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

Course Title: English Language Literacy Intermediate Grades 9-12

Course Description: The course further increases students' English proficiency and comfortability in expressing themselves using all modes of language. Students will understand topics concerning family, work, and school. Students will be able to manage most situations that arise while traveling. Furthermore, students will describe their experiences, events, dreams, hopes, and ambitions. 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 B1-Intermediate/ WIDA Level 3 Developing 2.6-3.4)

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

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

Bilingual Education and English as a Second Language (ESL)

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

practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days 127**
Unit 1: All About You	20
Unit 2: Free Time	20
Unit 3: Family	20
Unit 4: School	20
Unit 5: Shopping	20
Unit 6: Entertainment	20

Unit 1

Desired Results

Unit 1: All About You

Unit Summary:

The purpose of this unit is to engage the students in discussions about daily routines, family, and using technology to communicate. Students will use the present simple verb form and adverbs and adverbial phrases of time when participating in authentic conversations. 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:

- What language can we use to describe our daily routines?
- What specific words can we use to describe people?
- How can we use technology vocabulary to communicate?
- How can we use different phrases of time to identify when something is occurring?
- How do intensifiers modify adjectives?

Unit Enduring Understandings:

- Sharing our daily routines can help us make connections with our peers.
- By having a larger choice of words to describe people, students can be more accurate in saying internal and external traits.
- With technology being so prominent today, using technology vocabulary will help students connect with others.
- Using adverb phrases of time, students can be more precise on when something has occurred.
- By learning how to use intensifiers to modify adjectives, students can show different ways to express meaning in all the domains of language.

Vocabulary:

Section 1: Daily Routine			
Getting Ready	**Nouns**	**Other words and Phrases**	**Grammar**

To brush My hair My teeth To comb To dry/dried/dried To fall asleep* To go to sleep/went/gone To get* Dressed Ready up	To go to bed* To put on/put/put Clothes Makeup To shave To take* A bath A shower To take off* To wake up/woke/woken	The alarm clock The brush The comb The conditioner The razor The routine The shampoo The shaving cream The toothbrush The toothpaste	Afterwards Beforehand later	Review Present Simple Adverbs and Adverbial Phrases of Time

Section 2: Describe a Person					
Synonyms			**Antonyms**	**Other Words and Phrases**	**Grammar**
Angry Mad Furious Beautiful Lovely Pretty Friendly sweet	Happy Cheerful Glad Sad Depressed Unhappy Scared Afraid Frightened	Smart Brilliant Clever Intelligent Strange Unique Unusual Thin Skinny slim	happy/unhappy nice/mean polite/rude positive/negative silly/serious smart/stupid strong/weak	To describe Different The opposite The same To talk about What do you think about...?	Review questions in the present simple Modal verbs of deduction: must and can't

Section 3: Communication Today				
Using Technology		**Using a Cell Phone**	**Intensifiers**	**Grammar**
To blog/blogged/blogged The blog The blogger To comment To engage To forget/forgot/ forgotten The image The password The photograph (photo)	The post To record To reply/replied/replied The social media The technology To upload The username The webcam	The app To call back To charge To connect The connection To hang up/hung/hung To install To take a selfie* The volume To turn down To turn up Wi-Fi	Quite Slightly Unbelievably	Review present continuous Intensifiers

Students will be able to:

- Discuss daily routines.
- Use adverbs and adverbial phrases of time.
- Use modal verbs of deduction for descriptions.
- Use intensifiers with adjectives.

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

1. Reading activity: Read the letter “Hosting Family” and the student questionnaire for hosting students from other countries.
   Writing activity: Fill out the questionnaire about you and your family for potential hosting families
   Reading and Speaking activity: Open Recording-After reading questionnaires from the students, record

your responses to the following questions.

2. Read the ***Social Media Usage US vs. US*** article to compare and contrast each country's usage of social media.
3. Technology Today: Use the questions to interview two adults of varying ages about the role of technology. The adult does not have to speak English, but you need to write the answers in English. Discuss answers with the class. Compare and Contrast your answers with the answers from the two adults you interviewed.
4. Which blog interests you? Find a blog that interests you. Answer the following questions about it and discuss in a 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: Daily Routine

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

  1.1.1-Speak- Open Recording: Record yourself as much as possible about the Section 1 vocabulary picture. What words or phrases do you know? What do you do? What is happening in the picture?

  1.1.2 Part 1 and Part 2-Read, Listen, and Speak-Pronunciation-Flashcards-Look at the images and repeat the sentences. Click "**Definition**" to see the word or phrase in your language.

  1.1.4-Write-Open Text: Type each Section 1 Vocabulary word or phrase three times.

  1.1.8-Listen-Image Match: Listen to Amber describe her daily routine. Then, match each routine activity with the correct image.

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

  1.1.10-Read-Multiple Choice: Choose the correct simple conjugation of each verb.

  1.1.11-Write-Word Jumble: Put each statement in the correct order.

  1.1..12-Read and Write-Fill-in-the-Blanks: The verb is false in each sentence. Change each verb marked between the two asterisks(*) to make each sentence true.

1.1.14-Speak-Open Recording: Talk about your daily routine. Use time wherever possible.

1.1.20-Listen and Speak-Segmented Recording: Listen to each question about Lucas's daily schedule. Then, respond in the pauses provided using complete sentences. Use one of the adverbs in each response: **always, usually, often, sometimes, rarely, never, once, twice, three times, four times, or five times**. Click **"Done"** to move on to the next question.

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

  1.1.21-Pairing Activity/Open Text-What's your daily routine?: Write your daily routine activities. With a partner, discuss your routines. Talk about the start of your day until the end of your day. Include the time of day, and use adverbs of time when you can. As you listen to your partner, write his/her activities.

  1.1.24-Read-Sentence Jumble: Put Amber's daily routine in the correct order based on the conversation activity.

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

  1.1.25-Listen-Category Match: Read the blog entry. Then, listen to each sentence, and place it under the correct category.

  1.1.26-Read and Speak-Open Recording: Answer each question about yourself in complete sentences.

Section 2: Describe a Person

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

  1.2.1-Speak-Open Recording: Say as much as possible about the Section 2 Vocabulary pictures

  1.2.3-Part 1 and 2-Read-Text Match: Match the correct translation in your own language with each Section 2 Vocabulary word or phrase.

  1.2.9-Listen and Write-Fill-in-the-blanks: Listen for the adjective in each sentence. Then, fill in each blank with the opposite adjective (the antonym).

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

  1.2.12-Read and Write-Fill-in-the-Blanks: Fill in each blank with the correct question word from the word bank.

  1.2.13-Listen-Category Match: Listen to the discussion about Shane's family. Then, place each word or phrase under the correct family member it describes.

  1.2.15-Read and Speak-Open Recording: Say the question that led to the answer.

  1.2.18-Read-Multiple Choice: Choose the statement that does NOT make sense with the deduction statement.

1.2.20-Listen and Write-Question and Answer: Listen to each statement. Then, type if it is true or false. If the statement is false, you must correct it to make it true.

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

  1.2.22-Pairing/Open text: Describe your family members. Then, find out about your partner's family members.

  1.2.23-Speak-Open Recording: Compare your family members with those of your partner.

  1.2.24-Pairing Activity/Open Text: A picture is worth a thousand words. Write four questions about your image. Then, ask your partners the questions and write their answers. Switch partners and do it again.

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

  1.2.25-Read-Multiple Choice: Decide if each statement is true or false based on the reading.

  1.2.26-Read and Write-Question and Answer: Now fill out a questionnaire about you and your family.

  1.2.27-Read and Speak-Open Recording: After reading the questionnaires from the students, answer the following questions.

Section 3: Communication Today

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

  1.3.1-Write-Open Text: With a partner, type a short story about the Section 3 Vocabulary picture.

  1.3.2-Part 1 and Part 2-Read, Listen and Speak-Pronunciation/Flashcards: Look at images and repeat the sentences. Click "Definition" to see the word or phrase in your language.

  1.3.7-Read-Image Match: Match each vocabulary word with the correct image. Cultural Note: Talking with Technology

  1.3.10-Listen and Speak-Segmented Recording: Listen to each question. Then respond in the pauses using complete sentences. Click **"Done**" to move on to the next question.

  *****Game- Present Simple Tic-Tac-Toe and Marker War

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

  1.3.11-Read-Multiple Choice: Read each present simple sentence. Then, choose the correct present continuous sentence.

  1.3.14-Read and Write-Question and Answer: Based on the picture, decide if the statement is true or false. If it is false, type what the person is not doing, and then what the person is doing. Use some contractions.

1.3.15-Speak-Open Recording: Say one or two sentences about each of the five images. Use the present continuous and Section 3 Vocabulary.

1.3.19-Listen-Multiple Choice: Listen to Pamela talk about herself and others.For each pause, choose the sentence that best completes each sentence.

- **Conversation Activities**:

  1.3.22-Presentation Mode/Open Text-Technology Today: Use the questions to interview two adults of varying ages about the role of technology. The adult does not have to speak English, but you need to write the answers in English. Discuss answers with the class.

  1.3.23-Write-Open Text: Compare and Contrast your answers with the answers from the two adults you interviewed.

  1.3.24-Group Activity/Open Text: Which blog interests you? Find a blog that interests you. Answer the following questions about it and discuss in a group.

- **Reading Activities**:

  1.3.25-Read-Multiple Choice: Use the ***Social Media Usage US vs. US*** article to decide if each statement is true or false.

  1.3.26-Read and Speak-Open Recording: Answer each question about yourself in complete sentences.

Let's Talk Activities:

- **Video-Let's Talk About Daily Routines**

  LT 1.1-Listen-Viewing: Watch the chapter video.

  LT 1.2-Listen and Read-Multiple Choice Choose the best answer for each question based on the chapter video.

- **Interviews-Let's talk about you!**

  LT 1.4-Listen-Open Recording Answer each question about yourself in complete sentences.

  LT 1.5 Listen-Viewing Listen to the students talk about themselves.

  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. Use capitalization when needed. If the student says a number, type the number and don't write it as a word. (For example: type "3", not "three")

- **Unit 1 Review**

  Self Evaluation

R1 Listening

*Choose the best answer for each scenario.

*Listen to each sentence and type what you hear.

R2 Grammar

* Use the provided school schedule to answer questions in complete sentences. In each answer, include a different adverb or adverbial phrase of time. Write a must/can't deduction statement about the person based on the schedule and reason.

R3 Reading

*Read a person's profile. Something is false about each statement. Change the word(s) marked between the two asterisks(*) to make each sentence true based on this profile.

R4 Writing

*Write about the daily routine of one of your family members. Start with the time he/she wakes up and end with the time he/she goes to bed. Include time, adverbs, and adverbial phrases of time.

R5 Speaking

* As you watch the video, describe what Gerry is doing in each image. Use the present continuous.

Summative Assessments:

- **Projects 1 and 2** (Video Open Recordings/Presentations)
  -Social Media Profile
  -She received a text message...
- **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-found in the HUB**
- Use of cognates to increase comprehension-**Identify vocabulary that connect to L1; Robotel provides translations-**
- 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;Pairing projects groups of 2-4

Unit 2

Desired Results

Unit 2: Free Time

Unit Summary:

The purpose of this unit is to engage the students in discussions about playing sports, free time activities, and competing in sports. Students will use the present perfect continuous tense, adverbs of time, and time phrases when participating in conversations. 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:**

• What language can we use to describe playing a sport? • What other activities can we do in our free time? • How can we use adverbs of time to determine when something is happening? • How can we use different verb tenses to show time?	• Vocabulary when playing a sport can go into specific details students need to know to compete or talk about properly. • There are more activities students participate in than sports, and knowing these activities can make peer connections. • By using adverbs of time, students can be more specific about when an event has occurred. • Since the English language has a variety of verb tenses, knowing how and when to use the verb tenses will grow a student's language repertoire.

Vocabulary:

Section 1: Playing a Sport				
Sports Equipment		**Verbs**	**Other words and Phrases**	**Grammar**
The ball The basket The court The equipment The field	The goal The helmet The jersey The net The racket The track	To catch/caught/caught To hit To kick To miss To pass To score To shoot/shot To throw/threw/thrown	The goalkeeper The locker room The sports facility The stadium up/down	Review past Simple Review present perfect

Section 2: Expansion of Free Time

Activities		Sports	Adverbs of Time	Grammar
To bike; to go cycling To go on* A bike ride A jog A run A walk To jump To photograph Photography	To race The race To rock climb To sail To skate To ice skate To inline skate To skateboard To snowboard To surf To water ski	Auto racing Boxing Horseback riding	Already Just yet	Review questions in the past simple Adverbs of Time

Section 3: Competing in Sports				
Nouns	**Verbs**		**Other words and Phrases**	**Grammar**
The championship The match The point The prize The referee The score	To be a fan (of)* The fan To cheer (on) To compete To join To lose/lost To participate To quit/quit	To train To tie The tie game To try out/tried The tryout To win/won	Against First place Second place Third place Good Luck! versus(vs.)	Review Past Continuous Present Perfect Continuous

Students will be able to:

- Discuss sports and activities.
- Use previously learned past tenses.
- Use time phrases with since and for.
- Use adverbs of time.
- Use the present perfect continuous tense.

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

British Soccer Player Pairing Activity / Open Text Arsenal F.C. and Chelsea F.C. are two professional football (soccer) teams from England. Go to **https://www.arsenal.com/ or https://www.chelseafc.com/en**, click on the category "TEAMS", and scroll through the players. Click to view a player's profile. Fill in your chart the night before the conversation activity so that you and your partner can talk about your answers. Compare your player with your partner's player, and discuss who you think is the better player.

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: Playing a Sport

- **Vocabulary Activities:**

  2.1.1-Speak-Open Recording: Record yourself saying as much as possible about the Section 1 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

  2.1.2 Part 1 and 2-Read, Listen, and Speak: Pronunciation - Flashcards: Look at the images and repeat the sentences. Click on "Definition" to see the translation of the word/phrase.

  2.1.6-Listen and Write-Fill-in-the-Blanks: Listen to the vocabulary words or phrases from Section 1. Type each one as you hear it.

- **Grammar Activities:**

2.1.10-Read and Write-Fill-in-the-Blanks Conjugate each verb in the past simple tense. Use contractions in the negative.

2.1.11-Read-Multiple Choice: For 1-5 you are given a negative past simple sentence. Choose the correct affirmative past simple sentence. For 6-10 you are given an affirmative past simple sentence. Choose the correct negative past simple sentence.

2.1.12-Listen, Read and Write-Fill-in-the-Blanks: Listen to the descriptions about different sporting events. Fill in each blank with the correct past simple verb you hear.

2.1.15-Speak-Continuous Recording: Watch this short video clip of a soccer game. Tell what happened in the clip using the past simple.

2.1.18-Read and Write-Question and Answer: Read each short description of a famous professional athlete. Then, answer each question in a complete sentence based on the readings.

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

2.1.21-Group of 4 Activity-Open Text-Guess The Word!: Two of you work together with the Partner 1 worksheet and two with the Partner 2 worksheet. Look at the words and come up with a way to describe each one without saying the word itself. Write down the descriptions.

2.1.22-Pair Activity/Question and Answer: First, complete the answers to the questions about your favorite sport. Then, ask two partners the same questions to learn about their favorite sports.

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

2.1.24-Read and Write-Fill-in-the-Blanks: Look at Rosa's journal entry. Something is false about each statement. Change the word marked between the two asterisks (*) to make each sentence true.

2.1.25-Read and Speak-Open Recording: Answer each question in complete sentences based on the reading.

Section 2: Expansion of Free Time

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

2.2.1 - SPEAK Open Recording: Record yourself saying as much as possible about the Section 2 Vocabulary pictures. Which of these activities looks like the most fun? Which one would you not want to try?

2.2.2 Part 1 and Part 2 - READ, LISTEN & SPEAK Pronunciation - Flashcards: Look at the images and repeat the sentences. Click on "Definition" to see the translation of the word/phrase.

2.2.4 - WRITE Open Text: Type each Section 2 Vocabulary word or phrase three times.

2.2.7 - LISTEN Category Match: Listen to what each person enjoys doing. Then, decide which free time activities would be best for each of them.

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

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

  2.2.10 - READ Multiple Choice: Choose since or for to best complete each sentence describing how long each person has done each activity.

  2.2.11 - READ Sentence: Jumble William and Elizabeth are having a conversation. Put their conversation in the correct order.

  2.2.13 - READ & WRITE Fill-in-the-Blanks: Complete each sentence with the past simple or present perfect. Use keywords to help you decide which tense to use. Use capitalization when needed and a contraction when possible.

  2.2.16 - LISTEN, READ & SPEAK Segmented Recording: Look at each picture, and read its description. Then, listen to each question, and answer using complete sentences. Click "Done" to move on to the next question.

  2.2.17 - READ Multiple Choice: An adverb of time has been added to each sentence. Choose the correct position of each one.

  2.2.18 - READ & WRITE Question and Answer: Use the words given to form a present perfect statement or question with an adverb of time. The question mark tells you that you need to form a question.

  2.2.21 - READ & SPEAK Open Recording: Right now it is 11:02 a.m. Use Summer's Monday schedule to say sentences in the present perfect tense using the given activities and adverbs of time.

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

  2.2.22 - Pairing Activity / Open Text: Who plays which sport?

  2.2.23 - READ Category Match: Place each sport under the correct person based on the conversation activity "Who plays which sport?"

  2.2.24 - Have you ever ...? Pairing Activity / Open Text: Below are questions using the present perfect. Find someone in the class who has done the following activities. Write the name of the person in the box. Then, ask your partner another question about that freetime activity.

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

  2.2.26 - READ Multiple Choice: Decide if each statement is true or false based on the reading.

2.2.27 - READ & WRITE Open Text: After reading the "Robotel Hotel & Spa" webpage, write a review as if you stayed there and did some of the activities. Give your opinion and tell how many stars you give it.

Section 3: Competing in Sports

- <u>Vocabulary Activities</u>:

  2.3.1 - WRITE Open Text: With a partner, type a short story about the Section 3 Vocabulary picture. Before you start your story, type both of your names.

  2.3.2 Part 1 and Part 2 - READ, LISTEN & SPEAK Pronunciation - Flashcards: Look at the images and repeat the sentences. Click on "Definition" to see the translation of the word/phrase.

  2.3.5 - SPEAK Pronunciation: Pronounce phrases and sentences using Section 3 Vocabulary.

  2.3.7 - READ & WRITE Fill-in-the-Blanks: Complete the short story about a championship football game using the word bank.

- <u>Grammar Activities</u>:

  2.3.9 - READ Sentence Jumble Put the sentences in the correct order.

  2.3.10 - READ & WRITE Fill-in-the-Blanks Use the subject and infinitive verb given to complete each sentence with the present continuous or the past continuous.

  2.3.12 - WRITE Open Text Write a short story about a sports championship. You can choose which sport is being played. In your story, use the past simple, the past continuous, and the following vocabulary words: the point, the referee, to cheer, to win, to lose, to tie, to train, versus. You may use more vocabulary words if you like.

  2.3.13 - SPEAK Continuous Recording Watch this short video of a basketball game. Tell what happened using the past simple, what was happening using the past continuous, and what you think will happen using the future tense.

  2.3.15 - READ Multiple Choice Choose the present perfect or the present perfect continuous to complete each sentence.

  2.3.17 - LISTEN Text Match Listen to each sentence. Then, match each tense with the correct sentence.

  2.3.18 - READ & SPEAK Open Recording Look at Olivia's description of her upcoming championship basketball game. Change all the present perfect verbs to the present perfect continuous.

- <u>Conversation Activities</u>:

2.3.21 - American NFL Super Bowl Bracket Pairing Activity / Open Text Take turns asking and answering questions about the American NFL Super Bowl.

2.3.22 - British Soccer Player Pairing Activity / Open Text Arsenal F.C. and Chelsea F.C. are two professional football (soccer) teams from England. Go to **https://www.arsenal.com/ or https://www.chelseafc.com/en**, click on the category "TEAMS", and scroll through the players. Click to view a player's profile. Fill in your chart the night before the conversation activity so that you and your partner can talk about your answers. Compare your player with your partner's player, and discuss who you think is the better player.

2.3.23 - SPEAK Open Recording Record yourself as if you are the player that you researched. You are being interviewed after a game. Say your player's information that you researched for the conversation activity. Then, tell information about the game based on the information given and say your opinion about the game.

- **Reading Activities**:

2.3.24 - READ Category Match Place each phrase under the correct category based on the reading.

2.3.25 - READ & WRITE Sentence Jumble Look at the following sentences. Some are questions from the reporter; some are answers from an athlete. Put the conversation in the correct order.

2.3.26 - READ & SPEAK Open Recording Read the interview. Then, imagine that you are a teenager and got the chance to become a professional athlete.

Let's Talk Activities:

- **Video-Let's Go Rock Climbing**

LT 2.1 - LISTEN (Available with or without captions) Viewing Watch the chapter video.

LT 2.2 - LISTEN & READ Multiple Choice Choose the best answer for each question based on the chapter video.

- **Interviews-Let's talk about you!**

LT 2.5 - LISTEN (Available with or without captions) Viewing Listen to the students talk about themselves.

LT 2.8 - READ & SPEAK Open Recording Answer each question about yourself in complete sentences.

- **Unit Reviews**

-Self Evaluation

-Vocabulary

*GAME - Class Activity Past Simple Puzzle, Present Perfect Tic-Tac-Toe, and Marker War

-Listening

R1 - LISTENING 1 Multiple Choice Listen as a football coach talks to two players before a game. Choose the best answer for each question based on what you hear.

R2 - LISTENING 2 Fill-in-the-Blanks Listen to each sentence, and type what you hear. Be careful with capitalization and punctuation. If the answer is a number, spell it out. For example, type [ten] not [10]

-Grammar

R3 - GRAMMAR 1 Fill-in-the-Blanks Complete each sentence with the present perfect, present perfect continuous, since, or for. Use a contraction whenever possible and short answers.

R4 - GRAMMAR 2 Question and Answer The current time is 12:02 p.m. Use Jackie's Saturday schedule to type present perfect sentences using the given activities. For each sentence, use an adverb of time.

-Reading

R5 - READING Multiple Choice First, read Some of the Most Unusual Sports in the World. Then, decide if each statement is a fact, the author's opinion, or both (fact and opinion) based on the article.

-Writing

R6 - WRITING Fill-in-the-Blanks Rewrite the present simple sentence in each of the tenses given. Be careful with capitalization and punctuation.

-Speaking

R7 - SPEAKING 1 Segmented Recording The current date is March 15th, 2018. Listen to each question about the timeline. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

R8 - SPEAKING 2 Open Recording Tell a story about what was happening and/or what happened in the image of this soccer game. Use Chapter 2 Vocabulary, past simple, and past continuous. Think about these questions as you tell your story: What sport were they playing? What was the score? What was happening in the game when something else happened?

Summative Assessments:

- **Projects (Video Open Recordings/Presentations)**
  -Interview with a Professional Athlete
  -Make up a Sport
- **Unit Assessments***(Online via the HUB)*
  -Listening
  -Grammar

-Writing
-Reading
-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 online 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**
- 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
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups-**group students according to ELP levels**
- Use of visual and multisensory formats:
- Use of assisted technology: **Activities are found online in the Robotel HUB. Activities can be modified as per individual student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications can be found in the HUB.**

- Testing accommodations: **The Robotel HUB allows for teachers to change accommodations for assessments as per students' IEPs.**
- Authentic assessments

Unit 3

Desired Results

Unit 3: Family

Unit Summary:

The purpose of this unit is to engage students in discussions about holidays and celebrations, characteristics of friends and family, and how to give relationship advice. Students will use question tags and compare and contrast using alternative comparative forms. Students will practice their listening, reading, speaking, and writing English skills while incorporating the unit vocabulary and proper grammar functions.

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:

- How can we include all holidays and celebrations when discussing with friends?
- What specific words can we use to describe characteristics?
- How can we be more specific on the types of relationships we have with the people in our lives and give advice?
- What ways can we compare people, places and things?
- How can we transform statements into positive and negative questions?

Unit Enduring Understandings:

- Since there are various holidays celebrated in different cultures, knowing American holidays can build connections to native cultures and to other peers.
- By using more specific vocabulary, students can describe people with more accurate characteristics.
- There are more specific terms to describe relations between friends and family, and by knowing these terms, students can give better and more accurate advice.
- The English language has different ways to compare people, places and things, and therefore can be used to enhance students' conversational and academic skills.
- By taking the main part of the verb in the sentence and transforming it into a conjunction, students can add a positive or negative notion that they can use in casual conversation.

Vocabulary:

Section 1: Holidays and Celebrations		
Holidays and Celebrations	**Celebrating**	**Other Words and Phrases**
The anniversary The birthday Father's day Halloween The holiday Independence Day(Fourth of July) Mother's Day New Year's Day New Year Eve Thanksgiving Valentines Day The wedding	The balloon To blowout/blew/blown The candle The card To celebrate The celebration The costume To decorate The decoration The fireworks The gift; the present The guest To invite The invitation The parade The pumpkin The tradition	The age To get married/got/gotten To graduate The graduation The idea To remember To reply/replied RSVP

Section 2: Expansion of Characteristics			
Characteristics			**Other Words and Phrases**
Bossy Confident Crazy Creative Cute	Handsome healthy/unhealthy Jealous To be jealous (of) Kind	Old-fashioned Outgoing Patient Pleasant Similar	The characteristic To laugh The personality To smile To tell a joke/told

dependent/independent generous	Laid-back lazy	Sweet Talkative	What type of person are you?

Section 3: Relationships and Advice		
Describe People	**Verbs**	**Other Words and Phrases**
The adult The babysitter The couple The friendship The neighbor The relationship The spouse The teenager(teen)	To agree To disagree To apologize; to say sorry/said To be in love To cry/cried To fight/fought To forgive/forgave/forgiven To get along with To give advice/gave/given To look up to someone To miss someone	Annoying Embarrassing Good listener Reliable Tell the truth. That hurt my feelings.

Students will be able to:

- Discuss holidays and celebrations using conjunctions.
- Compare and contrast using alternative comparative forms.
- Use question tags.
- Give advice and suggestions about relationships.

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

- Read the Cultural Note: Halloween. Make a presentation using google slides about the traditions of your culture. Answer: What traditions of yours are similar, and what do you do that is different?
- Activity 3.1.7-Listen: Listen as four of the most celebrated holidays in the United States are described. Then, place each phrase under the correct holiday based on the description you hear.

- Read *Birthday Traditions*. Activity 3.1.24: Read and Write- Write about birthday traditions in your family or your country. How do your traditions compare and contrast to ones you just read about? Which traditions seem strange to you from the reading, and which ones do you like?

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: Holidays and Celebrations

- **Vocabulary Activities:**

  3.1.1 - SPEAK Open Recording Record yourself saying as much as possible about the Section 1 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

  3.1.2 Part 1 and Part 2 - READ, LISTEN & SPEAK Pronunciation - Flashcards Look at the images and repeat the sentences. Click on "Definition" to see the translation of the word/phrase.

  3.1.4 - WRITE Open Text Type each Section 1 Vocabulary word or phrase three times.

  3.1.7 - LISTEN Category Match Listen as four of the most celebrated holidays in the United States are described. Then, place each phrase under the correct holiday based on the descriptions you hear.

- **Grammar Activities:**

  3.1.9 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct subordinating conjunction from the word bank.

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

  3.1.12 - READ & WRITE Fill-in-the-Blanks Look at the recipe for a traditional American pumpkin pie. Fill in each blank with the correct subordinating conjunction of time from the word bank.

  3.1.17 - WRITE Question and Answer For each picture, type a complete sentence using one of the following subordinating conjunctions: after, before, even if, if...then, once, unless, until, when, where, wherever, while.

- **Conversation Activities:**

3.1.19 - Plan a Party! Pairing or Grouping Activity / Question and Answer With your partner(s), plan a party for an important person or couple in your life. Discuss the different party planning topics, and then write the party plans.

3.1.20 - SPEAK Open Recording Tell about the plans you made for the party.

3.1.22 - SPEAK Open Recording Say each sentence starts with the ending you like best from the "I Start...You Finish" conversation activity.

- **Reading Activities**:

3.1.23 - READ Category Match Place each word or phrase under the correct country based on the reading.

3.1.24 - READ & WRITE Open Text Write about birthday traditions in your family or your country. How do your traditions compare and contrast to the ones you just read about? Which traditions seem strange to you from the reading, and which ones do you like?

3.1.25 - 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.

Section 2: Expansion of Characteristics

- **Vocabulary Activities:**

3.2.1 - SPEAK Open Recording Say as much as possible about the Section 2 Vocabulary pictures. What types of personalities do you see? At which place would you prefer to work? What is happening in each picture?

3.2.2 Part 1 and Part 2 - READ, LISTEN & SPEAK Pronunciation - Flashcards Look at the images and repeat the sentences. Click on "Definition" to see the translation of the word/phrase.

3.2.4 - WRITE Open Text Type each Section 2 Vocabulary word or phrase three times.

- **Grammar Activities:**

3.2.10 - WRITE Fill-in-the-Blanks Look at each adjective. Fill in the blanks with the correct comparative and superlative adjective forms. For numbers 1-6, use the -er and -est forms. For numbers 7-12, use more and most.

3.2.12 - READ & WRITE Fill-in-the-Blanks Read the conversation between three students. Isabella is new to the school. Martin and Nathan are telling her a little bit about the other girls in class. Fill in each blank with the correct alternative comparative from the word bank.

3.2.13 - WRITE Open Text Write six complete comparative sentences. In each sentence, use one of the adjectives from List A and one of the quantifiers from List B. Use each word once.

3.2.14 – SPEAK Open Recording Look at the similar images. Say as many comparative sentences as you can about them. Then, move on to the next set of images and do the same thing.

3.2.18 – READ Multiple Choice Choose the best answer for each question.

- **Conversation Activities**:

3.2.21 – What's my trait? Grouping Activity (Groups of 4) / Open Text A group member chooses one of the characteristics from the chart and acts it out using words, facial expressions, or hand movements to get their partners to guess the characteristic. The partner who guesses the word correctly is awarded one point. That person can then try to use the word in an alternative comparative form to receive another point.

3.2.23 – 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.

- **Reading Activities:**

3.2.24 – READ Multiple Choice Choose the correct definition for each pink word in the reading.

3.2.25 – LISTEN Text Match Listen to the following notes a business manager took during job interviews. Then, match each personality type with the correct candidate.

3.2.26 – READ & SPEAK Open Recording Answer each question about yourself in complete sentences.

Section 3: Relationships and Advice

- **Vocabulary Activities:**

3.3.1 – WRITE Open Text With a partner, type a short story about the Section 3 Vocabulary pictures. Before you start your story, type both of your names.

3.3.5 – SPEAK Pronunciation Pronounce sentences using Section 3 Vocabulary.

3.3.7 – READ Sentence Jumble Put the conversation in the correct order.

3.3.8 – LISTEN Category Match – Graded Order Listen as Cindy describes three friends. Then, place each phrase under the correct friend and next to the correct question. The order will be graded.

- **Grammar Activities:**

3.3.14 – READ & WRITE Question and Answer Read each scenario. Then, type three different statements of deduction for each one. Use the words you are given.

3.3.15 – SPEAK Open Recording Look at each image, and say a statement using a past modal of deduction.

3.3.18 – LISTEN & READ Sentence Jumble Listen to each scenario. Then, put the suggestions in the correct order based on the scenarios.

3.3.19 - READ & WRITE Question and Answer Change each command into a friendly suggestion.

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

  3.3.21 - What should I do? Pairing Activity / Question and Answer Often in America, people call in to a radio station to talk about a problem and then listeners can call in to give them advice. First, write a problem you have or had, real or made up.

  3.3.22 - SPEAK Open Recording First, read your problem. Then, tell the one piece of advice that was most helpful to you from the listeners who called in to the radio show. Explain why it was helpful to you.

  3.3.23 - Silly Story Grouping Activity (Groups of 4) / Open Text

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

  3.3.25 - READ & WRITE Question and Answer After reading about the differences in wedding styles, answer each question using complete sentences.

  3.3.26 - LISTEN & SPEAK Segmented Recording

- **<u>Let's Talk Activities:</u>**

Video-Let's Throw Skylar a Party!

LT 3.1 - LISTEN (Available with or without captions) Viewing Watch the chapter video.

LT 3.4 - READ & SPEAK Open Recording Answer each question about your favorite birthday party. Use complete sentences.

Interviews-Let's Get to Know Your Family!

3.6 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the students talk about themselves. Fill in each blank with the correct missing words. Use capitalization when needed.

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.

<u>Unit Review</u>

Self-Evaluation

R1 - LISTENING 1 Multiple Choice Listen as a husband and wife plan a party. Choose the best answer for each question based on what you hear.

R3 - GRAMMAR 1 Question and Answer Complete each sentence starter by writing a sentence using one of the conjunctions given. Rewrite the complete sentence. Do not use a conjunction more than once: after, before, even if, once, until, while.

R5 - READING Question and Answer Read the conversation between Justin and Carlos. Write five things that he shouldn't have done and give a suggestion for each. Use different modals of past deduction when possible.

R6 - WRITING Open Text Read the magazine advice article "Ask Andy." Bobby is asking for advice about his neighbors. Based on what you read, type a response letter giving him advice on what he should do about this problem. Use the common phrases you learned to offer friendly suggestions.

R8 - SPEAKING 2 Open Recording Look at the vocabulary images from Section 3. Answer the questions about these images.

Summative Assessments:

- Projects (Video Open Recordings/Presentations)
  -English-Speaking Holidays
  -Online Invitation
- Unit Assessments*(Online via the HUB)*
  -Listening
  -Grammar
  -Writing
  -Reading
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark

Robotel Unit 3 Assessment

Alternative Assessments:

Case by case basis using Robotal 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**

- 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
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups-**group students according to ELP levels**
- Use of visual and multisensory formats:
- Use of assisted technology: **Activities are found online in the Robotel HUB. Activities can be modified as per individual student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications can be found in the HUB.**
- Testing accommodations: **The Robotel HUB allows for teachers to change accommodations for assessments as per students' IEPs.**
- Authentic assessments

Unit 4

Desired Results

Unit 4: School

Unit Summary:

The purpose of this unit is to engage students in discussions about continuing education, the classroom, and college life. Students will make predictions about future events and will use cause and connecting words when participating in conversations. 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:**
• What are my future plans?	

• What words can we use to describe our future plans? • Why is it important to discuss future educational plans? • How will decisions we make today affect our future endeavors? • What words or phrases would we use to complete an application? • What verb tense can we use to make predictions about our future?	• It is important to use appropriate language when completing an application for a job and/or school. • Since there are many decisions to make about our future, it is important to research and understand the different options. • Understanding the correct use of future verb tenses will help students make predictions and talk about facts and things they are certain will happen in the future.

Vocabulary:

Section 1: Continuing Education		
Applying to College		**Picking Classes**
To apply/applied The application To be accepted; to get into* The college The technical college The University To complete;to fill out To decide	The instructions The personal information To pick To volunteer	To be interested in* The course]the degree The elective The internship To major (in) The major The placement exam The program to require To sign up

Section 2: In the Classroom

Professors and the Classroom	Students and the Classroom	Other Words and Phrases	
To assign The assignment To cancel To expect The expectation The lesson The professor The instructor The teaching assistant (TA) To teach/taught	To drop/dropped To fail The highlighter To pass The pencil case To take notes	To be due* The due date Challenging The essay The final exam(finals) The laboratory(lab) The level Beginner Intermediate advanced	The paper The semester

Section 3: College Life			
Living on Campus	**Studying Abroad**	**Learning a Foreign Language**	**Other Words and Phrases**
The campus The dormitory(dorm) The roommate	The document The embassy The exchange student To study abroad/studied visa	To communicate The dictionary Fluent Foreign To mean/meant The meaning To pronounce The pronunciation To translate The tutor To understand/understood	Confused Confusing Curious Disappointed Disappointing nervous

		To misunderstand*	

Students will be able to:

- Discuss future education plans.
- Make predictions about future events.
- Use cause and effect connecting words.
- Understand differences of 1st and 2nd conditional.

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

- Internet Search(in your language) Wales is known for foods such as Glamorgan sausage, Welsh cakes, laverbread, Welsh crempog, and Welsh rarebit. Have you heard of any of these foods? Look up two traditional Welsh dishes and read how to make them. Do you make something similar in your culture? Would you like to try any of these foods? Discuss what you learn as a class.
- Internet Search (in your language) Roald Dahl is a famous writer and poet whose works include Charlie and the Chocolate Factory, James and the Giant Peach, The BFG, Fantastic Mr. Fox, Matilda, and many more. Search the web for a story written by Roald Dahl and read a description about it. What type of story is it? Have you read that story yourself, or have you seen a movie about that story?

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: Continuing Education

- **Vocabulary Activities:**

  4.1.1 - SPEAK Open Recording Record yourself saying as much as possible about the Section 1 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

4.1.3 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.

4.1.4 - WRITE Open Text Type each Section 1 Vocabulary word or phrase three times.

4.1.8 - LISTEN Category Match Listen to two friends discussing their plans after high school. Place each phrase under the correct person.

- <u>Grammar Activities</u>

  4.1.10 - READ Sentence Jumble Two friends are trying to predict which university their friend Lindsay will attend. Put the conversation in the correct order.

  4.1.12 - READ Multiple Choice Choose the best prediction for each situation.

  4.1.17 - LISTEN & READ Multiple Choice Look at the chart that shows what each person will be doing next year. Then, listen to each statement, and decide if each one is true or false.

  4.1.18 - SPEAK Open Recording Look at each image, and say what the person/people will be doing based on what you see.

- <u>Conversation Activities:</u>

  4.1.19 - Will you be free? Pairing Activity / Open Text 1. Choose five of the following activities, and put them anywhere on your schedule for next week

  4.1.20 - 25 years from now ... Grouping Activity (Groups of 4) / Open Text

- <u>Reading Activities:</u>

  4.1.21 - READ Multiple Choice Choose the correct meaning for each pink word in the reading.

  4.1.23 - READ & SPEAK Open Recording Answer the questions about yourself in complete sentences.

Section 2: In the Classroom

- <u>Vocabulary Activities</u>

  4.2.1 - SPEAK Open Recording Say as much as possible about the Section 2 Vocabulary picture. Who do you think is in the picture? What do you think they are doing? What do you see on the table?

  4.2.6 - LISTEN & WRITE Fill-in-the-Blanks Listen to the sentences using Section 2 Vocabulary. Type each one as you hear it.

4.2.7 - READ & WRITE Question and Answer Type a question that could lead to the answer given.

- **Grammar Activities**

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

4.2.11 - LISTEN & READ Multiple Choice Listen to each scenario. Then, choose the correct prediction based on what you hear.

4.2.17 - SPEAK Open Recording For each image, say a cause/effect statement using one of the following connecting words: because, because of, so, therefore.

- **Conversation Activities:**

4.2.18 - Cause and Effect Pairing Activity / Open Text

4.2.20 - READ, LISTEN & WRITE Fill-in-the-Blanks Listen to the questions about Peter Fox's transcript. Fill in each blank with the correct answer. The answers are either one or two words.

- **Reading Activities:**

4.2.21 - LISTEN & READ Multiple Choice Listen to each statement. Then, decide if it is true or false based on the reading.

4.2.23 - READ & SPEAK Pairing Activity With your partner, debate like the two professors on the talk show. One of you is in favor of online learning; the other one prefers in class (face-to-face) learning. Use the ideas you collected in the previous activity. Here are some guiding questions to help you:

Section 3: College Life

- **Vocabulary Activities:**

4.3.1 - WRITE Open Text With a partner, type a short story about the Section 3 Vocabulary picture. Before you start your story, type both of your names.

4.3.3 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.

4.3.5 - SPEAK Pronunciation Pronounce sentences using Section 3 Vocabulary.

GAME - CHAPTER 4 VOCABULARY REVIEW Class Activity Chutes & Ladders and Marker War

- **Grammar Activities:**

4.3.11 - READ & WRITE Fill-in-the-Blanks Complete each sentence with either the present simple or the future tense of each verb given. Do not use contractions.

4.3.14 - SPEAK Continuous Recording As you see each picture, tell what Sophia will do using a complete sentence in the 1st conditional.

4.3.16 - READ & WRITE Fill-in-the-Blanks Complete each sentence with either the past simple or would + base form of each verb given. Use a contraction when possible.

- **Conversation Activities:**

  4.3.20 - If I ..., I would Grouping Activity (Groups of 3 or 4) / Open Text

  4.3.21 - Who studied what and where? Pairing Activity / Open Text

  4.3.22 - READ Category Match - Graded Order Place each piece of information under the correct school based on the "Who studied what and where?" conversation activity.

- **Reading Activities:**

  4.3.23 - READ Text Match Match each number with the correct title of information.

  4.3.24 - READ & WRITE Open Text Type a letter of intent to the university of your choice.

Let's Talk Activities:

- **Video-Let's Talk About College and Classes!**

  LT 4.1 - LISTEN (Available with or without captions) Viewing Watch the chapter video.

  LT 4.3 - SPEAK Open Recording Imagine giving a friend a tour of your school. Tell him/her about:

- **Interviews-Let's Talk About College Life!**

  LT 4.4 - LISTEN (Available with or without captions) Viewing Listen to the students talk about themselves.

  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

R2 - LISTENING 2 Fill-in-the-Blanks Listen to each sentence, and type what you hear.

R4 - GRAMMAR 2 Fill-in-the-Blanks Complete each sentence with the past simple, would + base form, the present simple, or the future tense of each verb given.

R5 - READING Multiple Choice Read the following advertisements for volunteer opportunities near your home. Choose the best answer for each question based on the reading.

R6 - WRITING Open Text Type a description about yourself for an application to Robotel University.

R8 - SPEAKING 2 Open Recording Answer each question about the image using complete sentences.

Summative Assessments:

- **Projects (Video Open Recordings/Presentations)**
  -If I studied abroad...
  -University Application
- **Unit Assessments***(Online via the HUB)*
  -Listening
  -Grammar
  -Writing
  -Reading
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark

Robotel Unit 4 Assessment

Alternative Assessments:

Case by Case basis using Robotel online

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

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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

Specific examples applied to the unit

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

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

Specific examples applied to the unit

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

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

Specific examples applied to the unit

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

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

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

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

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

- Pre-teaching of vocabulary and concepts **:Building Background/Introduction of Vocabulary prior to reading**
- 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
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups-**group students according to ELP levels**

- Use of visual and multisensory formats:
- Use of assisted technology: **Activities are found online in the Robotel HUB. Activities can be modified as per individual student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications can be found in the HUB.**
- Testing accommodations: **The Robotel HUB allows for teachers to change accommodations for assessments as per students' IEPs.**
- Authentic assessments

Unit 5

Desired Results

Unit 5: Shopping

Unit Summary:

The purpose of this unit is to engage students in discussions about running errands, clothing and fashion,and going shopping. Students will use phrasal verbs, nouns as adjectives, determiners and pronouns when having conversations. 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: • What language can we use to talk about our errands? • How can we be more descriptive with the clothing items we wear? • What specific words can we use when making purchases? • How can we use particles to create meanings of verbs? • How is voice used in the present simple?	**Unit Enduring Understandings:** • When running errands, students can use more specific vocabulary to better explain what they are doing. • The clothing world has different terminology that can be used to express specific interests, likes and dislikes. • To decide, and make a purchase, students can use more complex vocabulary to communicate needs and wants. • By combining a verb and a particle, students can create new meaning to verbs that can expand their language use.

	• Active and passive voices using the present simple can be demonstrated by changing the order of words where the noun is performing the action in the active voice, and the noun is receiving the action in the passive voice.

Vocabulary:

Section 1: Running Errands		
Types of Stores	**Other Words and Phrases**	**Phrasal Verbs**
The bakery the butcher shop The clothing store The delicatessen(deli) The department store The flower shop The hair salon The jewelry store The pet store The second-hand shop The shoe store The sports shop The toy store	To add The item To keep/kept The list To run errands/ran/run To sell/sold	To find out/found To give away* To pick out To pick up To put away* To put back* To take back* To throw away* To try on* To write down/wrote/written

Section 2: Clothing and Fashion		
Describing Clothing		**Other Words and Phrases**
The athletic shoes; the tennis shoes	The paper	To borrow

The brand The button The label; the tag The logo The material Cotton Leather Silk wool	Floral Plaid Polka dot Striped The pocket The sweatshirt To wear out/wore/worn The workout clothes The zipper	To change Clean Couple; pair Dirty Few To go with* The outfit The perfume/ the cologne To smell(like)

Section 3: Going Shopping		
Deciding on a Purchase		**Making a Purchase**
To advertise The advertisement (ad) To choose/chose/chosen The choice The decision The dressing room To hold/held To put on hold*	To return The return To show/showed/shown The store hours	To be on sale* The cash register The change The cost Free Inexpensive The price tag Reasonable The receipt To spend/spent Such a good deal To wait (in line)

Students will be able to:

- Talk about errands using phrasal verbs.
- Use nouns as adjectives.

- Discuss fashion using determiners and pronouns.
- Talk about shopping using relative pronouns.
- Use active and passive voice.

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

- INTERNET SEARCH: (in your language)Search the legend of Finn MacCool and Giant's Causeway, and read about the story of how Giant's Causeway was formed. Now, write your own short story of how these rock formations could have been made.
- INTERNET SEARCH: (in your language)The world famous Titanic ship was built in Belfast, the capital of Northern Ireland. Visit the website www.titanicbelfast.com and read basic information about this museum. Prepare a presentation answering the following: If you were going to visit Titanic Belfast, how much money would you spend on a ticket? What would you like to do or see there? What type of tour would you like to take?

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: Running Errands

- **Vocabulary Activities**

  5.1.1 - SPEAK Open Recording Record yourself saying as much as possible about the Section 1 Vocabulary pictures. What words or phrases do you know? What do you see? What is happening in the pictures?

  5.1.3 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.

  5.1.4 - WRITE Open Text Type each Section 1 Vocabulary word or phrase three times

  5.1.8 - LISTEN Image Match Listen as Raj talks about the errands he has to run in order to prepare for a holiday party with his family. Match each errand number with the correct place so that you put his errands in order.

- **Grammar Activities**

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

  5.1.12 - LISTEN Image Match Listen to each sentence that has a separable verb. Then, match the sentence number with the correct image.

  5.1.13 - READ & WRITE Fill-in-the-Blanks Read the story. Then, fill in each blank with the correct phrasal verb from the word bank. The first blank in the sentence is for the verb. The second blank is for the particle.

  5.1.14 - SPEAK Continuous Recording Say a sentence that describes each picture using the correct phrasal verb. Choose from these phrasal verbs: pick up, give away, put back, wake up, put on, throw away.

  5.1.16 Part 1 and Part 2 - READ & WRITE Word Jumble Put each noun phrase in the correct word order.

- **Conversation Activities**

  5.1.20 - Shopping List Class Activity / Open Text

  5.1.21 - Sort the Clothes Pairing Activity / Open Text

- **Reading Activities**

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

  5.1.24 - READ Multiple Choice Decide if each decluttering tip is true or false based on the reading.

  5.1.25 - READ & SPEAK Open Recording Answer the questions about yourself in complete sentences.

Section 2: Clothing and Fashion

- **Vocabulary Activities**

  5.2.1 - SPEAK Open Recording Say as much as possible about the Section 2 Vocabulary pictures. What types of clothing items and materials do you see? Is there anything that you can understand on the labels or tags?

  5.2.3 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.

  5.2.8 - SPEAK Open Recording Look at the clothing images, and put together three different outfits. Describe the clothing and accessories you will wear for each event.

- **Grammar Activities**

5.2.10 - READ Multiple Choice Choose the determiner that best completes each sentence.

5.2.11 - READ & WRITE Fill-in-the-Blanks Complete each sentence with both of, neither of, either ... or, or neither ... nor.

5.2.13 - LISTEN & WRITE Question and Answer Listen to each set of two statements. Then, type a statement combining the information from those two statements by using one of the determiners (both, either, or neither).

5.2.14 - SPEAK Open Recording Describe what the people are wearing using determiners (both, either, neither).

- Conversation Activities

5.2.19 - Your Fashion Preferences Pairing Activity / Open Text

5.2.20 - SPEAK Open Recording Compare and contrast your fashion preferences with your partners' preferences.

5.2.21 - Can I help you find something? Pairing Activity / Open Text

- <u>Reading Activities</u>

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

5.3.1 - WRITE Open Text With a partner, type a short story about the Section 3 Vocabulary picture. Before you start your story, type both of your names.

5.3.2 Part 1 and Part 2 - READ, LISTEN & SPEAK Pronunciation - Flashcards Look at the images and repeat the sentences. Click on "Definition" to see the translation of the word/phrase.

Section 3: Going Shopping

- <u>Vocabulary Activities</u>

5.3.5 - SPEAK Pronunciation Pronounce sentences using Section 3 Vocabulary.

5.3.6 - LISTEN & WRITE Fill-in-the-Blanks Listen to the sentences using Section 3 Vocabulary. Type each one as you hear it.

5.3.9 - LISTEN & SPEAK Open Recording Listen to the conversation. Tell what happened after they tried the dresses on and how the story ended. Use ten of the following words/phrases in your story: to choose, the decision, to put on hold, to check out, the change, the cost, the receipt, to be on sale, to spend, such a good deal, to wait, and the price tag.

GAME - CHAPTER 5 VOCABULARY REVIEW Class Activity Passive Verbs and Marker War

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

  5.3.10 - READ Multiple Choice Choose the relative clause that best completes each sentence.

  5.3.14 - READ & SPEAK Open Recording Complete each sentence starter by saying something that is true for you using a relative clause.

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

  5.3.20 - Build Passive Sentences Pairing Activity / Open Text

  5.3.21 - Describe it! Group Activity (Groups of 4) / Open Text

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

  5.3.23 - READ Multiple Choice Decide if each rule for the TV show is true or false based on the reading.

  5.3.24 - SPEAK Open Recording Throughout this chapter, you have learned about fast fashion and shopping. Debate whether or not buying cheaper, more inexpensive clothing is better than buying higher quality, more expensive clothing.

Let's Talk Activities:

- **Video-Let's Pick Out Some Outfits!**
- **Interview-Let's Talk About Shopping and Clothes!**

Unit Review:

Self-Evaluation

R1 - LISTENING 1 Multiple Choice Listen to the conversation. Then, choose the best answer for each question.

R3 - GRAMMAR 1 Fill-in-the-Blanks Read each sentence. Then, change one noun into a noun phrase, and type the complete sentence in the blank.

R5 - READING Multiple Choice Read the "Spotlight on an American Designer: Calvin Klein." Then, choose the best answer for each question based on the reading.

R6 - WRITING Question and Answer Read the paragraph. Pick five active sentences that can be changed into passive. Write both the active and passive sentences. Try to use the agent for a couple of sentences.

R7 - SPEAKING 1 Continuous Recording Watch the video of Emily checking out at a store. As you watch the video a second time, record yourself saying what is happening using at least three relative clauses

Summative Assessments:

- **Projects (Video Open Recordings/Presentations)**
  -Shopping Skit
  -Online Shopping Spree
- **Unit Assessments***(Online via the HUB)*
  -Listening
  -Grammar
  -Writing
  -Reading
  -Speaking

Common Benchmark Assessments:

LinkIt! Benchmark

Robotel Unit 5 Assessment

Alternative Assessments:

Case by case 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**
- 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
- Scaffolding-**Robotel HUB includes teacher resources such as graphic organizers, sentence/paragraph frames, samples of sentence structures**
- Word walls
- Sentence frames
- Think-pair-share

- Cooperative learning groups-**group students according to ELP levels**
- Use of visual and multisensory formats:
- Use of assisted technology: **Activities are found online in the Robotel HUB. Activities can be modified as per individual student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications can be found in the HUB.**
- Testing accommodations: **The Robotel HUB allows for teachers to change accommodations for assessments as per students' IEPs.**
- Authentic assessments

Unit 6

Desired Results

Unit 6: Entertainment

Unit Summary:

The purpose of this unit is to engage the students in authentic discussions about film and TV, music,entertainment and news. Students will use the correct adjective endings, past perfect tense, and combine verbs and prepositions when participating in conversations. Active and passive voice will also help students talk about entertainment. 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: • What is entertainment? • What vocabulary words can be used to describe different types of entertainment? • How can different forms of entertainment support my English language learning journey?	**Unit Enduring Understandings:** • Understanding vocabulary with entertainment will help us connect with others. • Listening to and viewing different forms of entertainment platforms can enrich my English language vocabulary. • Entertainment interests will help make connections with peers.

• How can we use entertainment to connect to others? • How can connecting words show contrast when we are discussing music(telling a story)? • When do we use past perfect tense? • How are verbs and prepositions combined? • How are active and passive voices used?	• Connecting words can show how one idea can have an unexpected relationship with another idea. • Past perfect tense is used when discussing two past events and shows that one event happened before another. • Verb and Preposition combinations have to be memorized and used in specific combinations. • In an active voice, the verb must be in the correct tense. In passive voice, the verb "be" must be in the correct form while the main verb is in past participle form.

Vocabulary:

Section 1: Expansion of Film and TV			
At the Movie Theater	**Watching TV**	**Other Words and Phrases**	
The admission The aisle The candy The concession stand (concessions) The popcorn The row The ticket counter	The cartoon The channel The commercial The documentary The episode The remote control	Again To allow; to let/let Amazing The award To be done* The celebrity; the star The character;the role	During Entire;whole The life(lives) The rating

Section 2: Expansion of Music			
In the Recording Studio	**In Concert**	**Band Members**	**Verb+Prep. Combinations**
The album	To be on tour*	The backup dancer	To approve *of*

To be inspired* The inspiration The hit song The microphone The recording	To clap/clapped The live show The performance The performer The speaker The stage To suggest	The bassist The drummer The lead guitarist The pianist	To complain *about* To remind someone *of* To thank someone *for*

Section 3: Entertainment and News		
News and the Media	**Other Forms of Entertainment**	**Other Words and Phrases**
The article To explain The headline To interview The interview The interviewer The interviewee To look into (something) The news The opinion To review The review	The act The animal The ballet The circus The comedian;the comic The DJ The event The magic show The opera The orchestra The play	To believe To change your mind The part To request a song

*Go to **Irregular Verb** chart to review the conjugations

Students will be able to:

- Talk about film and TV using correct adjective endings.
- Use the past perfect.
- Discuss music using connecting words to show contrast.
- Combine verbs and prepositions.

- Talk about entertainment using the active and passive voices.

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

- READ & SPEAK Open Recording Answer the questions about yourself in complete sentences. 1. What is your favorite type of TV show? What's your least favorite? Why? 2. Do you have a favorite TV show that you watch on a regular basis? What is it, and why is it your favorite? 3. Have you ever seen any of the American or British TV shows mentioned in the reading? If so, what did you think?
- Tell me a joke! Pairing Activity / Text Match Who knew grammar could be so funny? Look at these past perfect jokes. The questions and the answers are not together. You both have all of the questions up top and all of the answers down below. Find the "punch line" (answer) to each joke. Write the letter of the answer next to the joke. If your partner doesn't think it is funny, explain it to him/her if you can. Most of these are idiomatic expressions and might be hard to understand, but good luck! These jokes are quite punny! (pun + funny = punny)
- Type a performance critique about a concert, musical, opera, play, or movie you went to see. Be sure to follow the guidelines and include all necessary information in the three different parts of your critique.

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: Expansion of Film and TV

- **Vocabulary Activities**

  6.1.3 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.

  6.1.6 - LISTEN & WRITE Fill-in-the-Blanks Listen to the phrases using Section 1 Vocabulary. Type each one as you hear it. If the answer is a number, type the numeral. For example, type [10] not [ten].

  6.1.8 - READ & SPEAK Open Recording Read the information and ratings about the movies. Then, read the questions and answer each one using complete sentences.

- **Grammar Activities**

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

  6.1.13 - WRITE Question and Answer Type two sentences for each picture that describes what had happened (past perfect) before it was taken and then what happened (past simple) in the picture.

- **Conversation Activities**

  6.1.21 - SPEAK Open Recording Tell about one of your partner's favorites from the conversation activity. Include as many answers as possible to the questions you asked him/her.

- **Reading Activities:**

  6.1.24 - READ Category Match Place each word under the correct type of TV show.

  6.1.25 - READ & SPEAK Open Recording Answer the questions about yourself in complete sentences.

Section 2: Expansion of Music

- **Vocabulary Activities:**

  6.2.5 - SPEAK Pronunciation Pronounce sentences using Section 2 Vocabulary.

  6.2.6 - LISTEN & WRITE Fill-in-the-Blanks Listen to the sentences using Section 2 Vocabulary. Type each one as you hear it.

  6.2.8 - READ Sentence Jumble Read the paragraphs about what needs to be done in order to plan a concert. First, decide which title goes with which paragraph. Then, put the titles in the order in which you see the paragraphs.

- **Grammar Activities:**

  6.2.11 - READ & WRITE Fill-in-the-Blanks Fill in each blank with the correct preposition (about, at, for, of, on, to, with).

  6.2.12 - LISTEN & READ Multiple Choice Listen to the sentences. Each one is missing the preposition. Choose the correct one that best completes each sentence.

  6.2.14 - READ Multiple Choice Choose the connecting word that best completes each sentence.

  6.2.18 - SPEAK Open Recording Pretend you went to this concert last night with your friends. You are now telling your parents about it. Use connecting words to show contrast as you are telling your story.

- **<u>Conversation Activity</u>**

  6.2.20 - Song Translation Pairing Activity

- **Reading Activity**

  6.2.21 - READ & WRITE Fill-in-the-Blanks Look at the following interview with the band. Fill in each blank with the correct word from the word bank.

  6.2.22 - WRITE Sentence Jumble Read the blog posts. Here are the titles of the blog posts that the band did not include. Put the titles in the correct order of the posts.

Section 3: Entertainment and News

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

  6.3.3 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.

  6.3.6 - LISTEN & WRITE Fill-in-the-Blanks Listen to the sentences using Section 3 Vocabulary. Type each one as you hear it.

  6.3.8 - LISTEN Category Match Listen as top critics give movie reviews of Harry Potter and the Deathly Hallows: Part 2. Is the review positive or negative? Place each critic's name under the correct type of review.

  GAME - CHAPTER 6 VOCABULARY REVIEW Class Activity Battleship and Marker War

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

  6.3.10 - READ Multiple Choice Choose the correct tense of each sentence.

  6.3.12 - LISTEN & WRITE Category Match - Fill-in-the-Chart Listen to the conversation. Then, fill in the chart with the correct entertainment noun. Type 'the' in front of each noun.

  6.3.15 Part 1 and Part 2 - READ & WRITE Category Match - Fill-in-the-Chart Read each sentence. Then, type each part of the sentence under the correct part of speech. If the sentence does not have a certain part of speech, type an "x" in the box. Use capitalization, but do not use punctuation.

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

  6.3.22 - Opinions and Entertainment Pairing Activity / Open Text

  6.3.23 - Upcoming Local Events Pairing or Grouping Activity (Groups of 4) / Open Text

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

  6.3.26 - WRITE Open Text Type a performance critique about a concert, musical, opera, play, or movie you went to see. Be sure to follow the guidelines and include all necessary information in the three different parts of your critique.

Let's Talk Activities:

- **Video-Let's go to a concert!**

LT 6.1 - LISTEN (Available with or without captions) Viewing Watch the chapter video

- **Interviews-Let's talk about entertainment!**

LT 6.5 - LISTEN, READ & WRITE Fill-in-the-Blanks Listen to the students talk about themselves. Fill in each blank with the correct missing words. Use capitalization when needed.

Unit Review:

Self-Evaluation

R1 - LISTENING 1 (Continued) Category Match - Graded Order

R3 - GRAMMAR 1 Multiple Choice Choose the connecting word, adjective, or preposition that best completes each sentence.

R5 - READING Multiple Choice Choose the best answer for each question based on the reading.

R6 - WRITING Open Text Write a review about a concert, theater performance, movie, or other event to which you have gone. Use as many tenses as possible throughout your text.

R7 - SPEAKING 1 Segmented Recording Listen to each question about entertainment. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

Summative Assessments:

- **Projects (Video Open Recordings/Presentations)**

  -Movie Project

  -Infomercial
- **Unit Assessments***(Online via the HUB)*

  -Listening

-Grammar
-Writing
-Reading
-Speaking

Common Benchmark Assessments:
LinkIt! Benchmark
Robotel Unit 6 Assessments

Alternative Assessments:
Case by Case 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
- Use of assisted technology-**Listening and viewing activities(Conversation section of unit; segmented recordings; unit videos)**
- Use of prompts-**fill-in-the blank activities throughout unit;**
- Modification of content and student products-**Robotel teacher resources and the HUB allow for modifications of content throughout the unit**
- Testing accommodations -HUB allows for accommodations as per student needs
- 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 -**Vocabulary taught through HUB activities**
- Visual learning, including graphic organizers-**Available through the HUB**
- Use of cognates to increase comprehension
- Teacher modeling-**TW choose HUB activities for modeling skills**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- 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-**Pairing Activities throughout the Unit(Conversion Section-Blog, open text)**