**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...**

- Speak and write in multi-clause complete sentences, often stringing several sentences together to form a coherent idea or argument.
- Summarize fiction and nonfiction texts orally and in writing.
- Ask questions to clarify meaning and increase depth of understanding.
- Describe a personal experience, problem or opinion intelligibly and include relevant details.
- Use a variety of strategies to determine the meaning of a word (dictionary, translator, image search).
- Determine if a definition matches the context in which the word appears, and search for additional meanings, if necessary.
- Read (decode) advanced-level texts.
- Answer questions about main ideas and details in spoken and written texts, citing evidence from the text.
- Infer, compare and draw conclusions when reading text.
- Students who consistently demonstrate these skills may be ready for the next level.
# English Unlocked, Advanced Level Unit List

<table>
<thead>
<tr>
<th>Advanced Unit Title</th>
<th>Unit Focus</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td><strong>Assistive Technology</strong></td>
<td><strong>Skill Focus:</strong> Read and talk about problems and solutions using gerunds and the real conditional. Can the learner ______ without help?</td>
<td>assist, interact, technology, disabilities, physical, monitor, emergency, signal, rely on, access, improve, prohibit, discrimination, obstacles</td>
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<tr>
<td></td>
<td>- Interpret problem and solution relationships in a text  - Use gerunds and real conditional tenses to describe problems and solutions</td>
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<tr>
<td><strong>Brain Functions and Protections</strong></td>
<td><strong>Skill Focus:</strong> Read and talk using gerunds and infinitives. Can the learner ______ without help?</td>
<td>virtually, comprehend, modify, capable, independently, aspirations, communicate, develop, recognize, nausea, fatigue, numb, dizzy, evaluate, symptom</td>
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<tr>
<td></td>
<td>- Read and evaluate metaphors  - Talk about brain function using gerunds and infinitives  - Ask questions to evaluate</td>
<td></td>
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<tr>
<td><strong>Brains and Learning</strong></td>
<td><strong>Skill Focus:</strong> Read and write about strategy and study skills. Can the learner ______ without help?</td>
<td>regularly, methods, critical, effective, organize, acquire, enable, frustrated, keep track of, advantage, research, improve, focus</td>
</tr>
<tr>
<td></td>
<td>- Talk and write about strategy and study skills using gerunds</td>
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| College Expectations | Skill Focus: Read and talk about sequence and planning using infinitives and present perfect. Can the learner ______ without help?  
  - Interpret the sequence of events in a text  
  - Use infinitives and “in order to” to explain why something is done  
  - Use present perfect to explain sequence | option, register, guidance counselor, manage, financial, borrow, apply for, advantage, disadvantage, challenge, interfere, allow, prepare, fall behind, distracted, overwhelmed, graduate, keep up, exhausting |
| Invasive Species     | Skill Focus: Use conditional language and complex sentences to communicate about real and hypothetical cause and effect. Can the learner ______ without help?  
  - Interpret cause and effect relationships in text and graphics  
  - Use real and unreal conditional tenses to describe cause and effect relationships | interact, species, predator, crowd out, region, immigrate, disastrous, get rid of, creative, traditional, eliminate, territory, reproduce, ecosystem, invasive species |
**Advanced Unit Title**
Texts read throughout the unit will focus on this topic.

**Unit Focus**
Specific skills and objectives targeted in each unit beyond the core overarching objectives listed above.

**Vocabulary**
Words appear in the order introduced in the unit.

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| **Talking about Fiction** | **Skill Focus:** Use attribution to write and talk about theme and point of view in fiction.  
Can the learner ______ without help?  
☐ Describe a character’s point of view  
☐ Make inferences about characters in a story  
☐ Find evidence in the text to support inferences  
☐ Use quotes to support conclusions about a text | respectful, familiar, gigantic, gesture, misplaced, occasionally, culture, tradition, generation, cautious, foreign, identical, celebration, guide |
| **The Problem with Plastics** | **Skill Focus:** Read and talk about an argument and evaluate evidence.  
Can the learner ______ without help?  
☐ Make an argument using modals and qualifiers  
☐ Identify and evaluate the quality of evidence | enormous, contain, expanding, replace, encourage, pollute, resource, impact, ban, toxin, eliminate, alternative, reusable, eventually, reduce |
| **Viruses and Bacteria**   | **Skill Focus:** Use conjunctions and relative clauses to compare and contrast information and communicate about cause and effect.  
Can the learner ______ without help?  
☐ Use conjunctions to express similarities and differences  
☐ Use relative clauses to describe details about a topic | invent, experiment, breakthrough, ethical, eliminate, infectious, prevent, protect, allergic, reliable, reproduce, frequently, miserable, symptom, cure, destroy, necessary, survive, infection |
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| **Voting in Elections** | **Skill Focus:** Speak, write and think critically about the purpose of a text.  
Can the learner _______ without help?  
☐ Make inferences about a text  
☐ Use infinitives to describe author’s purpose | **eligible, influence, percent, national, opportunity, mandatory, participate, majority, common, disadvantage, alternative, convenient, ensure** |

*Texts read throughout the unit will focus on this topic.*

*Specific skills and objectives targeted in each unit beyond the core overarching objectives listed above.*

*Words appear in the order introduced in the unit.*