

# Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
<p><b>1 Staying Healthy in the Modern World</b></p> <p><i>Page 1</i></p> <p><b>Academic Track:</b> Health Science</p>	<p><b>Lesson A:</b> Listening to a Talk about Preventing Heart Disease Giving a Presentation on Health and Exercise Habits</p> <p><b>Lesson B:</b> Listening to an Informal Conversation Keeping a Conversation Going</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary in an everyday context</p>	<p>Listening for main ideas</p> <p>Listening for details</p> <p>Summarizing information</p> <p><b>Pronunciation:</b> Word endings: –s and –es</p>
<p><b>2 Energy and Our Planet</b></p> <p><i>Page 21</i></p> <p><b>Academic Track:</b> Interdisciplinary</p>	<p><b>Lesson A:</b> Listening to a PowerPoint® Lecture Discussing Personal Energy Use</p> <p><b>Lesson B:</b> Listening to an Informal Discussion Planning a Group Presentation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a text</p>	<p>Listening for specific information</p> <p>Interpreting speakers' tone and attitude</p> <p>Listen for main ideas</p> <p>Listen for speakers' conclusions</p> <p><b>Pronunciation:</b> Stressing key words Using intonation to show feelings</p>
<p><b>3 Culture and Tradition</b></p> <p><i>Page 41</i></p> <p><b>Academic Track:</b> Anthropology/ Sociology</p>	<p><b>Lesson A:</b> Listening to a Lecture Giving Information</p> <p><b>Lesson B:</b> Listening to an Assignment and a Student Presentation Planning a Presentation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a text</p>	<p>Listening to confirm predictions</p> <p>Listening for details</p> <p>Making inferences</p> <p>Taking notes to remember information</p> <p><b>Pronunciation:</b> Reduced function words</p>
<p><b>4 A Thirsty World</b></p> <p><i>Page 61</i></p> <p><b>Academic Track:</b> Interdisciplinary</p>	<p><b>Lesson A:</b> Listening to a Guest Speaker Presenting an Idea</p> <p><b>Lesson B:</b> Listening to a Group Discussion Role-Playing a Meeting</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to understand new words</p> <p>Discussing unit content using new vocabulary</p>	<p>Listen for the main idea</p> <p>Listen for details</p> <p>Taking notes on important facts</p> <p><b>Pronunciation:</b> Syllable stress Suffixes and syllable stress</p>
<p><b>5 Inside the Brain</b></p> <p><i>Page 81</i></p> <p><b>Academic Track:</b> Health Science</p>	<p><b>Lesson A:</b> Listening to a Documentary Discussing Problems and Solutions</p> <p><b>Lesson B:</b> Listening to a Conversation between Students Planning a Group Presentation</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to understand new words</p>	<p>Predicting content</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p><b>Pronunciation:</b> Linking sounds</p>

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>Adverbs of frequency</p> <p>Tag questions</p>	<p>Using expressions of frequency</p> <p>Making small talk</p> <p><b>Student to Student:</b> Asking about personal knowledge and experience</p> <p><b>Presentation Skills:</b> Using your notes</p>	<p><b>Video:</b> <i>Bee Therapy</i></p> <p>Using prior knowledge</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Inferring word meaning from context</p> <p>Discussing healthy habits</p> <p>Identifying the parts of a presentation</p> <p>Predicting content</p> <p>Organizing ideas for a presentation</p> <p><b>Critical Thinking Focus:</b> Supporting a statement</p>
<p>The simple present and the present continuous</p> <p>Modals of advice: <i>should/shouldn't, ought to, had better</i></p>	<p>Giving examples</p> <p>Giving advice and making suggestions</p> <p><b>Student to Student:</b> Taking turns</p> <p><b>Presentation Skills:</b> Organizing ideas for a group presentation</p>	<p><b>Video:</b> <i>Alternative Energy</i></p> <p>Predicting content</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p> <p>Relating video to personal experiences and opinions</p>	<p>Using a graphic organizer</p> <p>Inferring information not stated in a conversation</p> <p>Drawing conclusions based on a conversation</p> <p>Proposing solutions for efficient energy consumption</p> <p>Analyzing and ranking ideas and providing reasons</p> <p><b>Critical Thinking Focus:</b> Interpreting pie charts</p>
<p>The past continuous tense</p> <p>Adjectives ending in <i>-ed</i> and <i>-ing</i></p>	<p>Asking for and giving clarification</p> <p>Interrupting politely</p> <p><b>Student to Student:</b> Talking about assignments</p> <p><b>Presentation Skills:</b> Posture</p>	<p><b>Video:</b> <i>The Gauchos of Argentina</i></p> <p>Using prior knowledge</p> <p>Viewing for specific information</p> <p>Discussing the video in the context of previous knowledge</p>	<p>Explaining ideas about culture</p> <p>Creating sentences using new vocabulary</p> <p>Discussing prior knowledge of a topic</p> <p>Inferring information from a listening</p> <p>Classifying new expressions</p> <p><b>Critical Thinking Focus:</b> Inferring meaning from context</p>
<p>The passive voice</p> <p>Superlative adjectives</p>	<p>Talking about priorities</p> <p>Expressing opinions</p> <p><b>Student to Student:</b> Showing surprise</p> <p><b>Presentation Skills:</b> Speaking at the right volume</p>	<p><b>Video:</b> <i>More Water for India</i></p> <p>Predicting content</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Creating questions using the passive voice</p> <p>Understanding visuals</p> <p>Explaining how a PlayPump works</p> <p>Choosing a presentation topic with a group</p> <p>Using a graphic organizer to show advantages and disadvantages</p> <p><b>Critical Thinking Focus:</b> Predicting content</p>
<p>Infinitives after verbs</p>	<p>Making suggestions</p> <p>Making suggestions during group work</p> <p><b>Student to Student:</b> Presenting your ideas in a small group</p> <p><b>Presentation Skill:</b> Pausing to check for understanding</p>	<p><b>Video:</b> <i>Memory Man</i></p> <p>Viewing for specific information</p> <p>Giving an informed opinion based on the video</p>	<p>Relating personal experience to unit content</p> <p>Listing verbs that relate to mental activities</p> <p>Analyzing problems and proposing solutions</p> <p>Interpreting a flow chart</p> <p>Recalling key information from a listening passage</p> <p><b>Critical Thinking Focus:</b> Using context clues</p>

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Unit	Academic Pathways	Vocabulary	Listening Skills
<b>6 What We Eat</b> <i>Page 101</i> <b>Academic Track:</b> Health and Nutrition	<b>Lesson A:</b> Listening to a Seminar Participating in a Mini-Debate <b>Lesson B:</b> Listening to a Group Discussion Using Visuals to Support a Presentation	Understanding meaning from context  Using new vocabulary to complete a diet quiz and label graphics	Listening for the main idea  Listening for details  Listening for intonation <b>Pronunciation:</b> Intonation of finished and unfinished sentences
<b>7 Our Active Earth</b> <i>Page 121</i> <b>Academic Track:</b> Earth Science	<b>Lesson A:</b> Listening to an Earth Science Lecture Giving a News Report <b>Lesson B:</b> Listening to a Group Discussion Giving a Group Presentation	Understanding meaning from context  Using new vocabulary to interpret a diagram, form questions, and summarize an article	Listening for main ideas  Note-taking  Listening for details <b>Pronunciation:</b> Syllable stress review and syllable number
<b>8 Ancient Peoples and Places</b> <i>Page 141</i> <b>Academic Track:</b> Anthropology and Sociology/ Archaeology	<b>Lesson A:</b> Listening to a Guided Tour Presenting an Ancient Artifact <b>Lesson B:</b> Listening to a Conversation between Students Giving a Summary	Understanding meaning from context  Using new vocabulary to discuss unit content	Listening for main ideas  Listening for details  Making inferences <b>Pronunciation:</b> Question intonation
<b>9 Species Survival</b> <i>Page 161</i> <b>Academic Track:</b> Life Science	<b>Lesson A:</b> Listening to a Biologist's Talk about Birds Discussing Endangered Species <b>Lesson B:</b> Listening to a Conversation about a Science Experiment Planning and Presenting a Research Proposal	Understanding meaning from context  Using new vocabulary to paraphrase statements	Taking brief notes  Using graphic organizers for note-taking  Listening for specific expressions <b>Pronunciation:</b> Full and reduced vowel sounds and secondary stress
<b>10 Entrepreneurs and New Businesses</b> <i>Page 181</i> <b>Academic Track:</b> Business and Economics  <b>Independent Student Handbook</b> <i>Page 201</i>	<b>Lesson A:</b> Listening to a PowerPoint® Lecture Discussing New Business Ideas <b>Lesson B:</b> Listening to a Case Study and a Conversation Creating a Commercial	Understanding meaning from context  Using new vocabulary to discuss unit content	Listening for main ideas  Listening to summarize  Note-taking <b>Pronunciation:</b> Thought groups

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The real conditional with the present</p> <p>The real conditional with the future</p>	<p>Interrupting and returning to topic</p> <p>Managing a discussion</p> <p><b>Student to Student:</b> Expressing thanks and appreciation</p> <p><b>Presentation Skills:</b> Talking about visuals</p>	<p><b>Video:</b> <i>The Food and Culture of Oaxaca</i></p> <p>Viewing to confirm predictions</p> <p>Viewing for specific information</p> <p>Note-taking while viewing</p>	<p>Identifying visuals</p> <p>Interpreting nutritional guidelines</p> <p>Discussing results using grammar from the unit</p> <p>Categorizing new expressions using a T-chart</p> <p>Developing a argument for a mini-debate</p> <p><b>Critical Thinking Focus:</b> Supporting reasons with examples</p>
<p>Imperatives</p> <p>Gerunds as subjects and objects</p>	<p>Using transitions</p> <p>Refusing politely</p> <p><b>Student to Student:</b> Polite refusals</p> <p><b>Presentation Skills:</b> Speaking slowly</p>	<p><b>Video:</b> <i>Volcano Trek</i></p> <p>Viewing for specific information</p> <p>Making inferences</p> <p>Relating a video to personal opinion</p>	<p>Interpreting a map</p> <p>Understanding diagrams</p> <p>Identifying imperatives</p> <p>Developing instructions for an emergency or important event</p> <p>Using a chart to organize notes for a presentation</p> <p><b>Critical Thinking Focus:</b> Predicting exam questions</p>
<p>The passive voice with the past</p> <p>Phrasal verbs</p>	<p>Using the passive voice to talk about famous sites</p> <p>Discussing problems</p> <p><b>Student to Student:</b> Voicing a small problem</p> <p><b>Presentation Skill:</b> Oral summaries</p>	<p><b>Video:</b> <i>The Lost City of Machu Picchu</i></p> <p>Viewing for specific information</p> <p>Viewing for general understanding</p> <p>Making inferences</p>	<p>Interpreting information from a map</p> <p>Discussing prior knowledge of a topic</p> <p>Analyzing and discussing information</p> <p>Categorizing new vocabulary</p> <p>Inferring points of view and rationalize them</p> <p><b>Critical Thinking Focus:</b> Making Inferences</p>
<p>The simple present with facts</p> <p>Phrasal verbs: review</p>	<p>Explaining causes and effects</p> <p>Congratulating</p> <p><b>Student to Student:</b> Congratulating</p> <p><b>Presentation Skills:</b> Choosing information to support your topic</p>	<p><b>Video:</b> <i>A Disappearing World</i></p> <p>Using prior knowledge</p> <p>Viewing for specific information</p> <p>Evaluating content from the video</p>	<p>Comparing notes with a partner</p> <p>Explaining a process</p> <p>Categorizing information</p> <p>Relating prior knowledge and personal experience to a listening passage</p> <p>Developing a research proposal</p> <p><b>Critical Thinking Focus:</b> Using a graphic organizer to take notes</p>
<p>The infinitive of purpose</p> <p>The present perfect tense</p>	<p>Speculating about the future</p> <p>Using the present perfect to start conversations</p> <p><b>Student to Student:</b> Giving compliments</p> <p><b>Presentation Skill:</b> Showing enthusiasm for your topic</p>	<p><b>Video:</b> <i>Making a Deal in Fes</i></p> <p>Relating the video to personal experience</p> <p>Viewing for specific information</p> <p>Viewing for general understanding</p>	<p>Discussing statistics</p> <p>Evaluating business ideas</p> <p>Identifying reasons</p> <p>Applying new grammar and vocabulary to discussions and informal conversations</p> <p>Synthesizing content from the unit</p> <p><b>Critical Thinking Focus:</b> Using questions to evaluate information</p>