

# Scope and Sequence



<b>1</b> <b>Color Matters</b> p. 8	<b>2</b> <b>Feeling Good?</b> p. 24	<b>3</b> <b>Your Virtual Self</b> p. 42	<b>4</b> <b>Underwater Mysteries</b> p. 58
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THEME	Color and its effect on people	Body and mind	Technology's impact on our lives	Underwater exploration and discovery
VOCABULARY STRATEGIES	· Suffix <i>-al</i> · Use context clues	· Suffix <i>-ness</i> · Use a dictionary: Sample sentences	· Prefix <i>inter-</i> · Use a thesaurus	· Prefix <i>pre-</i> · Use context of unit
SPEAKING STRATEGY	Correcting information	Checking in with friends and saying how you feel	Checking for understanding and responding	Making and responding to suggestions
GRAMMAR	<b>Comparatives and superlatives:</b> Comparing two or more things <i>Purple is a popular color. Green is more popular than purple. Blue is the most popular color in the world.</i> <b>The:</b> Identifying general and specific things <i>The sun is shining in the sky.</i>	<b>Adverbs:</b> Saying how and how often you do something <i>Many teenagers like to sleep often. They're always tired.</i> <b>Make + adjective:</b> Saying what affects mood and feelings <i>A lack of sleep makes you tired.</i>	<b>Modals:</b> Expressing obligation, advice, and permission <i>You have to protect yourself with a strong username and password.</i> <b>Must, might, and can't:</b> Expressing certainty <i>I checked the facts on three different websites, so they must be true.</i>	<b>Used to and would:</b> Talking about habits in the past <i>I never used to be interested in the ocean, and I didn't use to read much at all!</i> <b>Simple past:</b> Describing past actions <i>When did the village sink? It sank thousands of years ago.</i>
READING	<i>Purple Power</i>	<i>The Teenage Brain</i>	<i>Calm Down</i>	<i>Yonaguni Jima</i>
READING STRATEGY	Identify sequence of events	Summarize	Connect text to personal experience	Identify author's purpose
VIDEO	<i>Seeing Colors?</i>	<i>The Forgotten Organ</i>	<i>The Distance Between Two Points</i>	<i>Loch Ness Monster: Mystery Solved?</i>
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Topic sentence	Genre: <b>Classification essay</b> Focus: Introducing categories	Genre: <b>Fact and opinion essay</b> Focus: Facts and opinions	Genre: <b>Contrast essay</b> Focus: Contrasting points of view
MISSION	<b>Look for Opportunities</b> National Geographic Photographer: <b>Annie Griffiths</b>	<b>Take Care of Yourself</b> National Geographic Explorer: <b>Pardis Sabeti</b> , Computational Geneticist	<b>Connect with People</b> National Geographic Explorer: <b>Amber Case</b> , Cyborg Anthropologist	<b>Be Curious</b> National Geographic Explorer: <b>Katy Croff Bell</b> , Oceanographer
PRONUNCIATION	Schwa /ə/ sound	Pronunciation of <i>-s</i> endings	<i>Have to</i>	Verb <i>use</i> vs. <i>used to</i> + verb
EXPRESS YOURSELF	Creative Expression: <b>Song</b> <i>One Truth</i> Making connections: How colors affect your body and mind		Creative Expression: <b>Blog</b> <i>Aboard the E/V Nautilus</i> Making connections: Technology's impact and ocean exploration	



<b>5</b> <b>Life in the Extreme</b> p. 76	<b>6</b> <b>Are You Going to Eat That?</b> p. 92	<b>7</b> <b>Art in the Open</b> p. 110	<b>8</b> <b>Don't Panic!</b> p. 126
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THEME	Extreme environments	Food and food waste	Public art	Being prepared for dangerous situations
VOCABULARY STRATEGIES	· Synonyms · Use photos as context clues	· Antonyms · Use antonyms to find meaning	· Greek and Latin roots ( <i>mur</i> , <i>poli</i> ) · Find definitions	· Suffix <i>-tion</i> · Identify synonyms
SPEAKING STRATEGY	Expressing and responding to strong opinions	Asking for repetition and repeating information	Asking for more information	Telling a story and showing interest
GRAMMAR	<b>Present perfect:</b> Describing past experiences that connect to the present <i>I have studied many extreme environments, but I've never been to Antarctica.</i> <b>As . . . as:</b> Making comparisons of equality <i>The Pacific hagfish is just as important as other fish.</i>	<b>Going to, will, and present progressive:</b> Talking about the future <i>I'm going to start making my own lunches.</i> <b>Conditionals:</b> Talking about cause and effect <i>If we make a smoothie from these old bananas, it will be delicious.</i>	<b>Simple past vs. present perfect:</b> Talking about the past <i>Shannon Galpin has biked in many different countries. In 2009, she went to Afghanistan.</i> <b>Indefinite pronouns:</b> Talking about people, places, and things without giving details <i>Someone has painted a mural on the wall of our school. I think it's great, but not everyone loves it.</i>	<b>Simple past vs. past progressive:</b> Talking about the past <i>My cat was trying to hide when the storm started.</i> <b>Present perfect vs. present perfect progressive:</b> Expressing the duration of activities <i>He has fought many fires in his career as a firefighter. He's been fighting this fire for several hours.</i>
READING	<i>Weird and Wonderful</i>	<i>Clean Your Plate!</i>	<i>The City That Loves Street Art</i>	<i>The Power of Snow</i>
READING STRATEGY	Categorize information	Scan for information	Identify main idea	Visualize
VIDEO	<i>Photographing Parasites</i>	<i>What Makes Food Appealing?</i>	<i>Streets of Afghanistan</i>	<i>A Day in Pompeii</i>
WRITING	Genre: <b>Persuasive essay</b> Focus: Introducing reasons	Genre: <b>Cause and effect essay</b> Focus: Introducing causes and effects	Genre: <b>Process essay</b> Focus: Sequencing words	Genre: <b>Narrative essay</b> Focus: Concluding paragraph
MISSION	<b>Ask Questions</b> National Geographic Explorer: <b>Kevin Hand</b> , Planetary Scientist/Astrobiologist	<b>Take Only What You Need</b> National Geographic Explorer: <b>Tristram Stuart</b> , Author/Campaigner	<b>Learn from Art</b> National Geographic Explorer: <b>Shannon Galpin</b> , Adventurer/Humanitarian	<b>Be Prepared</b> National Geographic Explorer: <b>Jimmy Chin</b> , Climber/Photographer
PRONUNCIATION	Linking	<i>Going to, want to</i>	Word stress with suffixes	Sentence stress
EXPRESS YOURSELF	Creative Expression: <b>Flash fiction</b> <i>A New Beginning</i> Making connections: Extreme environments and food waste		Creative Expression: <b>Public art</b> <i>What Are You Waiting For?</i> Making connections: Public art and being prepared	