Lift

Level 2 Grade 7
Correlated to UNESCO

NATIONAL GEOGRAPHIC LEARNING

UNESCO Sustainable Development Goals	LIFT 2 Student's Book Citations
1.2.1 No Poverty End poverty in all its forms everywhere	Unit 8 If the World Were a Village, pp. 394-404
1.2.2 Zero Hunger End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Unit 8 If the World Were a Village, pp. 394-404
1.2.3 Good Health and Well-being Ensure healthy lives and promote well-being for all at all ages	Unit 1 The Kite Fighters, pp. 8-13 Children's Growing Friendships, pp. 22-27 Friendship Basics (video), pp. 32-33 How Many Friends Can You Have?, pp. 36-41 Take Action, p. 53 Unit 2 The Sand Castle, pp. 88-93 Unit 3 Why Do People Take Risks?, pp. 128-135 Why Do We Dread Some Risks and Not Others? (video), pp. 140-141 Personality Plus, Plus, Plus, pp. 144-149 Tracking the Cure: Zoltán Takács, p. 160 Unit 4 The King and the Shirt, pp. 168-169 Happiness Around the World, pp. 178-183 Research, p. 187 Effects of Gratitude (video), pp. 188-189 Happiness Might Be Genetic, pp. 192-195 Creating the First National City Park: Daniel Raven-Ellison, pp. 206-207 Unit 5 The Psychology of Being a Sports Fan, pp. 228-233 Research, p. 237 "How Did You Reach Your Goal?" (video), pp. 238-239 Unit 6 A Simple Invention to Save Lives: Hayat Sindi, pp. 310-311 Unit 8 If the World Were a Village, pp. 394-404
1.2.4 Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Unit 2 Coaching Young Leaders: Alyea Pierce, p. 104 Unit 5 How Do Personal Interests Shape a Person's Identity? (video), pp. 238-239 Developing Opportunities and Identity: Dr. Kakenya Ntaiyo. p. 260 Unit 8 If the World Were a Village, pp. 394-404 Inspiring the Next Generation of Environmentalists, p. 412

UNESCO Sustainable Development Goals	LIFT 2 Student's Book Citations
1.2.5 Gender Equality Achieve gender equality and empower all women and girls	Unit 5 How Do Personal Interests Shape a Person's Identity? (video), pp. 238-239 Developing Opportunities and Identity: Dr. Kakenya Ntaiyo, p. 260 Unit 6 A Simple Invention to Save Lives: Hayat Sindi, pp. 310-311 Unit 7 Ada Lovelace, pp. 318-325
1.2.6 Clean Water and Sanitation Ensure availability and sustainable management of water and sanitation for all	Unit 2 Autumn Peltier, Canada, water conservation, p. 83 Afroz Shah, Mumbai lawyer cleaning beaches, p. 86 Unit 8 If the World Were a Village, pp. 394-404
1.2.7 Affordable and Clean Energy Ensure access to affordable, reliable, sustainable and clean energy for all	Unit 6 The Boy Who Harnessed the Wind, pp. 292-299 Unit 7 Uncover the Story, pp. 330-331 Unit 8 If the World Were a Village, pp. 394-404
1.2.8 Decent Work and Economic Growth Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Unit 7 From Rubble, Solidarity Rises, pp. 334-337 Create and Present, p. 341 Unit 8 If the World Were a Village, pp. 394-404
1.2.9 Industry, Innovation and Infrastructure Build infrastructure, promote inclusive and sustainable industrialization and foster innovation	Unit 6 Graphene Fabric, pp. 280-283 Research, p. 287 Greatest Inventions of All Time, pp. 288-289 The Boy Who Harnessed the Wind, pp. 292-299 Performance Task, pp. 304-309 A Simple Invention to Save Lives: Hayat Sindi, pp. 310-311 Unit 7 Ada Lovelace, pp. 318-325
1.2.10 Reduced Inequalities Reduce inequality within and among countries	Unit 7 From Rubble, Solidarity Rises, pp. 334-337
1.2.11 Sustainable Cities and Communities Make cities and human settlements inclusive, safe, resilient and sustainable	Unit 2 We Rise, pp. 74-79 Research, p. 83 (Autumn Peltier, Ghislain Irakoze) Unit 3 Take Action, Global, p. 161 Unit 5 Eyes Looking to the Sky, pp. 242-249 Unit 8 Sustainable Development Goals, pp. 378-379 Inspiring the Next Generation of Environmentalists, pp. 412-413

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UNESCO Sustainable Development Goals	LIFT 2 Student's Book Citations
1.2.12 Responsible Consumption and Production Ensure sustainable consumption and production patterns	Unit 2 We Rise, pp. 74-79 Research, p. 83 (Autumn Peltier, Ghislain Irakoze) Unit 6 Ode to Common Things, pp. 268-271
1.2.13 Climate Action Take urgent action to combat climate change and its impacts	Unit 2 Afroz Shah, Mumbai lawyer cleaning beaches, p. 86 Research, p. 83 (Autumn Peltier, Ghislain Irakoze) Unit 8 Inspiring the Next Generation of Environmentalists, pp. 412-413
1.2.14 Life below Water Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Unit 7 Saving One of the World's Last Wild Places: Adjany Costa, p. 362 Unit 8 If the World Were a Village, pp. 394-404
1.2.15 Life on Land Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Unit 2 We Rise, pp. 74-79 Unit 3 Tiger Boy, pp. 112-119 Unit 4 Creating the First National City Park: Daniel Raven-Ellison, p. 206 Unit 7 Saving One of the World's Last Wild Places: Adjany Costa, p. 362 Unit 8 Inspiring the Next Generation of Environmentalists, pp. 412-413
1.2.16 Peace, Justice and Strong Institutions Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Unit 8 Sustainable Development Goals, pp. 378-379 Multilingualism and Global Citizenship, pp. 380-38
17 Partnerships for the Goals Strengthen the implementation and revitalize the global partnership for sustainable development	Unit 8 Global Citizenship; How Can We Become Citizens of the World?, pp. 365-374 Sustainable Development Goals, pp. 378-379 Multilingualism and Global Citizenship, pp. 380-386 Create and Present, p. 389 What Is Global Citizenship (video), pp. 390-391 If the World Were a Village, pp. 394-404 Inspiring the Next Generation of Environmentalists, pp. 412-413