

Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
1 Urban Challenges <i>Page 1</i> Academic Track: Interdisciplinary	Lesson A: Listening to a Lecture Discussing Pros and Cons of Tourism Lesson B: Listening to a Conversation Between Classmates Presenting a Problem and Proposing Solutions	Understanding Meaning from Context Using a Dictionary Using New Vocabulary to Complete a Text	Predicting Content Listening for Main Ideas Listening for Details Pronunciation: Pronouncing the Letter <i>t</i>
2 Protecting Our Planet <i>Page 21</i> Academic Track: Life Science	Lesson A: Listening to a Guided Tour Brainstorming Ideas about Conservation Lesson B: Listening to a Student Debate Participating in a Debate	Understanding Meaning from Context Using a Dictionary Using New Vocabulary to Complete a News Story Using New Vocabulary to Discuss Unit Content	Note-taking Listening for Main Ideas Evaluating Arguments in a Debate Pronunciation: Pronouncing –s endings
3 Beauty and Appearance <i>Page 41</i> Academic Track: Sociology, Aesthetics	Lesson A: Listening to a News Report Conducting a Survey Lesson B: Listening to an Informal Conversation Giving a Group Presentation	Understanding Meaning from Context Using New Vocabulary to Ask and Answer Questions Using a Dictionary Using New Vocabulary to Complete a Conversation Understanding Suffixes	Listening for Key Concepts Listening for Main Ideas Listening for Details Predicting Content Note-Taking Listening for Specific Information Pronunciation: Pronouncing /ŋ/ and /ŋk/
4 Energy Issues <i>Page 61</i> Academic Track: Interdisciplinary	Lesson A: Listening to a Guest Speaker Role-Playing a Town Meeting Lesson B: Listening to a Study Group Discussion Creating and Using Visuals in a Presentation	Understanding Meaning from Context Using a Dictionary Using New Vocabulary to Complete an Interview Using New Vocabulary to Discuss Themes of the Unit	Predicting Content Listening for Main Ideas Outlining Listening for Key Concepts Listening for Details Pronunciation: Stressing Two-Word Compounds
5 Migration <i>Page 81</i> Academic Track: Life Science, Biology	Lesson A: Listening to a Radio Show Talking about your Family History Lesson B: Listening to a Conversation Between Friends Doing a Research Presentation	Understanding Meaning from Context Using a Dictionary Choosing the Right Definition Using New Vocabulary to Complete an Article Using New Vocabulary to Discuss Personal Opinions	Predicting Content Listening for Key Concepts Note-Taking Predicting Content Listening for Main Ideas Pronunciation: Using Question Intonation

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The Passive Voice</p> <p>Using an Agent in Passive Voice Sentences</p>	<p>Introducing a Topic</p> <p>Agreeing or Disagreeing</p> <p>Student to Student: Apologizing for Interrupting</p> <p>Presentation Skills: Making Eye Contact</p>	<p>Video: <i>Tuareg Farmers</i></p> <p>Viewing to Confirm Predictions</p> <p>Viewing for Main Ideas</p>	<p>Inferring Information Not Stated in a Conversation</p> <p>Understanding Visuals</p> <p>Organizing Ideas for a Discussion</p> <p>Using New Vocabulary in a Discussion</p> <p>Using a Graphic Organizer</p> <p>Critical Thinking Focus: Identifying the Lecture Topic</p>
<p>Restrictive Adjective Clauses</p> <p>Non-Restrictive Adjective Clauses</p>	<p>Introducing Examples</p> <p>Brainstorming</p> <p>Responding to and Refuting an Argument</p> <p>Student to Student: Expressing Encouragement</p> <p>Presentation Skills: Speaking with Confidence</p>	<p>Video: <i>Crocodiles of Sri Lanka</i></p> <p>Note-Taking while Viewing</p> <p>Using Video Information to Role-play</p>	<p>Expressing Individual Ideas Using New Grammar and Vocabulary</p> <p>Restating Information from Notes</p> <p>Understanding Visuals</p> <p>Organizing Ideas for a Discussion</p> <p>Expressing and Explaining Opinions</p> <p>Arguing a Point of View</p> <p>Critical Thinking Focus: Evaluating Arguments in a Debate</p>
<p>Compound Adjectives</p> <p>Tag Questions</p>	<p>Paraphrasing</p> <p>Asking for Clarification</p> <p>Student to Student: Asking about Personal Opinions</p> <p>Presentation Skills: Preparing Your Notes</p>	<p>Video: <i>Skin Mask</i></p> <p>Predicting Content</p> <p>Viewing for Main Ideas</p> <p>Sequencing Events</p>	<p>Expressing and Explaining Opinions about Beauty</p> <p>Paraphrasing and Explaining Quotations</p> <p>Creating Sentences and Using New Grammar</p> <p>Discussing Survey Results</p> <p>Organizing a Group Presentation</p> <p>Critical Thinking Focus: Understanding Quotations</p>
<p>The Future Perfect</p> <p>The Future Perfect Progressive</p>	<p>Emphasizing Important Information</p> <p>Expressing Approval and Disapproval</p> <p>Student to Student: Conceding a Point</p> <p>Presentation Skills: Fighting Nervousness</p>	<p>Video: <i>Solar Power</i></p> <p>Viewing for Specific Information</p> <p>Viewing for Main Ideas</p>	<p>Discussing Unit Content Using New Vocabulary</p> <p>Using a Graphic Organizer to Take Notes</p> <p>Understanding Visuals</p> <p>Evaluating Pros and Cons of Energy Sources</p> <p>Analyzing and Ranking Statements and Providing Reasons</p> <p>Critical Thinking Focus: Using an Outline to Take Notes</p>
<p>Using Past Modals to Make Guesses about the Past</p> <p>Using Past Modals to Make Inferences</p>	<p>Expressing Surprise</p> <p>Expressing Hopes</p> <p>Student to Student: Expressing Interest</p> <p>Presentation Skills: Preparing for Audience Questions</p>	<p>Video: <i>Wildebeest Migration</i></p> <p>Understanding and Interpreting Visuals</p> <p>Sequencing Events</p> <p>Note-Taking</p>	<p>Making Inferences about Unit Content</p> <p>Presenting Theories and Evidence about Early Humans</p> <p>Using a Graphic Organizer</p> <p>Understanding Visuals</p> <p>Restating Information from a Listening</p> <p>Critical Thinking Focus: Understanding Scientific Theories</p>

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<p>6 Tradition and Progress <i>Page 101</i> Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to a Student Presentation Interviewing a Classmate</p> <p>Lesson B: Listening to a Study Group Discussion Evaluating Web Sources</p>	<p>Understanding Meaning from Context</p> <p>Using a Dictionary</p> <p>Choosing the Right Definition</p> <p>Using New Vocabulary to Complete an Article</p> <p>Using New Vocabulary to Discuss Personal Experiences</p>	<p>Listening for Main Ideas</p> <p>Completing an Idea Map While Listening</p> <p>Note-Taking</p> <p>Pronunciation: Linking Consonants to Vowels</p>
<p>7 Money in Our Lives <i>Page 121</i> Academic Track: Economics</p>	<p>Lesson A: Listening to a Radio Interview Discussing Values</p> <p>Lesson B: Listening to a Conversation Between Friends Preparing a Budget</p>	<p>Understanding Meaning from Context</p> <p>Using a Dictionary</p> <p>Choosing the Right Definition</p> <p>Using New Vocabulary to Complete an Article</p> <p>Using New Vocabulary to Relate to Personal Experiences</p>	<p>Listening for Main Ideas</p> <p>Listening for Details</p> <p>Listening for Information to Complete an Outline</p> <p>Pronunciation: Vowel-to-Vowel Linking</p>
<p>8 Health and Fitness <i>Page 141</i> Academic Track: Health and Medicine</p>	<p>Lesson A: Listening to a Question-and-Answer Session Discussing Environmental Health Concerns</p> <p>Lesson B: Listening to a Conversation Between Friends Sharing Advice about Health and Fitness</p>	<p>Understanding Meaning from Context</p> <p>Using a Dictionary</p> <p>Understanding Collocations</p> <p>Using New Vocabulary to Complete an Article</p> <p>Identifying Synonyms for New Vocabulary Words</p>	<p>Listening for Main Ideas</p> <p>Listening for Details</p> <p>Listening for Information to Complete a Chart</p> <p>Note-Taking</p> <p>Pronunciation: Dropped Syllables</p>
<p>9 Mind and Memory <i>Page 161</i> Academic Track: Psychology/ Brain Science</p>	<p>Lesson A: Listening to a TV Show Giving a Short Persuasive Speech</p> <p>Lesson B: Listening to a Conversation Between Classmates Using Memory Skills to Recall Information</p>	<p>Understanding Meaning from Context</p> <p>Using New Vocabulary to Complete an Article</p> <p>Using New Vocabulary to Discuss Opinions</p> <p>Using a Dictionary</p> <p>Understanding Collocations</p>	<p>Listening for Main Ideas</p> <p>Note-Taking</p> <p>Listening for Details</p> <p>Listening for Information to Complete an Outline</p> <p>Pronunciation: Using Word Stress to Clarify Information</p>
<p>10 Food Concerns <i>Page 181</i> Academic Track: Interdisciplinary</p> <p>Independent Student Handbook <i>Page 201</i></p>	<p>Lesson A: Listening to a PowerPoint Lecture Role-Playing a Debate</p> <p>Lesson B: Listening to an Informal Conversation Creating a PowerPoint Presentation</p>	<p>Understanding Meaning from Context</p> <p>Using a Dictionary</p> <p>Using New Vocabulary to Complete an Article</p>	<p>Listening for Main Ideas</p> <p>Synthesizing Information</p> <p>Listening for Details</p> <p>Note-Taking</p> <p>Pronunciation: Syllable Stress</p>

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>Verb + Gerund</p> <p>Verb + Object + Infinitive</p>	<p>Using Fillers</p> <p>Expressing a Lack of Knowledge</p> <p>Student to Student: Congratulating the Group</p> <p>Presentation Skills: Varying Your Voice Volume</p>	<p>Video: <i>Farm Restoration</i></p> <p>Viewing for Main Ideas</p> <p>Viewing for Specific Information</p> <p>Note-Taking</p>	<p>Understanding and Using Buzzwords in a Conversation</p> <p>Interviewing Classmates and Analyzing Feedback</p> <p>Relating Unit Content to Personal Opinions</p> <p>Comparing and Contrasting Cultures Using Unit Content</p> <p>Analyzing and Discussing Web Sites</p> <p>Critical Thinking Focus: Evaluating Numbers and Statistics</p>
<p>Using Connectors to Add and Emphasize Information</p> <p>Using Connectors of Concession</p>	<p>Showing that You are Following a Conversation</p> <p>Digressing from the Topic</p> <p>Student to Student: Asking Sensitive Questions</p> <p>Presentation Skills: Dealing with Difficult Questions</p>	<p>Video: <i>The Black Diamonds of Provence</i></p> <p>Viewing for Main Ideas</p> <p>Note-Taking While Viewing</p>	<p>Orally Summarizing Information from Notes</p> <p>Relating Unit Content to Personal Experiences</p> <p>Applying New Grammar to Discussions about Finance</p> <p>Understanding and Analyzing Visuals</p> <p>Interpreting Information about Budgets</p> <p>Critical Thinking Focus: Summarizing</p>
<p>Phrasal Verbs</p> <p>Three-Word Phrasal Verbs</p>	<p>Expressing Uncertainty</p> <p>Showing Understanding</p> <p>Sharing Advice</p> <p>Student to Student: Going First</p> <p>Presentation Skills: Relating to Your Audience</p>	<p>Video: <i>Paraguay Shaman</i></p> <p>Applying Prior Knowledge to Video Content</p> <p>Viewing for Main Ideas</p> <p>Viewing for Specific Details</p>	<p>Proposing Solutions for Health Problems</p> <p>Relating Unit Content to Personal Experiences</p> <p>Evaluating a Health-Related Lawsuit</p> <p>Using New Grammar and Vocabulary while Role-Playing a Scenario</p> <p>Expressing and Explaining Opinions</p> <p>Critical Thinking Focus: Asking Questions for Further Research</p>
<p>Subject-Verb Agreement with Quantifiers</p> <p>Present Participle Phrases</p>	<p>Enumerating</p> <p>Checking Background Knowledge</p> <p>Student to Student: Joining a Group</p> <p>Presentation Skills: Using Gestures</p>	<p>Video: <i>Animal Minds</i></p> <p>Viewing for Main Ideas</p> <p>Viewing for Specific Information</p> <p>Sequencing Events</p>	<p>Making Comparisons about Human and Animal Intelligence</p> <p>Practicing Memory-Building Techniques</p> <p>Making Inferences</p> <p>Organizing Ideas for a Presentation</p> <p>Using New Grammar to Summarize Unit Content</p> <p>Critical Thinking Focus: Questioning Results</p>
<p>Causative Verbs</p> <p>Subjunctive Verbs with <i>That</i> Clauses</p>	<p>Confirming Understanding</p> <p>Giving Recommendations</p> <p>Student to Student: Expressing Opinions</p> <p>Presentation Skills: Preparing Visuals for Display</p>	<p>Video: <i>Slow Food</i></p> <p>Viewing for Main Ideas</p> <p>Viewing to Complete Direct Quotations</p>	<p>Proposing Solutions for Food Shortages</p> <p>Expressing Opinions about Unit Content</p> <p>Deducing Meaning from Context</p> <p>Understanding Visuals</p> <p>Creating Effective Visuals</p> <p>Critical Thinking Focus: Remaining Objective</p>