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

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

Course Description:
The course further increases students' English proficiency and comfortability in expressing themselves using all modes of language. Students will understand main ideas on both concrete and abstract topics. Students will interact with a degree of fluency and spontaneity. Students will produce clear detailed text on a wide array of subjects. By the end of this course, the goal is for students to communicate in the target language and attain a higher English Language Proficiency.
(Robotel Level B2 Upper Intermediate-WIDA Level 4 Expanding 3.5 to 4.0)

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**
Unit 1: At Home	20
Unit 2: Food and Drink	20
Unit 3: Travel	20
Unit 4: The World Around You	20
Unit 5: Health	20
Unit 6: At Work	20

Unit 1

Desired Results

Unit 1: At Home

Unit Summary:

The purpose of this unit is to engage the students in discussions about home, home improvements, and help at home. Students will talk about what happened in the past using used to and would. Students will use homophones correctly and use relative clauses to discuss home improvements. Students will incorporate the unit vocabulary and grammar functions into their daily listening, reading, speaking, and writing English practices.

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.

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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.

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

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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:

- How can the past tense be used to describe what someone used to or would do?
- How can we use relative clauses and 3rd conditional when discussing home improvements ?
- Why is it important to use the correct homophone?
- Why is language essential when hiring a service?

Unit Enduring Understandings:

- We used *to* and *would talk* about memories and past habits that are no longer the case now.
- Understanding that homophones are different words which are pronounced the same, it is important to use the correct word since they can change the meaning of the text.
- Relative clauses and 3rd conditional will add more detail to discussions about home improvement. Relative clauses will help with information about projects, and the 3rd conditional will help discuss how past improvements can affect the current improvement needs.
- Using the appropriate language when hiring a service will allow a person to communicate their exact needs and expectations.

Vocabulary:

Section 1: A Place to Call Home

A New Home		Moving to a New Home	Other words and Phrases
the backyard; backyard the front yard the balcony to build / built / built the cabin; the cottage the driveway the fence fenced in the floor for sale the guest room	the half-bath lower / upper to move to move in to move out own to rent for rent to share; to split / split / split the two-story home	the box to carry / carried / carried heavy / light to lift the moving truck nearby next door	affordable the area to be* born Furnished the suburb

Section 2: Home Improvement

Updating a Home		Verbs	Other words and phrases
the air conditioning the appliance the cabinet the ceiling fan the closet to deliver to donate the electrician the electricity the freezer to get* rid of	to heat the central heating the heater in good condition the oven to replace the roof the stove the stuff the toaster the wall	to damage to knock down; to take* down to leak the light switch to plug in / plugged / plugged to unplug to put* in to remodel to update	comfortable / uncomfortable definitely made of _____ glass metal plastic wood modern the space spacious

Section 3: Help at Home

Hired Help		Household Chores	Other words and phrases
the cleaner the carpet cleaner the dry cleaner the house cleaner the gardener	the help to hire the housekeeper the housework the landscaper	to dust the blinds to iron the clothes to mop / mopped / mopped to organize to rake the leaves to shovel the sidewalk to snowblow to store in the attic to sweep / swept / swept	to appreciate to be* worth dusty messy / neat to weed

Use the Phrasal Verb lists to expand your vocabulary for this chapter.
*Go to the Irregular Verb chart to review the conjugations.

Students will be able to:

- Talk about what someone used to or would do in the past.
- Use the correct homophone.
- Use relative clauses and the 3rd conditional to discuss home improvements.
- Discuss helping at home using verbs+gerunds and the causative passive.

Learning Activities & Differentiation: *(Climate Change)*

- Read the Cultural Note “Reduce, Reuse, Recycle” and respond to the question, How do your everyday actions affect the environment? Do you personally try to reduce, reuse, or recycle rather than just throw them away? Write a list of things you do to help the environment. Share your list with the class.

Assessment Evidence

Formative Assessments:

All activities can be found on the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1:

- **Vocabulary Activities:**

  1.1.3 Part 1 and Part 2 - READ Text Match Look at each image and find the word/phrase that it matches. Then, match the image number to that word.

  1.1.5 - LISTEN & WRITE Fill-in-the-Blanks Listen to a short paragraph using Section 1 Vocabulary. Type the paragraph as you hear it. If you hear a number that is ten or under, type the word. If it is over ten, type the numeral.

  1.1.8 - READ & SPEAK Open Recording Read the information in the chart. Then, tell a story about a person having to move from the first home to the second home.

- **Grammar Activities:**

  1.1.11 - LISTEN & READ Text Match Match each follow-up sentence with the correct sentence you hear.

  1.1.12 - WRITE Open Text You have just moved to a new house. Look at the floor plans and type sentences comparing your old house with your new house. Type as many sentences as you can (at least 10) with used to.

  1.1.16 - READ & WRITE Fill-in-the-Blanks Read the short story. Then, fill in each blank with the correct homophone from the word bank.

  1.1.19 - SPEAK Open Recording Say one sentence using each homophone correctly to show your understanding of the homophones.

- **Conversation Activities:**

  1.1.22 - Find a new home! Pairing Activity / Open Text You and your partner will act as a real estate agent and customers looking for a house in Toronto, (Ontario), Canada. Partner 1 will be the real estate agent first helping Partner 2, who is acting as Customer 1 and Customer 2, to find a home. Then, change roles and Partner 2 will be the agent helping Partner 1, who is acting as Customer 3 and Customer 4, to find a home. Ask

your customers what type of house they are looking for, then offer them one or more of the houses shown based on what information they give you. Role play until you find the perfect home for each customer.

- **Reading Activities:**

  1.1.23 - READ Multiple Choice Choose the best answer for each question based on the reading.

  1.1.25 - READ, LISTEN & SPEAK Segmented Recording Listen to each question based on the reading. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

Section 2:

- **Vocabulary Activities:**

  1.2.6 - READ Multiple Choice Choose the vocabulary word that does NOT complete each sentence.

  1.2.7 - LISTEN & READ Category Match - Hilda and Rex are moving to a new home. Listen to their conversation about the tasks they still have to do at the old home and the new home. Place each piece of information under the correct category. Put times in order from earliest to latest.

  1.2.10 - SPEAK Open Recording Look at the pictures of the remodeled kitchen. Talk about what it looked like before, the work that was done, and how it looks now. Give your opinion about the remodel as well.

- **Grammar Activities:**

  1.2.11 - READ Multiple Choice Decide if each relative pronoun between the two asterisks is the subject or object in the relative clause.

  1.2.14 - LISTEN & WRITE Fill-in-the-Blanks Listen to each sentence that uses a relative pronoun as an object of a preposition. Rewrite each less formal spoken style sentence in the more formal written style using the preposition + relative pronoun.

  1.2.19 - LISTEN Multiple Choice Listen to this person use informal, everyday language. Choose the contraction you hear for each sentence starter.

  1.2.24 - READ & SPEAK Open Recording Read each problem. Then, tell the person how they could have prevented it.

- **Conversation Activities:**

1.2.26 - Excuses! Excuses! Pairing Activity / Open Text Your mom asks you why you haven't done your chores yet. With your partner, think of creative excuses for each situation using the 3rd conditional. Then, share your best excuses with the class.

1.2.28 - Thinking Back on Your Life Pairing Activity / Open Text With a partner, take turns discussing two to four decisions or mistakes you made that you would have done differently if given the chance. Don't write complete sentences, just a few words to remind you of what you want to talk about. Tell one another what you would have done differently or better and how life may have turned out because of a different choice.

- **Reading Activities:**

1.2.30 - READ Text Match Match each pink word from the reading with the correct definition or synonym.

1.2.31 - READ & WRITE Open Text Type your own comment about the reading or make a comment on someone else's.

Section 3:

- **Vocabulary Activities:**

1.3.6 - LISTEN & READ Text Match Listen to each description. Then, match each verb with the correct description.

1.3.7 - SPEAK Open Recording Look at each picture. Then, tell which chores Victor has to do this weekend before he can go out.

- **Grammar Activities:**

1.3.9 - READ Multiple Choice Decide if each word marked between the two asterisks is a gerund or present participle.

1.3.10 - READ & WRITE Fill-in-the-Blanks Choose the verb from the word bank that best completes each sentence. Then, type it as a gerund in the correct blank. Not all words will be used.

1.3.15 - READ & WRITE Word Jumble Put each statement or question in the correct word order.

1.3.19 - LISTEN & SPEAK Open Recording Listen to the description of each person. Then, look at the pictures and find the help that each person should hire. In that picture, it says which tense you should use. Say a causative passive sentence based on each picture and the tense given for that picture.

- **<u>Conversation Activities:</u>**

  1.3.20 - Can I be of service? Grouping Activity (Groups of 3) / Open Text You and your partners are each in charge of two services companies. First, read what type of service you are searching for. Then, take turns asking your partners questions about the services they provide to find the company that best fits your needs. You will be expected to tell why you picked that company after you are done with this conversation activity, so take notes. Your partners will ask questions about the services you provide. Answer in complete sentences and remember you are trying to sell your services. You want your partner to pick you, but you have to use the information you are given about your company. You cannot change that information.

- **<u>Reading Activities</u>:**

  1.3.23 - READ Sentence Jumble Put the titles of each paragraph in the correct order based on the reading.

  1.3.25 - READ & SPEAK Open Recording Answer each question about yourself in complete sentences.

Let's Talk Activities:

- **Video- Let's look for an apartment! Viewing Watch the chapter video.**

  LT 1.3 - LISTEN & READ Multiple Choice Decide if each statement is true or false based on the chapter video.

- **Interviews-Let's talk about your home!**

  LT 1.6 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the students talk about themselves. Fill in each blank with the correct missing words. If you hear a number that is ten or under, type the word. If it is over ten, type the numeral.

Unit Review:

Self-Evaluation

Reviews:

-Listening
-Grammar
-Reading
-Writing
-Speaking

Summative Assessments:

- **Projects 1 and 2** (Video Open Recordings/Presentations)

-What did you used to do?
-Debate

- **Unit 1 Assessment***(Online via the HUB)*
  -Listening
  -Grammar
  -Reading
  -Writing
  -Speaking

Common Benchmark Assessments:
LinkIt! Benchmark
Robotel Unit 1 Assessment

Alternative Assessments:
Case by case basis using Robotel online program.

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 2

Desired Results

Unit 2: Food and Drink

Unit Summary:

The purpose of this unit is to engage the students in discussions about food, following recipes, and going out to eat. Students will use adjectives and quantifiers to discuss food choices, and use the correct form of the past tense verb. Students will incorporate the unit vocabulary and grammar functions into their daily listening, reading, speaking, and writing English practices.

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Learning Targets

Unit Essential Questions:

- What vocabulary words can we use to describe food?
- How does food reflect our culture ?
- How can adjectives and quantifiers be used to describe food?
- How are question tags used to confirm information?
- How do we use past tense form to describe actions that have already happened?
- How are verbs conjugated in complex sentences, and how can they affect the meaning of the text?

Unit Enduring Understandings:

- Knowing specific words to use when describing foods will enable us to have engaging conversations with our peers about our likes and dislikes.
- Understanding how to use adjectives and quantifiers will allow us to give better descriptions of the foods we enjoy, and will help us have authentic conversations about cultural foods.
- Question tags help us confirm information and invite conversations.
- Using the past tense form correctly will enable us to communicate what has occurred already, and opens the door to conversations about how past actions can affect our current choices.
- Knowing how and when to conjugate verbs correctly will allow for better communication of needs and actions that take place.

Vocabulary:

Section 1: Expansion of Food

Fruit	Dessert	Protein	Vegetables	Other words and phrases
the blueberry the cherry the lime the peach the pineapple the strawberry the watermelon	the cookie the pie the sundae	the bean the ham the peanut the salmon the steak the tofu the turkey	the asparagus the avocado the bell pepper the cauliflower the celery the corn the green bean the pea the spinach	the basket to be* allergic (to) to chew gum the flavor bitter mild Sour to hate

Section 2: Cooking and Baking			
Common Ingredients	**Following a Recipe**		**Verbs**
the flour the garlic the herb the ingredient the oil the sauce the sugar	empty the exact amount to make* a mess to make* sure to measure to mix the pan	the pot to pour the recipe to stir / stirred / stirred	to bake to barbecue to boil to cut* up to fry / fried / fried to grill to roast

Section 3: Going Out to Eat			
Deciding Where to Eat	**Making a Reservation**	**Ordering at a Restaurant**	**Paying a Bill**

to be* known for the delivery to eat* out / to stay in to feel* like to grab / grabbed / grabbed a bite to eat popular; well-known whatever What sort of food are you in the mood for? Chinese Italian Mexican sushi	available indoor/outdoor seating inside / outside to make* a reservation in advance	as well as to be* out of; to run* out of the dish the dressing extra here / there on the side the option to refill the roll the server the special That sounds... awful disgusting tasty vegetarian	the check to include a tip to owe Separate the total

Use the Phrasal Verb lists to expand your vocabulary for this chapter.
*Go to the Irregular Verb chart to review the conjugations.

Students will be able to:

- Discuss food using adjectives and quantifiers.
- Confirm information using question tags.
- Use past tenses correctly.
- Conjugate verbs in complex sentences.

Learning Activities & Differentiation: *(Climate Change)*

- CULTURAL NOTE - Shop Local- Read excerpt about shopping local. Respond to questions: Do you ever shop at local farmers' markets? Have you heard of Community Supported Agriculture (CSA) programs? Discuss your opinions of shopping local with your class.
- Activity 2.3.26-Read: Read *Let there be Brunch*! Then complete multiple choice. Look at the underlined phrase or

sentence in the text. Then, decide which of the sentences is similar in meaning to the original text.

Assessment Evidence

Formative Assessments:

All activities can be found on the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1:

- **Vocabulary Activities:**

  2.1.6 - WRITE Fill-in-the-Blanks Type each food item labeled on the food pyramid. Use the singular form for each one.

  2.1.8 - SPEAK Open Recording Talk about your favorite and least favorite meals. Describe the ingredients in each meal and why you like or dislike them.

- **Grammar Activities:**

  2.1.11 - READ Category Match - Graded Order Place each adjective in the correct category in alphabetical order.

  2.1.12 - READ Multiple Choice Choose the adverb that best completes each sentence.

  2.1.13 - LISTEN & READ Text Match Listen to each sentence starter. Then, match two parts to form a correct sentence.

  2.1.17 - READ Multiple Choice Choose the quantifier that best completes each statement.

  2.1.20 - SPEAK Continuous Recording As you see each picture, say a sentence or two about it using the quantifier given.

- **Conversation Activities:**

2.1.23 - Phrasal Verbs and Food Grouping Activity (Groups of 3) / Open Text Use the phrasal verbs to talk about food with your partners. Take turns talking about the topics and write down the answers your partners give.

2.1.24 - READ & SPEAK Open Recording Talk about any similarities or differences you had with your partners based on the conversation activity "Phrasal Verbs and Food."

- **Reading Activities:**

2.1.26 - READ & SPEAK Open Recording Imagine you are a dietitian (an expert who helps people decide which eating plans help them achieve their health goals). Look at the following client profile and make a diet recommendation for your client. Explain why you think this diet is the best fit and what your client can and can't eat in order to follow your recommendation.

Section 2:

- **Vocabulary Activities:**

2.2.6 - READ Image Match Match each phrasal verb with the correct image.

2.2.7 - SPEAK Pronunciation Pronounce sentences explaining how to make this recipe for chicken skewers with a salad.

2.2.8 - LISTEN & READ Sentence Jumble Listen to the conversation between Tara and her grandma while they bake together. Then, put the steps in the correct order.

2.2.9 - SPEAK Continuous Recording As you watch the video, explain how to prepare this tuna salad with pasta and vegetables recipe.

- **Grammar Activities:**

2.2.10 - READ Text Match Match two parts to form the correct sentence.

2.2.12 - READ & WRITE Question and Answer You are planning a picnic with some friends. Answer the questions using the word given and the information from the chart.

2.2.14 - READ & SPEAK Open Recording Say a statement with a question tag. Change your intonation based on if you know (↘) or think you know (↗) the answer to your question.

2.2.15 - READ Multiple Choice Choose the conjugation that best completes each sentence.

- **<u>Conversation Activities:</u>**

  2.2.23 - Checking a Recipe Pairing Activity / Open Text You and your partner are following a recipe for blueberry muffins. You are checking in with one another to make sure you are doing things correctly by using question tags. Use the recipe to answer your partner's questions.

  2.2.24 - Cooking Class Grouping Activity (Groups of 4) / Open Text First, read each description of the cooking classes and discuss which cooking class you would like to join. Then, pretend you went to that cooking class and talk about the following:...

- **<u>Reading Activities:</u>**

  2.2.25 - READ Sentence Jumble Look at the recipe for the garlic butter steak. Put the directions in the correct order.

  2.2.27 - READ & WRITE Open Text Type your favorite recipe by translating the ingredients and directions into English.

Section 3:

- **<u>Vocabulary Activities</u>:**

  2.3.6 - READ Sentence Jumble: Put the conversation between a hostess and a customer in the correct order.

  2.3.7 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct phrasal verb from the word bank. You will need to conjugate the verb in the correct form and tense. Remember that some are separable phrasal verbs and may be separated in the sentences.

  2.3.9 - LISTEN & SPEAK Segmented Recording Listen to each question. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

  GAME - CHAPTER 2 VOCABULARY REVIEW Class Activity Team Trivia and Vocab Master

- **<u>Grammar Activities</u>:**

  2.3.11 - READ Multiple Choice Choose the verb form that best completes each sentence.

  2.3.13 - READ & WRITE Fill-in-the-Blanks Read the short narrative about someone looking for the perfect restaurant app. There are 20 verb mistakes. Type the entire narrative with the corrected verbs.

2.3.14 - READ & SPEAK Open Recording Read each sentence. Then, repeat each one with the correct verb conjugation and explain why you made those corrections.

2.3.18 - READ & WRITE Question and Answer Read what Belinda is told about working in a restaurant kitchen. Then, type all of the safety rules using the passive voice. Choose from and use a variety of the following modal verbs: must, should, can.

- **<u>Conversation Activities</u>:**

  2.3.23 - Passive Restaurant Sentences Pairing Activity / Open Text Write as many sentences about the image as you can using the passive voice. Try to come up with as many creative sentences as you can.

  2.3.24 - Where should we go for dinner? Grouping Activity (Groups of 3) / Open Text You and your partners are going out for dinner on Friday. Each of you suggests a different restaurant, and you need to decide as a group which one you will go to.

- **<u>Reading Activities</u>:**

  2.3.26 - READ Multiple Choice Look at each underlined phrase or sentence in the text. Then, decide which one of the sentences is similar in meaning to the original text.

  2.3.27 - WRITE Open Text Write a review about a restaurant you have recently been to. Describe the ambiance, service, food, and prices, as well as if you would recommend the restaurant or not and why.

Let's Talk Activities;

- **Video-Let's Follow the Recipes! Watch the chapter video.**

  LT 2.2 - LISTEN & READ Category Match Place each letter of the phrase under the correct person based on the chapter video.
- **Interviews-Let's Talk About Food! LT 2.7 - LISTEN & SPEAK Segmented Recording** You and your friend are hanging out and decide to cook dinner together. Listen to your friend's questions. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

Unit Review:

Self-Evaluation

Review-

-Listening
-Grammar
-Reading
-Writing
-Speaking

Summative Assessments:

- **Projects 1 and 2** (Video Open Recordings/Presentations)
  -Cooking Show
  -Debate
- **Unit 1 Assessment***(Online via the HUB)*
  -Listening
  -Grammar
  -Reading
  -Writing
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark
Robotel Unit 2 Assessment

Alternative Assessments:

Case by case basis using Robotel online program.

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 3

Desired Results

Unit 3: Travel

Unit Summary:

The purpose of this unit is to engage the students in discussions about taking a trip, traveling, sightseeing and weather. Students will discuss taking a trip using noun clauses and the future tense. Students will talk about other people's experiences using reported speech and use a variety of tenses to narrate stories. Students will incorporate the unit vocabulary and grammar functions into their daily listening, reading, speaking, and writing English practices.

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.

LVL.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.

Reading Domain

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.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.

Writing Domain

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

[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 are the different ways to express the future in English?	• Using a mix of verb tenses will create engaging and clear narratives.

• How will using a variety of tenses enhance writing narratives? • How can noun clauses be used to describe travel plans? • What is reported speech? • What are adjective +dependent preposition combinations, and why are they important?	• Nouns clauses will add detail to your sentences when discussing travel plans. • Reported speech is used to relay what someone else has said without quoting them directly. • Understanding the basic concept of adjective+dependent preposition combinations is important to create grammatically correct and fluent sentences.

Vocabulary:

Section 1: Taking a Trip			
Making Reservations		**Planning the Itinerary**	**Other words and phrases**
to book the cancellation policy to confirm the confirmation to contact the cruise the cruise ship the fee	per person private/public to refund to reserve the resort the travel agency the travel agent	the cave the cliff to create an itinerary the popular destination rather the waterfall	annual at least to depend on Have a relaxing trip! the memory thankful

Section 2: Traveling			
At the Airport		**At a Hotel**	**Other Words and Phrases**
the airline the announcement the baggage claim	the escalator the flight attendant the headphones	overnight the reception desk; the front desk	International rough safely

to carry on the carry-on to check in / out the direct flight the elevator	the landing the layover the luggage the passenger the return flight	the room service the suite the view	smooth

Section 3: Sightseeing and Weather		
Sightseeing		**Weather**
the ATM Can you point me in the right direction? the castle to continue the crowd crowded exhausted the fountain the guidebook the historical monument	to mail a postcard the souvenir the statue the tour guide the tourist the tourist center; the information center	the breeze the chance Freezing to get* wet It's supposed to... the sunshine the thunderstorm the lightning the thunder the warning the weather forecast

Use the Phrasal Verb lists to expand your vocabulary for this chapter.
*Go to the Irregular Verb chart to review the conjugations.

Students will be able to:

- Use and differentiate between the future tenses.
- Discuss taking a trip using noun clauses.
- Talk about other people's experiences using reported speech.
- Form correct adjective + dependent preposition combinations.
- Express events in the future with a past point of view.
- Narrate stories using a variety of tenses.

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

- Cultural Note- Read *A Place to Stay Overnight*. On a google slide, answer the following questions and share your responses with your groups. What do you look for when trying to find a place to stay overnight? What aspects are the most important?
- ACTIVITY 3.3.7 - LISTEN Image Match -Listen to Mariana's story about her class trip to Spain. Then, match the order of her story with the correct images.

Assessment Evidence

Formative Assessments:

All activities can be found on the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1:

- **Vocabulary Activities:**

  3.1.7 - READ & WRITE Fill-in-the-Blanks Choose the phrasal verb from the word bank that best completes each sentence. Then, type it in the blank using the correct tense. Be careful with the conjugation of each verb.

  3.1.9 - LISTEN & SPEAK Segmented Recording Listen to each question a travel agent asks you to help plan your next vacation. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

  3.1.11 - READ Multiple Choice Choose the tense that best completes each sentence.

- **Grammar Activities:**

  3.1.13 - LISTEN & WRITE Fill-in-the-Blanks Listen to each sentence. Then, change each one into the tense that is given. Do not use contractions.

  3.1.14 - READ & WRITE Fill-in-the-Blanks Complete each sentence with the correct tense of each verb given. Choose from the following tenses: present simple, present continuous, future simple, future continuous, or modal (use might).

3.1.21 - LISTEN, READ & SPEAK Segmented Recording Listen to each sentence starter. Then, finish each one in the pauses provided by choosing the correct sentence ending. Click "Done" to move on to the next starter.

- **Conversation Activities**:

  3.1.22 - College Graduation Trip Grouping Activity (Groups of 4) / Open Text- Discuss travel options with a "travel agent". With a partner, create a list of trip preferences and questions. See instructions in the HUB.

  3.1.24 - Get the details! Pairing Activity / Open Text You and your partner have the same text but with different missing information. Ask your partner questions to get the missing details

- **Reading Activities:**

  3.1.26 - READ & WRITE Open Text Pretend you are an Airbnb host and write a profile about your home. Answer each question in complete sentences and include any details you think will make your profile more attractive to travelers.

Section 2:

- **Vocabulary Activities:**

  3.2.7 - READ & SPEAK Open Recording Read each sentence. Then, replace the bold verbs with a phrasal verb from the word bank and say the new sentence. Be careful when using separable phrasal verbs and pronouns.

  3.2.8 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct vocabulary word from the word bank. Not all words will be used.

- **Grammar Activities:**

  3.2.11 - READ Multiple Choice Decide if each statement is best completed with said or told.

  3.2.17 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct preposition(s) from the word bank.

  3.2.18 - LISTEN & READ Text Match Listen to each sentence starter. Then, match two parts to form the correct sentence.

3.2.19 - READ & WRITE Question and Answer Read each sentence. Then, type a second sentence so that it has the same meaning as the first one. Use an adjective from the word bank and the correct preposition. Not all words will be used.

3.2.20 - WRITE Question and Answer Type one sentence for each topic using an adjective + dependent preposition in each one.

- **Conversation Activities**:

3.2.23 - Tell me about your vacation! Grouping Activity (Groups of 3) / Open Text Take turns asking questions about your partners' vacations and reporting what was said.

3.2.25 - Story Time Grouping Activity (Groups of 3) / Open Text Create a story using phrasal verbs with your partners. Take turns adding a line to the story. When it is your turn, look at the phrasal verb you need to use and say a sentence to add to the story. One partner will write the sentences down as your group comes up with the story.

- **Reading Activities:**

3.2.26 - READ & WRITE Open Text Continue the email conversation and respond to the email.

Section 3:

- **Vocabulary Activities:**

3.3.1 - WRITE Open Text With a partner, plan an itinerary based on the weather forecast and the Section 3 Vocabulary images. Include the activities pictured in your itinerary.

3.3.6 - READ Text Match Match each phrasal verb with the correct definitions based on the text.

3.3.7 - LISTEN Image Match Listen to Mariana's story about her class trip to Spain. Then, match the order of her story with the correct images.

3.3.9 - LISTEN & READ Multiple Choice Listen to the weather forecast by meteorologist Mark Baden. Then, choose the best answer for each sentence based on what you hear.

3.3.10 - SPEAK Continuous Recording Based on what you heard the weatherman say in Activity 3.3.9, use your own words to summarize what you see for this weather report.

- **Grammar Activities**:

3.3.11 - READ Multiple Choice Decide if each statement is the future from now or the future from the past.

3.3.13 - LISTEN & READ Text Match Listen to each sentence starter. Then, match two parts to form the correct sentence.

3.3.15 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct verb from the word bank using would or the past continuous. There are two sentences where going to must be used. Not all words will be used.

3.3.19 - READ Text Match Match each narrative past modal sentence with the correct original statement.

3.3.22 - READ & WRITE Fill-in-the-Blanks This story about backpackers hiking in France is told in chronological order only, with no background information about what happened before, during, or after the individual events in the story. Type each sentence fragment (without the number) into the story to add extra background information.

3.3.27 - SPEAK Open Recording Tell a story for two of the pictures given. Use story sequencers when possible.

- **Conversation Activities**:

  3.3.29 - Take a guess! Grouping Activity (Groups of 4) / Open Text First, narrate two stories to read to your group. Choose stories from a book, movie, or other cultural stories you're familiar with. Write four to six sentences per story about what happened as if you were the main character. Share your stories with your group and see if they can guess which ones you chose.

- **Reading Activities**:

  3.3.31 - READ Image Match Match each name of one of the Seven Wonders of the World with the correct image. Use the descriptions of each place to help you identify each image.

  3.3.32 - READ & WRITE Category Match - Fill-in-the-Chart The pink words from the reading are in the word bank. Fill in the chart with the ones that match the meaning of each category title.

Let's Talk Activities:

- **Video-Let's Call the Front Desk!**

  LT 3.2 - LISTEN & READ Multiple Choice Choose the best answer for each question based on the chapter video.
- **Interviews-Let's Talk About Vacations!**

LT 3.5 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the students talk about themselves. Fill in each blank with the correct missing words.

Unit Review:

Self-Evaluation

Review:

-Listening
-Grammar
-Reading
-Writing
-Speaking

Summative Assessments:

- **Projects 1 and 2** (Video Open Recordings/Presentations/Question and Answer)
  -My Dream Vacation
  -Debate
- **Unit Assessmen**t*(Online via the HUB)*
  -Listening
  -Grammar
  -Reading
  -Writing
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark
Robotel Unit 3 Assessment

Alternative Assessments:

Case by case basis using Robotel online program.

Core Instructional & Supplemental Materials

Smartclass Robotel Program
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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: The World Around You
Unit Summary: The purpose of this unit is to engage the students in discussions about animals in the wild, farm animals and habitats, and environment and insects. Students will incorporate the unit vocabulary and grammar functions into their daily listening, reading, speaking, and writing English practices.
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.

Reading Domain

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.

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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.

Writing Domain

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

[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 are articles and how can we apply them when talking about animals?	• Understanding when to use *articles* and *that clauses* will enable us to provide more details in our discussions.

• How can different types of sentences be formed using *that*? • How are *embedded questions* used? • How do *comment and viewpoint adverbs* express our opinions? • What are the different types of *conditionals*, and how do we decide when to use each in a sentence?	• Embedded questions allow us to communicate our needs in formal and respectful ways • Learning the use of different adverbs will allow us to express our opinions clearly. • Understanding the different types of conditionals and when to use them will help us clearly communicate about events and situations.

Vocabulary:

Section 1: Animals in the Wild				
Land Animals		**Water Animals**	**Land and Water Animals**	**Other words and phrases**
the bear the bird the camel the deer the elephant the giraffe the kangaroo the lion	the monkey the rabbit the tiger the wolf the zebra	the dolphin the jellyfish the shark the whale	the duck the frog the penguin the seal the snake the turtle	cute/ugly the exhibit the fur gentle huge/tiny poisonous to shed skin / shed / shed Soft the spot

Section 2: Farm Animals and Habitats			
Farm Animals		**Places to Live**	**Other words and phrases**
the bull	the goat	the barn	Close

the calf the cow the chicken the donkey	the horse the lamb the pig the sheep	the branch the cage the habitat the jungle the leaf the rainforest the rock the wild	Do not touch! the land

Section 3: Environment and Insects			
Environment		**Insects**	**Other words and phrases**
to affect the effect the climate to destroy the destruction the Earth the endangered species the environment to be* extinct the extinction	frozen to litter to make* an effort nature to pollute the pollution to protect the protection to recycle	the ant the bee the butterfly the caterpillar the fly the insect; the bug the mosquito the spider	to bite / bit / bitten the bug spray to have* a fear (of) the human to itch to sting / stung / stung

Use the Phrasal Verb lists to expand your vocabulary for this chapter.
*Go to the Irregular Verb chart to review the conjugations.

Students will be able to:

- Use *articles c*orrectly when talking about animals.
- Form different types of sentences using **that.**
- Ask *embedded questions.*
- Express opinions using *comment and viewpoint adverbs*.

- Decide when to use the *zero conditional or the other conditionals.*

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

- Read *What Does "Cruelty" Free Mean*? Adapted from Earth Hero October 2, 2019.

Activity: What can I do? Do your research! Explore this on your own to figure out what stance you hold when it comes to animal testing. Create a google slide presentation responding to the following questions. Presentations will be shared.

Do you feel that there is some merit to the scientific concept that animal testing is, in fact, necessary? Or can testing be done using other means that do not cause animal suffering? Would you support animal testing that does not harm the animals?

Assessment Evidence

Formative Assessments:

All activities can be found on the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1:

- **Vocabulary Activities**:

  4.1.6 - LISTEN Category Match - Fill-in-the-Chart Listen as two moms talk about animals their children have asked for as pets. Then, fill in the chart with the correct information.

  4.1.8 - SPEAK Open Recording Compare and contrast each set of animals.

- **Grammar Activities**:

  4.1.9 - READ Multiple Choice Decide if each statement needs the article given or no article in order to complete it.

  4.1.15 - SPEAK Open Recording Say one sentence using each noun with a definite article, an indefinite article, and zero article.

4.1.17 - READ & WRITE Fill-in-the-Blanks Read each noun clause with the missing conjunction. Then, rewrite each complete sentence to include the correct conjunction. Choose between what, that, or whoever.

4.1.22 - READ & WRITE Question and Answer Type two complete sentences for each different type of noun clause using the prompts given.

- <u>Conversation Activities</u>:

  4.1.23 - 20 Questions Grouping Activity (Groups of 3) / Open Text

- <u>Reading Activities</u>:

  4.1.25 - READ Multiple Choice Choose the best answer for each question based on the reading.

Section 2:

- <u>Vocabulary Activities</u>:

  4.2.6 - WRITE Category Match - Fill-in-the-Chart Look at each animal in the word bank and the habitats given. Then, fill in the chart with the correct information.

  4.2.9 - LISTEN & SPEAK Segmented Recording Listen to each question about the zoo map. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

  4.2.10 - READ & SPEAK Open Recording Answer each phrasal verb question about yourself in complete sentences.

- <u>Grammar Activities:</u>

  4.2.11 - READ Multiple Choice Read each sentence. Then, decide whether that can be left out of the sentence (yes) or not (no).

  4.2.15 - READ & WRITE Fill-in-the-Blanks Find the places in each sentence where the word that has been removed. Then, rewrite each sentence by typing (1) that where you must include that and (2) that where you can include that.

  4.2.18 - READ Multiple Choice Choose the correct word order that best completes each sentence.

  4.2.23 - LISTEN & SPEAK Segmented Recording Listen to each interview question for a summer job on a farm. Then, respond in the pauses provided, changing these questions to be more polite by using embedded questions. Click "Done" to move on to the next question.

- **Conversation Activities:**

  4.2.24 - Research Plants and Animals Pairing Activity / Open Text

  4.2.26 - Animal Idiomatic Expressions Grouping Activity (Groups of 3) / Open Text Match the animal expression with the correct meaning.

- **Reading Activities:**

  4.2.28 - READ & WRITE Question and Answer Answer the questions from the reading based on your personal opinion.

Section 3:

- **Vocabulary Activities:**

  4.3.6 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct word from the word bank that best completes each comparison.

  4.3.8 - READ & WRITE Fill-in-the-Blanks Read each statement. Then, rewrite each one by replacing the phrasal verb between the two asterisks with the more formal written English phrases from the word bank.

- **Grammar Activities:**

  4.3.12 - READ & WRITE Fill-in-the-Blanks Read each sentence. Then, rewrite each complete sentence replacing the text marked between the two asterisks with a comment adverb from the word bank.

  4.3.14 - LISTEN & WRITE Fill-in-the-Blanks Listen to each sentence. Then, fill in each pause with the viewpoint adverb from the word bank that best completes the sentence.

  4.3.16 - SPEAK Open Recording Watch this short video. Then, use the comment or viewpoint adverbs given to say your opinion. You are given 12 adverbs, but you only need to use 10 of them.

  4.3.18 - READ & WRITE Fill-in-the-Blanks Choose the verb from the word bank that best completes each sentence. Then, type it in the zero conditional tense in the correct blank.

- **Conversation Activities:**

4.3.23 - Comment Bingo Grouping Activity (Groups of 3) / Open Text Your teacher will give you a bingo card with comment and viewpoint adverbs.

4.3.24 - Made-up Bugs Pairing Activity / Open Text You've discovered a new species of bug! Give it a name. Then, describe what it does in the following situations.

- **<u>Reading Activities:</u>**

  4.3.26 - READ Text Match Match each pink word from the text with the correct synonym or definition.

Let's Talk Activities;

- **Video-Let's Go to the Zoo!**

  LT 4.2 - LISTEN & READ Multiple Choice Decide if each statement is true, false, or if you are unsure based on the chapter video.
- **Interviews-Let's Talk About Animals!**

  LT 4.5 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the students talk about themselves. Fill in each blank with the correct missing words.

Unit Review:

Self-Evaluation

Review:

-Listening
-Grammar
-Reading
-Writing
-Speaking

Summative Assessments:

- **Projects 1 and 2 (**Video Open Recordings/Presentations)
  -Environmental Project
  -Debate
- **Unit Assessment(***Online via the HUB)*

-Listening
-Grammar
-Reading
-Writing
-Speaking

Common Benchmark Assessments:
LinkIt! Benchmark
Robotel Unit 4 Assessment

Alternative Assessments:
Case by case basis using Robotel online program.

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 5

Desired Results

Unit 5: Health

Unit Summary:

The purpose of this unit is to engage the students in discussions about healthy habits, going to the doctor, and in the hospital. Students will incorporate the unit vocabulary and grammar functions into their daily listening, reading, speaking, and writing English practices.

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.

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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.

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Reading Domain

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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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.

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Interdisciplinary Connections

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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:

- Which common verbs that are followed by gerunds and which are followed by infinitives?
- How do we use past, present and future tense to express wishes about our health?
- How do defining relative clauses provide essential information about a noun?
- How do non-defining clauses and non-essential information?
- How do logical connectors join ideas in a sentence?
- How do you use reported speech to discuss someone's medical treatment?
- What are some common verbs followed by prepositions used to discuss someone's medical treatments?

Unit Enduring Understandings:

- Knowing which verbs are followed by gerunds or infinitives can help us write meaningful sentences.
- Using the verb tenses correctly will help us express our past, present, and future wishes.
- Understanding how to use different clauses ensures we are communicating properly.
- Defining and Non-Defining clauses will enable the writer to provide more details about the specific person, place, or thing that is being referred to in a sentence.
- We can discuss medical treatments and outcomes in writing by using logical connectors(e.g. as a result, hence,consequently), prepositions, nouns, and verbs.
- Used precisely, verb/prepositions combinations and reported speech can be used to respectfully relay information about someone else's medical treatments without quoting them directly.

Vocabulary:

Section 1: Healthy Habits			
Well-Being		**In the Gym**	**Adjectives**
to avoid to be* fit to be* stressed to count the calories the steps to eat* a balanced diet to gain / lose* weight to give* up	the habit the health the lifestyle to limit to make* an excuse to reduce to smoke to stay in shape	the energy to lift weights the personal trainer to pull a muscle to renew a membership to stretch the treadmill to work out	active flexible painful sore

Section 2: Going to the Doctor			
At the Doctor's Office		**Symptoms**	**Other words and phrases**
to be* contagious to break* a bone the elbow the shoulder the cast the checkup to decrease / to increase to discuss the discussion the drugstore; the pharmacy	the patient the pill to prescribe a medication the prescription the rash to suffer (from) to take* a deep breath to breathe the virus the vitamin	achy to have* diarrhea nauseous pale the runny nose the sore throat the stuffy nose to vomit; to throw* up	the crutches still the thermometer the tissue to weigh the wheelchair

Section 3: In the Hospital

Before and After Surgery	Treating a Disease		Other Words and Phrases
awake the emergency to get* stitches to have* surgery the surgeon the infection life-threatening major/minor to operate the operation the physical therapy to recover the recovery	to cure to develop to diagnose the diagnosis the disease cancer diabetes to improve the improvement to refer / referred / referred	the result the specialist to treat the treatment	to burn to crash the health insurance possible / impossible

Use the Phrasal Verb lists to expand your vocabulary for this chapter. *Go to the Irregular Verb chart to review the conjugations.

Students will be able to:

- Decide when to use an infinitive or gerund after a verb.
- Express wishes about my health.
- Differentiate between defining and non-defining relative clauses.
- Join two ideas using logical connectors.
- Use reported speech and verbs + dependent prepositions to discuss medical treatment.

Learning Activities & Differentiation:

- Pretend you are a doctor and need to type a summary of the appointment with your new patient. Write at least 10 sentences summarizing these ideas. After writing the summary, write a list of cognates to help you understand the unit vocabulary.

Assessment Evidence

Formative Assessments:

All activities can be found on the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1:

- **<u>Vocabulary Activities</u>:**

  5.1.6 - READ Multiple Choice Choose the phrase that does NOT complete each sentence.

  5.1.7 - LISTEN & READ Text Match Listen to the gym advertisement on the radio. Then, match each phrasal verb with the correct definition.

- **<u>Grammar Activities:</u>**

  5.1.11 - READ & WRITE Fill-in-the-Blanks Read Oscar and Harrison's conversation at a gym. Then, complete each sentence with the infinitive or gerund of each verb given.

  5.1.14 - SPEAK Open Recording Look at each picture. Then, use the word(s) given to say what needs doing using complete sentences.

  5.1.20 - LISTEN & WRITE Fill-in-the-Blanks Listen to each wish. Then, rewrite the wish using the correct verb form.

- **<u>Conversation Activities</u>:**

  5.1.25 - Crazy Wishes Grouping Activity (Groups of 4) / Open Text Think of three crazy wishes: two are real wishes, one is not. As you tell the group your wishes, each group member must ask a question to find out which wishes are true and which wish is not.

- **<u>Reading Activities</u>**:

  5.1.27 - READ Multiple Choice Look at each underlined sentence in the reading. Then, decide which one of the sentences is most similar in meaning to the original sentence.

Section 2:

- **<u>Vocabulary Activities:</u>**

5.2.6 - LISTEN Text Match Listen to each description of a vocabulary word. Then, match each word with the correct description.

5.2.7 - LISTEN & WRITE Category Match - Fill-in-the-Chart Listen to a call from a doctor to a pharmacy. Then, fill in the chart with the correct information for each patient.

- **Grammar Activities:**

5.2.11 - READ Multiple Choice Decide if each relative clause between the two asterisks needs commas (non-defining) or no commas (defining).

5.2.13 - READ & WRITE Question and Answer Read each set of sentences. Then, combine them to make one sentence. Five sentences are essential relative clauses, five sentences are non-essential relative clauses. Use commas where necessary and leave out the relative pronoun if possible.

5.2.17 - READ & SPEAK Open Recording Read each pair of sentences. Then, discuss the difference that commas make in each of them.

5.2.20 - LISTEN Category Match Listen to each sentence. Then, place each sentence number under the correct category based on the connector used in each one.

- **Conversation Activities**:

5.2.26 - How many connectors can you use? Grouping Activity (Groups of 4) / Open Text

- **Reading Activities:**

5.2.27 - READ Multiple Choice Choose the best answer for each question based on the reading.

Section 3:

- **Vocabulary Activities:**

5.3.7 - LISTEN & READ Text Match Listen to each problem. Then, match the best treatment with the correct problem.

5.3.8 - LISTEN & READ Sentence Jumble Put the sentences in the correct order based on what you hear.

5.3.9 - SPEAK Segmented Recording As you see each picture, tell a story about Ramona's illness.

- **<u>Grammar Activities</u>:**

  5.3.11 - LISTEN Multiple Choice Listen to each sentence. Then, decide if each one is a direct or reported question.

  5.3.13 - READ & WRITE Fill-in-the-Blanks Read the direct speech questions or commands in the word bank. Then, use them to complete each sentence starter. Use reported speech and the reporting verb to ask for requests or reported questions. Use tell for commands.

  5.3.14 - SPEAK Open Recording You are in the hospital at the moment. Lots of people are asking or telling you and your parents to do things. Call your best friend and tell him/her about all the requests you have had today. Use the reporting verbs to ask, tell, or order.

  5.3.17 - READ Multiple Choice Choose the preposition that best completes each sentence.

- **<u>Conversation Activities</u>:**

  5.3.24 - General Discussion Grouping Activity (Groups of 4) / Open Text Complete the sentences given using vocabulary from this section. Then, in your group discuss your answers by asking each other questions and giving answers based on what you hear.

- **<u>Reading Activities:</u>**

  5.3.25 - READ Sentence Jumble Put the CPR steps in the correct order.

Let's Talk Activities:

- **Video-Let's Check Out That Ankle!**

  LT 5.2 - LISTEN & WRITE Open Text Pretend you are Dr. Armstrong and need to type a summary of the appointment with your new patient, Jack. Write at least 10 sentences summarizing these ideas.

- **Interviews-Let's Talk About Health!**

  LT 5.5 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the students talk about themselves. Fill in each blank with the correct missing words.

Unit Review:

Self-Evaluation

Review:

-Listening
-Grammar
-Reading
-Writing
-Speaking

Summative Assessments:

- **Projects 1 and 2** (Video Open Recordings/Presentations)
  -Diseases-Research a disease with a partner and write a skit to educate the class about it. One of you will be the doctor and the other will be the patient.
  -Debate-You will be assigned a debate topic and team. As a team, research arguments and take notes on your student worksheet in order to prepare for the debate.
- **Unit 5 Assessmen**t*(Online via the HUB)*
  -Listening
  -Grammar
  -Reading
  -Writing
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark

Robotel Unit 5 Assessment

Alternative Assessments:

Case by case basis using Robotel online program.

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 6

Desired Results

Unit 6: At Work

Unit Summary:

The purpose of this unit is to engage the students in discussions about employment opportunities, having a career, and at the office. Students will incorporate the unit vocabulary and grammar functions into their daily listening, reading, speaking, and writing English practices.

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.

Reading Domain

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.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.

Writing Domain

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

[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:**
• How do personal interests affect future jobs? • How can probabilities help to determine future jobs?	• Connecting personal interests with career choices will give a person more meaningful and satisfying choices.

• How do we differentiate between forms and meanings of adverbs? • What are common prepositions used with specific nouns? • How is the future perfect tense used to describe future career plans? • What are reduced relative clauses and how are they used in writing? • How does the placement of an adjective affect its meaning in a sentence?	• Understanding career probabilities will provide insight into future job trends. • Identifying specific noun and preposition combinations will help to achieve fluent and cohesive language. • The future perfect tense allows us to discuss events that will be completed in the future and can help in setting future career goals. • Correct placement of an adjective in a sentence ensures a clear meaning.

Vocabulary:

Section 1: Employment Opportunities			
Applying for a Job	**Personal Qualities and Skills**	**After the Interview**	**Employment**
the candidate the certificate the cover letter the diploma the experience full-time / part-time the position to qualify / qualified / qualified the qualification the resume	dependable honest knowledgeable self-motivated successful	to be* impressed the benefits the minimum wage to offer the opportunity the salary	to be* self-employed the employee the employer unemployed; to be* out of work the career

Section 2: Having a Career			
Professions		**On the Job**	
the architect the detective the graphic designer the hair stylist the interior decorator the inventor the judge the lawyer	the mail carrier the politician the president the vice president the principal the reporter the scientist	to be* fired to be* promoted to call in sick the colleague the deadline to deserve a raise to prepare for a presentation	to retire the retirement to solve a problem to succeed the success

Section 3: At the Office			
Technology		**Office Supplies**	**Other words and phrases**
to access to attach to copy / copied / copied electronic the error message the IT department (Information Technology) the link to paste to scan / scanned / scanned the server to set up / set / set an account		the envelope the hole puncher the paper clip the pencil sharpener the stapler the sticky note the tape dispenser	by mistake common on purpose to stick / stuck / stuck

the storage space			

Use the Phrasal Verb lists to expand your vocabulary for this chapter.
*Go to the Irregular Verb chart to review the conjugations.

Students will be able to:

- Talk about predictions and probabilities for a future job.
- Differentiate between forms and meanings of adverbs.
- Match dependent prepositions with certain nouns.
- Use the future perfect when discussing careers.
- Form reduced relative clauses.
- Choose correct adjective placement in a sentence.

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

- Cultural Note: Read *Minimum Wage*. Look at the chart. Compare other minimum wages to your country. Go online to see if these numbers have changed at all. What is your opinion about this? How does this affect you? What do you think is a fair minimum wage? Discuss with our group.

Assessment Evidence

Formative Assessments:

All activities can be found on the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1:

- **Vocabulary Activities:**

  6.1.6 – READ Text Match Read the dialogue. Then, match each phrasal verb in the dialogue with the correct definition.

  6.1.7 – READ & WRITE Open Text Choose a job you would be interested in applying for and create a resume using the template given. Look at the example resume to guide you.

6.1.8 - SPEAK Open Recording After you watch the video, choose one person to speak about. Say what you think happened before this interview, what you see happening during the interview, and also what you think will happen after the interview to that person.

- **Grammar Activities:**

  6.1.12 - READ Multiple Choice Choose the grammatically or logically correct statement.

  6.1.14 - READ & WRITE Question and Answer Complete each prediction with your own ideas.

  6**.1.17 - READ & SPEAK Open Recording** Read each sentence. Then, say how likely you think the prediction is with a short answer and why you think so.

  6.1.19 - READ & WRITE Fill-in-the-Blanks Complete each sentence with the correct form of the adverb given.

  6.1.21 - WRITE Question and Answer Type a sentence for each word using the form (adjective or adverb) given.

- **Conversation Activities**:

  6.1.25 - Discussing Predictions Pairing and Grouping Activity (Groups of 4) / Open Text

- **Reading Activities:**

  6.1.27 - LISTEN & SPEAK Open Recording Listen to an interview. Then, say three things the person does right and three things the person does wrong during the interview based on what you learned in the reading.

Section 2:

- **Vocabulary Activities:**

  6.2.6 - READ Multiple Choice Read June King's cover letter. Then, choose the best answer for each question based on what she wrote.

  6.2.8 - READ & WRITE Fill-in-the-Blanks Choose the phrasal verb from the word bank that best completes each sentence. Then, type it in the blank using the correct tense.

  6.2.9 - WRITE Question and Answer Choose two characteristics from the word bank that you think each job requires. Type at least two sentences for each job using your word choices. You may use some characteristics more than once.

- **Grammar Activities**:

  6.2.14 - LISTEN, READ & SPEAK Segmented Recording Listen to each sentence. Then, complete each prompt given with a noun + preposition combination from the chart to keep the same meaning as the sentence you hear.

  6.2.15 - READ & SPEAK Open Recording Complete each sentence prompt with your own ideas and explain why. Make sure to use the correct preposition with the noun given.

  6.2.20 - READ & WRITE Fill-in-the-Blanks Complete each sentence with the past perfect, present perfect, or future perfect of each verb given. Use a contraction if possible and make the verb negative when necessary.

- **Conversation Activities:**

  6.2.26 - I Promise Myself Grouping Activity (Groups of 4) Complete each sentence with your own ideas about what you want to have done by the times listed. Then, tell your group only the part you wrote in the blank. They must guess when you want to have it done.

  6.2.27 - SPEAK Open Recording Talk about five resolutions or promises you made and why you made them from the conversation activity "I Promise Myself."

- **Reading Activities:**

  6.2.28 - READ & WRITE Fill-in-the-Blanks Read the cover letter that Alina Sanchez wrote for the patient registrar job posting. Rewrite it, fixing the 15 mistakes.

Section 3:

- **Vocabulary Activities:**

  6.3.8 - READ & WRITE Fill-in-the-Blanks Choose the phrasal verb from the word bank that best replaces the words marked between the two asterisks. Then, type it in the blank using the correct tense.

  6.3.9 - SPEAK Segmented Recording For each image, explain what happened and what you are going to do to fix the problem.

- **Grammar Activities:**

6.3.12 - READ & WRITE Fill-in-the-Blanks For sentences 1-5, rewrite the full relative clause as a reduced relative clause. For sentences 6-10, rewrite the reduced relative clause as a full relative clause using who or which as the relative pronoun.

6.3.18 - WRITE Question and Answer Look at each picture. Then, type five sentences per picture using reduced relative clauses. Use both present and past participles.

6.3.22 - LISTEN Text Match Listen to each sentence that has an adjective in the incorrect position. Then, match the correct synonym with the sentence it corrects.

- **Conversation Activitie**s:

  6.3.27 - A Quiz about Supplies Grouping Activity (Groups of 4) / Open Text First, complete the supplies quiz on your own. Then, discuss the answers in your group. When all groups have discussed the answers, the teacher will say the correct answers.

- **Reading Activities:**

  6.3.31 - READ & WRITE Open Text Summarize the reading in one paragraph. Follow these general rules as you write the summary:

Let's Talk Activities:

- Video-Let's Talk to the Professionals!
- Interviews-Let's Talk About Your Future Career!

Unit Review:

Self-Evaluation

Review:

-Listening
-Grammar
-Reading
-Writing
-Speaking

Summative Assessments:

- **Projects 1 and 2** (Video Open Recordings/Presentations)
  -Interview
  -Debate
- **Unit 1 Assessment***(Online via the HUB)*
  -Listening
  -Grammar
  -Reading
  -Writing
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark

Robotel Unit 6 Assessment

Alternative Assessments:

Case by case basis using Robotel online program.

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