

# SCOPE AND SEQUENCE

## 1 Intelligence

**ESSENTIAL QUESTION**  
What is intelligence?

ACADEMIC VOCABULARY <sup>T</sup>	READINGS	KEY VOCABULARY <sup>T</sup>	READING SKILL OR STRATEGY <sup>T</sup>	READING FLUENCY <sup>T</sup>	FOCUS ON LANGUAGE <sup>T</sup>	VISUAL LITERACY	PERFORMANCE TASKS <sup>T</sup>	TAKE ACTION
analyze (v.) complex (adj.) design (v.) expert (n.) focus (v.) predict (v.)	<b>from <i>Out of My Mind</i></b> Realistic Fiction <i>by Sharon M. Draper</i>	ability (n.) cognitively (adv.) control (n.) insensitive (adj.) intact (adj.) limitation (n.)	<b>Skill:</b> Cite Evidence	Expression	<b>Language Convention:</b> Capitalize Proper Nouns	<b>Uncover the Story:</b> National Geographic Photographer Paolo Woods <b>Viewing Skill:</b> Respond to a Photograph	<b>Writing Task:</b> Write a Fictional Narrative	<b>Explorer in Action:</b> David Moinina Sengh <b>Take Action Projects:</b> Service as Action
	<b>What is IQ—and how much does it matter?</b> Informational Essay <i>by Alison Pearce Stevens</i>	achievement (n.) ambition (n.) gauge (v.) matter (v.) personality (n.) trait (n.)	<b>Strategy:</b> Ask Questions	Phrasing	<b>Language Convention:</b> Identify Pronouns and Antecedents	<b>Video Connection:</b> “London Taxi Drivers’ Brains” <b>Viewing Skill:</b> Set a Viewing Purpose	<b>Speaking Task:</b> Read Your Narrative Aloud	
	<b>from <i>Artificial Intelligence: Building Smarter Machines</i></b> Informational Essay <i>by Stephanie Sammartino McPherson</i>	devise (v.) dominate (v.) flaw (n.) lack (v.) replicate (v.) surpass (v.)	<b>Skill:</b> Analyze the Purpose of an Anecdote	Intonation	<b>Vocabulary:</b> Determine Meaning of Compound Words			

## 2 Clean Water for the World

**ESSENTIAL QUESTION**  
What impact can clean water have on the world?

access (n.) distribute (v.) impact (n.) reliable (adj.) source (n.) technique (n.)	<b>A Long Walk—Nya’s Story</b> <b>from <i>A Long Walk to Water</i></b> Historical Fiction <i>by Linda Sue Park</i>	cement (n.) doubtful (adj.) equipment (n.) filthy (adj.) seep (v.) well (n.)	<b>Skill:</b> Describe a Story’s Plot	Expression	<b>Language Convention:</b> Subject and Object Pronouns	<b>Uncover the Story:</b> Infographic: Clean Water and Sanitation: A Global Report Card <b>Viewing Skill:</b> Respond to a Graphic	<b>Speaking Task:</b> Create a Multimedia Presentation	<b>Explorer in Action:</b> Francesca O’Hanlon <b>Take Action Projects:</b> Service as Action
	<b>Bringing Water to the Driest Desert on Earth</b> Science Article <i>by Nick Lavars</i>	accumulate (v.) device (n.) effective (adj.) harvest (v.) system (n.) yield (v.)	<b>Skill:</b> Support Analysis with Textual Evidence	Intonation	<b>Vocabulary:</b> Consult a Dictionary for Precise Definitions and Parts of Speech	<b>Video Connection:</b> “Singapore: Solving the Water Problem” <b>Viewing Skill:</b> Distinguish Numbers	<b>Writing Task:</b> Write a Problem-Solution Essay	
	<b>Aqueducts: Quenching Rome’s Thirst</b> History Article <i>by Isabel Rodà</i>	aqueduct (n.) civilization (n.) impurity (n.) population (n.) sanitation (n.) sophisticated (adj.)	<b>Strategy:</b> Preview and Predict	Phrasing	<b>Vocabulary:</b> Verify Word Meanings			

<sup>T</sup> = Tested

## SCOPE AND SEQUENCE, continued

### 3 Overcoming Fear

**ESSENTIAL QUESTION**  
How can we overcome our fears?

ACADEMIC VOCABULARY <sup>T</sup>	READINGS	KEY VOCABULARY <sup>T</sup>	READING SKILL OR STRATEGY <sup>T</sup>	READING FLUENCY <sup>T</sup>	FOCUS ON LANGUAGE <sup>T</sup>	VISUAL LITERACY	PERFORMANCE TASKS <sup>T</sup>	TAKE ACTION
automatic (adj.) circumstance (n.) energy (n.) intense (adj.) response (n.) trigger (v.)	<b>Fear on the Brain</b> Science Article by <i>Charlene Brussos</i>	defensive (adj.) deliberate (adj.) emotion (n.) experience (n.) panic (v.) reflex (n.)	<b>Strategy:</b> Monitor Comprehension	Expression	<b>Language Convention:</b> Understand Intensive and Reflexive Pronouns	<b>Video Connection:</b> “The Beautiful Balance Between Courage and Fear”  <b>Viewing Skill:</b> Understand Contrasts	<b>Writing Task:</b> Write a Report	<b>Explorer in Action:</b> Anton Seimon  <b>Take Action Projects:</b> Service as Action
	<b>Sully’s “Deliberate Calm”</b> News Article by <i>Jonah Lehrer</i>	crisis (n.) decision (n.) rational (adj.) terrified (adj.) under pressure (phrase) variable (n.)	<b>Skill:</b> Analyze Key Events	Intonation	<b>Vocabulary:</b> Use a Thesaurus			
	<b>from <i>Bronze and Sunflower</i></b> Historical Fiction by <i>Cao Wenxuan</i>	exhausted (adj.) imagine (v.) mysterious (adj.) restless (adj.) shudder (v.) surround (v.)	<b>Skill:</b> Identify the Central Idea of a Story	Phrasing	<b>Vocabulary:</b> Use Word Relationships (Part/Whole)	<b>Uncover the Story:</b> <i>The Scream</i> by <i>Edvard Munch</i>  <b>Viewing Skill:</b> Respond to a Painting	<b>Speaking Task:</b> Conduct a Panel Discussion	

### 4 Growing Up

**ESSENTIAL QUESTION**  
How do you know you are growing up?

consequence (n.) mature (adj.) occur (v.) perception (n.) reinforce (v.) significant (adj.)	<b>Why Are Little Kids in Japan So Independent?</b> Informational Essay by <i>Selena Hoy</i>	apprehensive (adj.) ethic (n.) independence (n.) navigate (v.) self-sufficiency (n.) supervision (n.)	<b>Skill:</b> Identify the Central Idea	Expression	<b>Language Convention:</b> Pronoun Agreement	<b>Uncover the Story:</b> National Geographic Photographer Joel Sartore  <b>Viewing Skill:</b> Respond to a Photograph	<b>Writing Task:</b> Write a How-to Article	<b>Explorer in Action:</b> Erin Pettit  <b>Take Action Projects:</b> Service as Action
	<b>from <i>The Turtle of Oman</i></b> Realistic Fiction by <i>Naomi Shihab Nye</i>	occasion (n.) philosophy (n.) relationship (n.) slightly (adv.) sorrow (n.) stubborn (adj.)	<b>Skill:</b> Analyze a Text	Phrasing	<b>Vocabulary:</b> Denotation and Connotation			
	<b>Do Teenagers Really Make Bad Decisions?</b> Science Article by <i>Stacey A. Bedwell</i>	adolescence (n.) associate (v.) complicated (adj.) outcome (n.) reputation (n.) risk (n.)	<b>Strategy:</b> Identify Cohesive Devices	Intonation	<b>Vocabulary:</b> Understand Analogies	<b>Video Connection:</b> “Girl’s Rite of Passage”  <b>Viewing Skill:</b> Setting	<b>Speaking Task:</b> Demonstrate Your How-to Process	

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## SCOPE AND SEQUENCE, continued

### 5 Wisdom of the Wild

**ESSENTIAL QUESTION**  
How do animals surprise us?

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assume (v.) capable (adj.) communicate (v.) conclude (v.) insight (n.) similar (adj.)	<b>What Animals Think and Feel</b> Science Article by <i>Carl Safina</i>	behavior (n.) conscious (adj.) individual (n.) reason (n.) compatible (adj.) social (adj.)	<b>Skill:</b> Summarize	Expression	<b>Vocabulary:</b> Understand Similes	<b>Uncover the Story:</b> Infographic: The Anatomy of Speed <b>Viewing Skill:</b> Respond to a Graphic	<b>Writing Task:</b> Write an Argumentative Essay	<b>Explorer in Action:</b> Ronan Donovan <b>Take Action Projects:</b> Service as Action
	<b>from <i>Julie of the Wolves</i></b> Adventure Story by <i>Jean Craighead George</i>	discern (v.) imitate (v.) observe (v.) predicament (n.) reasoning (n.) signal (n.)	<b>Skill:</b> Analyze Point of View	Intonation	<b>Language Convention:</b> Correct Unclear Pronouns	<b>Video Connection:</b> “Monarch Butterflies: Great Migration” <b>Viewing Skill:</b> Use Visuals to Make Predictions	<b>Speaking Task:</b> Debate	
	<b>from <i>Crow Smarts: Inside the Brain of the World’s Brightest Bird</i></b> Science Article by <i>Pamela S. Turner</i>	fluke (n.) instinctive (adj.) manipulate (v.) reason (v.) solution (n.) species (n.)	<b>Strategy:</b> Make Text-to-Self Connections	Phrasing	<b>Vocabulary:</b> Use Greek and Latin Roots and Suffixes			

### 6 Exploration

**ESSENTIAL QUESTION**  
Why do we explore?

appreciation (n.) commit (v.) ignorance (n.) objective (n.) perspective (n.) potential (n.)	<b>New Ways of Seeing</b> Memoir by <i>Sy Montgomery</i>	accomplish (v.) continent (n.) marine (adj.) tributary (n.) unexpected (adj.)	<b>Strategy:</b> Visualize	Expression	<b>Vocabulary:</b> Use Context to Infer Meaning	<b>Video Connection:</b> “Sunken Treasure” <b>Viewing Skill:</b> Identify Viewpoint	<b>Writing Task:</b> Write an Informational Essay  <b>Speaking Task:</b> Create a Multimedia Presentation	<b>Explorer in Action:</b> R. Isai Madriz <b>Take Action Projects:</b> Service as Action
	<b>Destined for Mars</b> Science Fiction by <i>Katie Slivensky</i>	character (n.) deter (v.) odds (n.) qualification (n.) represent (v.) skill set (n.)	<b>Skill:</b> Analyze Character and Plot	Phrasing	<b>Language Convention:</b> Use Dashes	<b>Uncover the Story:</b> Infographic: Life on Mars <b>Viewing Skill:</b> Respond to a Graphic		
	<b>The Next Wave of Ocean Exploration</b> Persuasive Essay by <i>Ray Dalio and Mark Benioff</i>	advancement (n.) asset (n.) commerce (n.) habitat (n.) humanity (n.) neglect (v.)	<b>Skill:</b> Evaluate an Argument	Intonation	<b>Vocabulary:</b> Use Word Categories			

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## SCOPE AND SEQUENCE, continued

### 7 The Past

**ESSENTIAL QUESTION**  
Why should we remember the past?

ACADEMIC VOCABULARY <sup>T</sup>	READINGS	KEY VOCABULARY <sup>T</sup>	READING SKILL OR STRATEGY <sup>T</sup>	READING FLUENCY <sup>T</sup>	FOCUS ON LANGUAGE <sup>T</sup>	VISUAL LITERACY	PERFORMANCE TASKS <sup>T</sup>	TAKE ACTION
adjust (v.) challenge (n.) data (n.) sustainable (adj.) technology (n.) traditional (adj.)	<b>The Fun They Had</b> Science Fiction <i>by Isaac Asimov</i>	century (n.) dispute (v.) mechanical (adj.) progress (n.) regular (adj.)	<b>Skill:</b> Determine Theme	Expression	<b>Language Convention:</b> Punctuate Dialogue Correctly	<b>Uncover the Story:</b> National Geographic Photographer Annie Griffiths <b>Viewing Skill:</b> Respond to a Photograph	<b>Writing Task:</b> Write a Personal Narrative	<b>Explorer in Action:</b> Gabriel Prieto <b>Take Action Projects:</b> Service as Action
	<b>The Case for Low-tech Cities</b> Persuasive Essay <i>by Amy Fleming</i>	absorb (v.) efficiency (n.) monitor (v.) resilient (adj.) urban (adj.) vulnerable (adj.)	<b>Skill:</b> Determine the Author's Purpose	Intonation	<b>Vocabulary:</b> Use Greek and Latin Prefixes and Roots	<b>Video Connection:</b> "The Playful Wonderland Behind Great Inventions" <b>Viewing Skill:</b> Understand a Sequence of Events		
	<b>Mistakes: A Key to Learning</b> Science Article <i>by Alison Pearce Stevens</i>	attempt (n.) cursor (n.) experiment (n.) participant (n.) rotate (v.) target (n.)	<b>Strategy:</b> Make Text-to-Self Connections	Phrasing	<b>Language Convention:</b> Use Possessive Adjectives and Pronouns			

### 8 Helping Our Planet

**ESSENTIAL QUESTION**  
How can we best help our planet?

alternative (adj.) commitment (n.) generate (v.) irreversible (adj.) nonetheless (adv.) priority (n.)	<b>Choices</b> Poem <i>by Tess Gallagher</i>	clutch (v.) fade (v.) heave (v.) inspection (n.) litter (n.) sapling (n.)	<b>Skill:</b> Identify the Poet's Purpose	Expression	<b>Vocabulary:</b> Understand Connotation and Nuance	<b>Uncover the Story:</b> Infographic: Putting the Planet on a Diet <b>Viewing Skill:</b> Respond to a Graphic	<b>Writing Task:</b> Write a Poem	<b>Explorer in Action:</b> Patrícia Medici <b>Take Action Projects:</b> Service as Action
	<b>Earth Day on the Bay</b> Poem <i>by Gary Soto</i>	breakthrough (n.) drawback (n.) harness (v.) opponent (n.) renewable (adj.) spoil (v.)	<b>Strategy:</b> Paraphrase Text	Phrasing	<b>Vocabulary:</b> Cause-and-Effect Word Relationships			
	<b>Should Our World Invest in the Invisible?: The Pros and Cons of Wind Energy</b> Informational Essay <i>by Joyce McGreevy</i>	catastrophic (adj.) extensive (adj.) harsh (adj.) rehabilitate (v.) restoration (n.) threaten (v.)	<b>Skill:</b> Analyze Sidebars	Intonation	<b>Language Convention:</b> Punctuate Nonrestrictive Clauses	<b>Video Connection:</b> "Become Client Neutral Now!" <b>Viewing Skill:</b> Use Subtitles		

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