Summit Public Schools
Summit, New Jersey
Grade Level: 6 / Content Area: Robotics & Coding Cycle / 6 Weeks

Overview:

Robotics & Coding 6 is a cycle course that is transitioning to meet the needs of an ever changing technological world. It will serve as a stepping stone in developing the technology skills of Summit's students. The core topics covered during the course will be basic robotics and the transition from block coding to text-based coding. The hands-on activities will vary in level of complexity depending on the previous experiences of the students. During the cycle, the students will use various data and design applications to enhance the learning and connect it to real life experiences.

Unit 1: Intermediate/Advanced Block Coding
The unit builds off of the students' experiences in elementary school with block-coding. By building off of these experiences, the students will have a concrete foundation for more advanced concepts and skills that assist with the understanding of some similar concepts found in text-based coding.

Unit 2: Introduction to Robotics
The unit again takes the students beyond their elementary school experiences with building and coding basic robotics. Students will not only build a more intricate robot but will code it to complete an autonomous task. During this unit, we will talk about technological advancements and how they impact us on a variety of levels. (i.e. socially, economically, and environmentally)

Unit 3: Introduction to Text-Based Coding in Python
The unit will introduce the students to the concept of coding with text instead of visuals or blocks. The students will be learning the fundamentals of the specific programming language called Python. This is so the student will be able to use the basics in order to write simple code or programs using proper syntax.

Unit 1: Intermediate/Advanced Block Coding

Big Ideas: *Course Objectives/Content Statement(s)*

- To reinforce and advance the students' skills and knowledge of concepts in Block Coding for the transition to Text-Based Coding.
- Computer Science is a field of study that heavily impacts our everyday life and the world simultaneously.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is Computer Science? • How does Computer Science relate to everyday life? • How have social and cultural barriers been broken in the field of Computer Science? • Has technology always been accessible to everyone? Is technology accessible to everyone now or are there still accessibility issues? • What steps should be applied when designing and coding an actual program? • What choices/options do students have when designing a code or program to perform in a specific way? • Which coding skills and concepts can be learned through hands-on coding projects and activities? • How can students use their own coding skills and mindset to learn how to troubleshoot or debug any programming issues that arise? • How can SEL become a part of the students' coding experiences? • How can student individuality and creativity be expressed through coding?	• Computer Science is more than just a combination of hardware and software. It includes a human element that heavily influences how we use technology and technology affects our lives. • Throughout history, people from various backgrounds have contributed to the advancement of technology that are not always prominently acknowledged. • Computational Thinking is thinking like a computer and using the four steps to break down a problem. (Decomposition, Pattern Recognition, Abstraction, and Algorithms.) • Demonstrate the ability to write a block-based program. • Understand logic, sequencing, and how the computer behaves from specific input. • Experience and make choices about using different programming models. • Use or apply fundamental programming concepts such as variables and make decisions of having them hidden or visible. • Learn how to read and interpret error messages and use them to solve issues in the programming. • Build sustained focus and perseverance in order to debug a program. • Design code or programs that reflect student interests while applying fundamental concepts and skills.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: **NJ Standard 8.1 - Computer Science** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. **NJ Standard 8.1 - Computer Science** 8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed. **NJ Standard 8.1 - Computer Science** 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. **NJ Standard 8.1 - Computer Science** 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Algorithms & Programming** 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Algorithms & Programming** 8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Algorithms & Programming** 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Algorithms & Programming** 8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users. **NJ Standard 8.1 - Computer Science**	**Lesson 1:** ● Coding Skills Inventory ● What is Computational Thinking? Discussion & Vocabulary **Lesson 2:** ● Computer Science Webquest ● Current Events Article & Activity - Ex: 10 Computer Scientists - You Should Really know about Reading & Achievements Assignment **Lesson 3:** ● (Initial Project) Design their own or use a starter project maze Game. The students will develop a block coding program that creates a two player game that uses blocks from the various categories of Motion, Looks, Events, and Control. Skills and concepts will be based on students' past experiences but will include: events based motion, Sprite creation, the use of the various Libraries - Sprites & Backdrops, drawing of Costumes, loops and **Lesson 4:** ● Student choice of either: design their own or use choose a starter project for a game that uses platforms. The students will develop a block coding program that has a character or Sprite move to various moving platforms in order to reach the finish. The students will be using a variety of blocks from the categories of Motion, Looks, Events, Control, Sensing, and Operators. Example skills and concepts: repeat loops, object oriented movement, if statements, sound, sprite speech, change background, and change the size of sprites. **Lesson 5:** ● (Final Project) Create a game or games that incorporate the following requirements: ○ Uses multiple blocks from <u>ALL</u> of the categories of blocks.

Disciplinary Concept: Algorithms & Programming
8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.

ISTE Standard 1.1. Empowered Learner:
1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.1.d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

ISTE Standard 1.2. Digital Citizen:
1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE Standard 1.5. Computational Thinker:
1.5.d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

ISTE Standard 1.6. Creative Communicator:
1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations.

1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.

- The elements of Randomness and increasing difficulty are evident.
- Sprite and, if applicable, background costume changes.
- If and if-else statements are used.
- Has conditions such as winning and losing conditions.
- Multiple variables are created.
- Repeat and nested loops are used.
- Object is located or the score is kept while a timer is optional.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Art - Designing the Sprites and Backdrops.
- ELA - The story behind the design of the game that they create. (Storytelling)
- Science & Math - Coding falls under STEM. Students need to use concepts from Math and Science in order to code.

Technology Integration

- Block Coding Application and/or Website
- Desktop computers with internet connection

Media Literacy Integration

- Computer Science Webquest
- Article about Computer Scientists from various backgrounds who have made significant achievements to the field of Computer Science.

Global Perspectives

- Students will potentially see instructional videos that not only talk about how they can use coding but how others do as well. These videos will introduce the students to the perspective of various coders in different professional roles.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:

- Coding Skills Inventory (Google Form)
- Student Reflection for each coding project
- Initial Coding Project - Racing Game
- Coding Project choices - Platform and/or Quest Games

Summative Assessments, Projects, and Celebrations:

- Computer Science Webquest
- Current Events Article & Activity
- Coding Project - Maze Game
- Coding Project - either Escape or Launcher Game
- Final Coding Project

Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 2: Introductory Robotics

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will build a robot in order to program the robot to complete the autonomous task of stacking 3 cubes or blocks.
- Technology and its advancements have a heavy influence on economics, politics, society, and our culture.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is a Robot? How does a Robot work? • How does the hardware and software interact to make the Robot work? • How does a Robot's function dictate its build and appearance? • What role(s) do Robots play in today's society? • What are the components called that make up the physical robot? • What process can be used if there is an issue with the actual build of the robot? • How can the robot be programmed to complete the assigned task? • How can students use their own coding skills and mindset to learn how to troubleshoot or debug any programming issues that arise? • How has the development and use of technology influenced life as we know it? • Has technology always been accessible to everyone? Is technology accessible to everyone now or are there still accessibility issues?	• Robots are a combination of hardware and software that work or communicate to perform a specific task. • Robots vary in shape & size, type which is based on function, and application which could be domestic or industrial. • Robots are often used to reach beyond our human limitations, improve the quality of life for people with certain conditions, and increase production and efficiency of tasks normally performed by humans. • Identify the standard parts or components of the Robotics kits to increase content specific vocabulary that can be used when building or troubleshooting the build of the robot. • Proper terminology associated with Robotics in order to further discussions about design, function, and/or troubleshooting the building of the robot. • Learn how to read and interpret error messages and use them to solve issues in the programming. • Build sustained focus and perseverance in order to debug a program. • While technology has become more accessible, it is not a given and has not always been that way. Sometimes technology doesn't reach the right people for any number of reasons.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Computing Systems** 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Impacts of Computing** 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Algorithms & Programming** 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode. **NJ Standard 8.1 - Computer Science** **Disciplinary Concept: Algorithms & Programming** 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values. **NJ Standard 8.2 - Design Thinking** **Disciplinary Concept: Engineering Design** 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. **NJ Standard 8.2 - Design Thinking** **Disciplinary Concept: Interaction of Technology and Humans** 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. **NJ Standard 8.2 - Design Thinking** **Disciplinary Concept: Interaction of Technology and Humans** 8.2.8.ITH.2: Compare how technologies have influenced society over time. **NJ Standard 8.2 - Design Thinking**	**Lesson 1:** ● Inventory Lists ● Parts identification and terminology comprehension **Lesson 2:** ● History of Robots (Video & Questions) Assignment **Lesson 3:** ● The building of the robot using the designated parts from the build instructions and troubleshooting using the T-D-T Loop, if applicable. ● Testing of the robot tele-operatively to make sure the robot is functioning correctly in order to perform the Autonomous Task Assessment. **Lesson 4:** ● The coding of the Autonomous Task where the robot must stack 3 blocks or cubes without human intervention. **Lesson 5:** ● Robotics in the News Assignment (Newsela) **Lesson 6:** ● Class Discussions using teacher curated articles and video clips related to the standards listed. Ex: How technology has influenced us and the world. What impact changing technology has on the world and their future? How will AI change their future?

Disciplinary Concept: Interaction of Technology and Humans 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. **NJ Standard 8.2 - Design Thinking** **Disciplinary Concept: Interaction of Technology and Humans** 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. **NJ Standard 8.2 - Design Thinking** **Disciplinary Concept: Ethics & Culture** 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. **ISTE Standard 1.1. Empowered Learner:** 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.1.d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **ISTE Standard 1.2. Digital Citizen:** 1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. **ISTE Standard 1.3. Knowledge Constructor:** 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. **ISTE Standard 1.4. Innovative Designer:** 1.4.a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 1.4.c. Students develop, test and refine prototypes as part of a cyclical design process.	

1.4.d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. **ISTE Standard 1.5. Computational Thinker:** 1.5.d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. **ISTE Standard 1.6. Creative Communicator:** 1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations. 1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Historical context of robots and robotics	**Formative Assessments:** ● Check-ins with each pair during the various stages of the build and the final task.

Technology Integration

- Vexcode IQ Application (Coding of robot)
- Vex Robotics - Robot Brain, Motors, & Sensors
- Desktop Computers with Internet Connection
- Youtube - clips of Robots performing tasks that humans cannot, History of Robots (PBS)

Media Literacy Integration

- Newsela

Global Perspectives

- The students will explore how robotics is used in a variety of ways that benefit human society. Topics will range from everyday assistance to search and rescue efforts.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Google Form on the Robotics terminology/vocabulary
- Google Form - Autonomous Task Reflection
- Google - Partner Evaluation

Summative Assessments, Projects, and Celebrations:

- History of Robots Video Assignment
- Authentic Assessment - Robot Build and completion of Autonomous Task.
- Robotics in the News Assignment - Current Events Activity related to Computer Science Standards

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 3: Introduction to Text-Based Coding in Python

Big Ideas: *Course Objectives/Content Statement(s)*

- To introduce the students to Text-Based Coding through the Python programming language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is Python? • How do you program in Python? • What skills, concepts, and special functions are required to know in order to perform basic Python programming? • What is a string in Python and how can it be modified to desired outputs? • How can user input be incorporated into a program to generate various outputs?	• Python is a text-based programming language rather than a block based programming language • Basic syntax and concepts of Python which includes variables, operators, and strings. • How to read and write to files using Python. • Understand logic, sequencing, iteration, data patterns, and how the computer behaves from specific input. • How to take user input and display output using the print() function and the input() function. • How to manipulate strings using concatenation or basic string methods. • Learn how to read and interpret error messages and use them to solve issues in the programming. • Build sustained focus and perseverance in order to debug a program.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: **NJ Standard 8.1 - Computer Science** 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values. **NJ Standard 8.1 - Computer Science** 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.	**Lesson 1:** • Explain what is Python and demonstrate how to open the Code Editor, if applicable. • Explain the history of Python, who uses Python, and what Python can be used for. (Careers & Application) • Discuss the differences between block coding and text based coding. **Lesson 2:** • Explain what snake case is and what a command is.

NJ Standard 8.1 - Computer Science
8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.

NJ Standard 8.1 - Computer Science
8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.

NJ Standard 8.1 - Computer Science
8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.

ISTE Standard 1.1. Empowered Learner:
1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.1.d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

ISTE Standard 1.2. Digital Citizen:
1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE Standard 1.3. Knowledge Constructor:
1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 1.4. Innovative Designer:
1.4.a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4.c. Students develop, test and refine prototypes as part of a cyclical design process.

1.4.d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

- Explain and express an rudimentary understanding of basic Python syntax through simple commands.

Lesson 3:
- Write first program using print function.
- Use variables in the context of computer programming by creating a simple program that uses variables in a scenario context.
- Write a program that demonstrates the difference of uses of quotation marks when it comes to variables and printed text in basic programming.

Lesson 4:
- Discuss the concept of loops.
- Compare/contrast loops in block coding vs. text-based coding.
- Write basic commands using "for" loops to demonstrate how they work in text-based coding.

Lesson 5:
- Model and then create a Mad Lib in Python. The Mad Lib will build on the simple programs previously created in order to demonstrate an understanding of how strings work, can be concatenated, and how to use the functions of user input & print.

ISTE Standard 1.5. Computational Thinker: 1.5.d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. **ISTE Standard 1.6. Creative Communicator:** 1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations. 1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Many of the concepts in computer programming are related to Math. For example, the term variable is used in a similar way to how the students would use it in Math. ● In their final project, the Mad Lib, the students will have to create a story and know parts of	**Formative Assessments:** ● Coding Skills Assessment (Google Form) ● Practice Exercise with basic syntax, commands, variables, and "for" loops **Summative Assessments, Projects, and Celebrations:** ● Students created basic Python (text-based code)

speech for user input which supports ELA.

Technology Integration

- Desktop Computers with Internet Connection
- Python (Program/Application); if applicable
- PyCharm (Code Editor); if applicable
- Instructional videos - Youtube, etc

Media Literacy Integration

- Articles and Instructional Videos

Global Perspectives

- Students will be exposed to the various ways in which computer science skills can be used (Careers & Application)

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

programs that demonstrate the required skills and concepts from the lessons.

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit: