ed) (n) get _____ a degree a scholarship, grant good grades into college grade (n) grade point average (GPA)(n) insurance _____ coverage (n) deductible (n) plan / policy (n) premium (n) junior (n) major in (v) major (n) make _____ a claim friends mandatory (adj) master's _____ degree (n) program (n) meet people minor in (v) minor (n)	register for a class/course require (v) requirement (n) research paper (n) retake an exam revise a paper sail through (pv) scrape by (pv) senior (n) settle in (pv) sophomore (n) skip a class statutory (adj) stick it out (pv) stick together (pv) submit/send in an application take _____ a class in an exam thesis (n) undergraduate (n) undergraduate studies (n) universal healthcare (n) valid for travel visa (n) violate the terms	break through the language barrier burn the candle at both ends go in one ear and out the other have a memory like a goldfish know sth inside out learn sth by heart make ends meet pass with flying colors pull an all-nighter straight-A student

eligible (adj)			

Students will be able to:

- Talk about studying abroad: applying for a visa and life as an international student.
- Write an informal email.
- Write a formal letter, especially a college application letter.
- Adapt my writing style to suit the reader.
- Use uncountable nouns correctly.

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI])*

- 6.3 - LISTEN & SPEAK Segmented Recording Listen to each question and respond using complete sentences. Click "Done" to listen to the next question. If you have already studied abroad, answer the questions based on your experience.
- 6.20 - LISTEN & READ Sentence Jumble Pretend you are studying abroad now and read the questions that use a specific expression. Then, match each definition you hear with the correct question.

Assessment Evidence

Formative Assessments:

Section 1: Introduction

6.3 - LISTEN & SPEAK Segmented Recording Listen to each question and respond using complete sentences. Click "Done" to listen to the next question. If you have already studied abroad, answer the questions based on your experience.

Section 2: Comprehension

6.4 - READ Multiple Choice Read the letter and email excerpts. Then, choose the answer that best describes the meaning.

6.6 - LISTEN, READ & SPEAK Viewing / Grouping Activity (Groups of 3) A writer always makes certain assumptions about who the reader is and what the reader knows. First, discuss what you assumed/understood when you read the formal letter and informal email about college acceptance. Then, when you are done discussing your assumptions, compare them with those of the writer. Use the **Reading Tip** to help you.

Section 3: Vocabulary

6.8 - LISTEN Multiple Choice Listen to the sentences said by an international student. There will be a pause in each one. Then, choose the word(s) that best completes each sentence.

6.9 - READ Text Match Match each word or expression with the correct number on the flowchart.

6.16 - READ Sentence Jumble Match two idioms that have similar meanings.

6.17 - LISTEN & READ Text Match Match each idiom number that you hear with the correct definition.

6.20 - LISTEN & READ Sentence Jumble Pretend you are studying abroad now and read the questions that use a specific expression. Then, match each definition you hear with the correct question.

6.26 - LISTEN & READ Text Match Listen to the sentences. Then, match each sentence number with the correct definition of the word "cover" (noun/ verb)

Section 4: Grammar Focus:

Skill-Uncountable Nouns

6.30 - LISTEN Multiple Choice Listen to the sentences. Then, choose the sentence with the correct uncountable noun and subject/verb agreement. Use the **Grammar Focus** to help you.

Section 5: Writing

Skill-Correct Tone: Direction and Purpose of Correspondence

6.32 - LISTEN & READ Category Match - Listen to the sentences. Then, put each one in the correct order for each scenario from upwards communication (to a superior) to downwards (to a subordinate). Use the **Writing Skill** to help you.

Skill-Correct Tone: Tentative or Decisive Language

6.35 - READ & WRITE Fill-in-the-Blanks Read the letter from a student to the dean of a university where the tone is too decisive. Then, complete each sentence with language from the word bank to make the tone more tentative.

Skill-Standard Correspondence Phrases(1,2,3) and Common Mistakes

6.37 - READ & WRITE Open Text Read the letter excerpts (opening and closing sections). Then, change the style from formal to informal. Use the **Writing Skill** to help you.

6.38 - LISTEN & WRITE Open Text Listen to the voicemail message. Then, write an email response in an appropriate style (informal or formal). Use the **Writing Skills** to help you.

6.39 - READ & WRITE Open Text Read the letter and write your response in an appropriate style (informal or formal). Use the **Writing Skill** to help you.

Summative Assessments:

6.41 - READ & WRITE (Optional: Refer to the Rubric Section.) Open Text Write two pieces of correspondence: one formal letter and one informal email.

-Formal college application letter: no more than 500 words

-Informal email reply

Common Benchmark Assessments:

LinkIt! Benchmarks

Alternative Assessments:

Case by case basis using Robotel Online

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats- **Activities are found online in the Robotel HUB. Activities can be modified as per individual student IEP. Unit activities provide one or more of the following learning aids: photos, videos, read-alouds, organizers, bolded/highlighted words, captions**

- Use of assisted technology: **Activities are found online in the Robotel HUB. Ex. Listening;Read Alouds; Self-monitoring; Self-corrections**
- Use of prompts: **Complete the sentence/sentence frames; graphic organizers**
- Word walls -
- Think-pair-share
- Cooperative learning groups- **group higher and lower ELP students**
- Testing accommodations- **The Robotel HUB allows teachers to make accommodations as per individual student IEP. Ex. Additional time; reading assessments aloud; chunking of assessments**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words, photos**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete the Sentence activities; complete graphic organizers; listen and repeat activities**
- Testing accommodations -**Robotel allows teachers to modify assessments as per individual student 504. Ex. Extended Time; Read one on one**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats-**Activities found on the Robotel HUB. ex. Listening activities, Read Alouds, videos, bolded/highlighted words**
- Use of assisted technology-**Activities found on Robotel HUB. Ex. Read Alouds; Self-monitoring; Self-corrects**
- Use of prompts-**Complete The Sentence activities; complete graphic organizers; listen and repeat activities**
- Modification of content and student products-**Pre-teaching of vocabulary and concepts; Teacher modeling**

- Testing accommodations-**Robotel allows teachers to modify assessments as per individual student needs. EX. Extended time; reading assessments aloud; chunking of assessments**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons-**additional activities throughout domains**
- Curriculum compacting-**allow students to progress through lessons at their individual pace**
- Inquiry-based instruction-
- Independent study-**st will self-pace activities**
- Higher-order thinking skills- **offer assignments/activities with open-ended questions**
- Interest-based content-**choice of learning activities**
- Student-driven instruction -**Cultural comparisons; st will act as project leaders for specific activities/projects throughout unit**
- Real-world problems and scenarios **-role-play/Presentation of the unit projects**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading-Speaking activity-listen and repeat the words;**
- Visual learning **including graphic organizers-**
- Use of cognates to increase comprehension-**Identify vocabulary that connects to L1**
- Teacher modeling-**Robotel provides teacher with models/videos for each lesson-**
- Pairing students with beginning English language skills with students who have more advanced English language skills-pairing activities throughout unit
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls-vocabulary attachments will be added to google classroom
- Sentence frames-included in unit activities
- Think-pair-share
- Cooperative learning groups-group students according to ELP levels