

Overarching objectives practiced within all Advanced Level Units. Students who consistently demonstrate these skills may be ready for the next level.

In all Advanced Level Units Students will...

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| <ul style="list-style-type: none"><input type="checkbox"/> Speak and write in multi-clause complete sentences, often stringing several sentences together to form a coherent idea or argument.<input type="checkbox"/> Summarize fiction and nonfiction texts orally and in writing.<input type="checkbox"/> Ask questions to clarify meaning and increase depth of understanding.<input type="checkbox"/> Describe a personal experience, problem or opinion intelligibly and include relevant details.<input type="checkbox"/> Use a variety of strategies to determine the meaning of a word (dictionary, translator, image search). | <ul style="list-style-type: none"><input type="checkbox"/> Determine if a definition matches the context in which the word appears, and search for additional meanings, if necessary.<input type="checkbox"/> Read (decode) advanced-level texts.<input type="checkbox"/> Answer questions about main ideas and details in spoken and written texts, citing evidence from the text.<input type="checkbox"/> Infer, compare and draw conclusions when reading text.<input type="checkbox"/> Students who consistently demonstrate these skills may be ready for the next level. |
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English Unlocked, Advanced Level Unit List

Advanced Unit Title <i>Texts read throughout the unit will focus on this topic.</i>	Unit Focus <i>Specific skills and objectives targeted in each unit beyond the core overarching objectives listed above.</i>	Vocabulary <i>Words appear in the order introduced in the unit.</i>
Assistive Technology	Skill Focus: Read and talk about problems and solutions using gerunds and the real conditional. Can the learner _____ without help? <input type="checkbox"/> Interpret problem and solution relationships in a text <input type="checkbox"/> Use gerunds and real conditional tenses to describe problems and solutions	<i>assist, interact, technology, disabilities, physical, monitor, emergency, signal, rely on, access, improve, prohibit, discrimination, obstacles</i>
Brain Functions and Protections	Skill Focus: Read and talk using gerunds and infinitives. Can the learner _____ without help? <input type="checkbox"/> Read and evaluate metaphors <input type="checkbox"/> Talk about brain function using gerunds and infinitives <input type="checkbox"/> Ask questions to evaluate	<i>virtually, comprehend, modify, capable, independently, aspirations, communicate, develop, recognize, nausea, fatigue, numb, dizzy, evaluate, symptom</i>
Brains and Learning	Skill Focus: Read and write about strategy and study skills. Can the learner _____ without help? <input type="checkbox"/> Talk and write about strategy and study skills using gerunds	<i>regularly, methods, critical, effective, organize, acquire, enable, frustrated, keep track of, advantage, research, improve, focus</i>

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College Expectations	<p>Skill Focus: Read and talk about sequence and planning using infinitives and present perfect.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret the sequence of events in a text <input type="checkbox"/> Use infinitives and “in order to” to explain why something is done <input type="checkbox"/> Use present perfect to explain sequence 	<p><i>option, register, guidance counselor, manage, financial, borrow, apply for, advantage, disadvantage, challenge, interfere, allow, prepare, fall behind, distracted, overwhelmed, graduate, keep up, exhausting</i></p>
Invasive Species	<p>Skill Focus: Use conditional language and complex sentences to communicate about real and hypothetical cause and effect.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret cause and effect relationships in text and graphics <input type="checkbox"/> Use real and unreal conditional tenses to describe cause and effect relationships 	<p><i>interact, species, predator, crowd out, region, immigrate, disastrous, get rid of, creative, traditional, eliminate, territory, reproduce, ecosystem, invasive species</i></p>

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Talking about Fiction	<p>Skill Focus: Use attribution to write and talk about theme and point of view in fiction.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a character’s point of view <input type="checkbox"/> Make inferences about characters in a story <input type="checkbox"/> Find evidence in the text to support inferences <input type="checkbox"/> Use quotes to support conclusions about a text 	<p><i>respectful, familiar, gigantic, gesture, misplaced, occasionally, culture, tradition, generation, cautious, foreign, identical, celebration, guide</i></p>
The Problem with Plastics	<p>Skill Focus: Read and talk about an argument and evaluate evidence.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make an argument using modals and qualifiers <input type="checkbox"/> Identify and evaluate the quality of evidence 	<p><i>enormous, contain, expanding, replace, encourage, pollute, resource, impact, ban, toxin, eliminate, alternative, reusable, eventually, reduce</i></p>
Viruses and Bacteria	<p>Skill Focus: Use conjunctions and relative clauses to compare and contrast information and communicate about cause and effect.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use conjunctions to express similarities and differences <input type="checkbox"/> Use relative clauses to describe details about a topic 	<p><i>invent, experiment, breakthrough, ethical, eliminate, infectious, prevent, protect, allergic, reliable, reproduce, frequently, miserable, symptom, cure, destroy, necessary, survive, infection</i></p>

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Voting in Elections	<p>Skill Focus: Speak, write and think critically about the purpose of a text.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make inferences about a text <input type="checkbox"/> Use infinitives to describe author's purpose 	<p><i>eligible, influence, percent, national, opportunity, mandatory, participate, majority, common, disadvantage, alternative, convenient, ensure</i></p>