

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

In all Intermediate Level Units Students will...

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| <ul style="list-style-type: none"> <input type="checkbox"/> Speak and write in short complete sentences, often stringing several sentences together to form a coherent idea. <input type="checkbox"/> Ask and answer information questions with “wh-” words to demonstrate understanding of key details in a text. <input type="checkbox"/> Describe a personal experience, problem or opinion intelligibly, including relevant details. <input type="checkbox"/> Use a variety of strategies to determine the meaning of a word (dictionary, translator, image search). <input type="checkbox"/> Determine if a definition matches the context in which the word appears and search for additional meanings, if necessary. | <ul style="list-style-type: none"> <input type="checkbox"/> Read (decode) intermediate-level texts. <input type="checkbox"/> Answer questions about main ideas and details in spoken and written texts. <input type="checkbox"/> Use text features (titles, headings, images, captions) to better understand a text. <input type="checkbox"/> Begin to infer, compare and draw conclusions when reading text. |
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English Unlocked, Intermediate Level Unit List

Intermediate 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>
Applying for Jobs	<p>Skill Focus: Prepare to apply for a job and request a letter of recommendation.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the present perfect tense to describe events that started in the past and continue until today. <input type="checkbox"/> Demonstrate understanding of the difference between simple past tense and present perfect tense by answering job interview questions correctly. <input type="checkbox"/> Read and fill out sections of a job application 	<i>recommend, consistent, communication, attend, coworker</i>
Asking for Help	<p>Skill Focus: Use the modal verb <i>could</i> to make polite requests.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make a polite request for help based on a situation. <input type="checkbox"/> Say and write polite requests using the modal verb <i>could</i>. 	<i>action, communicate, contact, request, situation</i>
Benefits of Friendship	<p>Skill focus: Ask yes/no questions with verbs <i>be</i> and <i>do</i> and practice conversation skills in order to learn more information about people.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> create yes/no questions with the 'to be' verb and <i>do/does</i> <input type="checkbox"/> create a follow-up question based on the topic of a conversation 	<i>benefit, impact, initiative, maintain, reliable</i>

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Brains and Learning	<p>Skill focus: Use adverbs of frequency to describe activities and the benefits learning has on our brains.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use adverbs of frequency to describe <input type="checkbox"/> Write a description of a classroom learning environment <input type="checkbox"/> Identify the sender, receiver, date and subject in an email <input type="checkbox"/> Find specific information in an email message 	<p><i>complex, develop, motivated, processes, solve</i></p>
Caregivers	<p>Skill focus: Use language of time and sequence to describe a series of events or steps in a process.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of sequencing words (first, next, then, finally) in speech and writing <input type="checkbox"/> Demonstrate understanding of questions and statements that use “before” and “after” to describe a timeline of events. <input type="checkbox"/> Read and interpret an informational flyer. 	<p><i>physical, research, stress, improve, elderly</i></p>

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Child Development	<p>Skill Focus: Describe experiences and interpret informational flyers.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place and use adverbs correctly in sentences to tell more about how, when, where, or to what extent something is done. <input type="checkbox"/> Place and use adjectives correctly in sentences to describe. <input type="checkbox"/> Demonstrate a general understanding of child development and the benefits of bilingualism. 	<p><i>behavior, connection, create, development, similar</i></p>
College Choices	<p>Skill focus: Write conditional sentences about possibilities and interpret parts of an email.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify possibilities and results in conditional sentences <input type="checkbox"/> Write conditional sentences based on a model sentence <input type="checkbox"/> Identify the sender, receiver, date and subject in an email <input type="checkbox"/> Find specific information in an email message 	<p><i>credit, earn, graduate, requirement, strong</i></p>

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Credit Cards	<p>Skill focus: Use real conditional sentences to describe what <i>will</i> happen or <i>might</i> happen as a result of something else.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify “if clauses” and “result clauses” in real conditional sentences <input type="checkbox"/> Write real conditional sentences with an “if clause” in the present tense and “result clause” in the future tense or using a modal verb <input type="checkbox"/> Explain the basics of how credit cards and debit cards work 	<i>borrow, credit, fees, increase, purchase</i>
Describing Homes	<p>Skill focus: Use language to describe a home.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Say and write sentences using the words “made of” <input type="checkbox"/> Ask and answer questions about housing options <input type="checkbox"/> Scan a website to find answers to specific questions about an apartment 	<i>create, income, quality, reduce, unique</i>

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Health Symptoms	<p>Skill focus: Use language to describe when a symptom started and how long it has occurred using “since” and “for.”</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the correct time description with “for” and “since” to describe symptoms <input type="checkbox"/> List ways to get the most out of a doctor’s appointment <input type="checkbox"/> Read and interpret a text message appointment reminder 	<i>describe, review, severe, symptom, treatment</i>
School Success	<p>Skill focus: Use language to describe hypothetical situations using conditional sentences.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use “if” sentences to write about possibilities and results <input type="checkbox"/> Demonstrate understanding of the sentence structure of “if” sentences <input type="checkbox"/> Read and respond to a short email to give advice 	<i>affect, essential, focus, involved, routine</i>
Talking About Fiction	<p>Skill focus: Explore elements of fictional texts and discuss opinions of texts.</p> <p>Can the learner _____ without help?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell a story use past tense <input type="checkbox"/> Compare and contrast two stories using a Venn diagram <input type="checkbox"/> Share opinions of a story by writing and sharing a review 	<i>character, conflict, connect, fiction, setting</i>