

Our World Level 5 (American English Edition) Mini Scope and Sequence

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/National Geographic Explorer	Project
1. “Extreme Weather”	<ul style="list-style-type: none"><li>• weather</li><li>• preparedness for weather emergencies</li></ul>	<ul style="list-style-type: none"><li>• talk about types of extreme weather</li><li>• describe the damage storms can cause</li><li>• identify ways to prepare for extreme weather</li><li>• write a personal narrative</li></ul>	blizzard drop drought flood heat wave hurricane ice storm lightning range rise sandstorm speed tornado tropical storm thunder	Future predictions with <i>Going to</i> + verb  <i>Is it <b>going to</b> rain tomorrow?</i>  <i>No, it’s <b>going to</b> snow tomorrow.</i>	emergency evacuate flashlight plan (n.) shelter supplies	Zero conditional (present tense)  <i>If the weather <b>is</b> cold, I <b>put on</b> my winter coat.</i>	Tornado Trouble	Personal Narrative	<b>Mission:</b> Understand Weather  <b>Explorer:</b> Tim Samaris , Severe Storm Researcher, Emerging Explorer  <b>Quote:</b> “It all started when I was about six years old and saw that fantastic tornado in <i>The Wizard of Oz</i> .”	A wind speed indicator
2. “Copycat Animals”	<ul style="list-style-type: none"><li>• animal adaptations</li></ul>	<ul style="list-style-type: none"><li>• describe animal features</li><li>• describe how animals protect themselves</li><li>• talk about ways animals imitate others</li><li>• write a paragraph of classification</li></ul>	camouflage characteristic s copy (v.) frighten hide hunt imitate insect poisonous predator prey resemble species spot (n.) stripes	Equative comparisons with <i>as</i> + adj + <i>as</i>  <i>The katydid is <b>as green as</b> the leaf it sits on.</i>	attack avoid confuse defend escape	Tag questions  <i>The jaguar <b>is</b> dangerous, <b>isn’t it?</b></i>  <i>That frog <b>wasn’t</b> poisonous, <b>was it?</b></i>	Copycats	Paragraphs of Classification	<b>Mission:</b> Protect biodiversity.  <b>Explorer:</b> Krithi Karanth, Conservation Biologist, Emerging Explorer  <b>Quote:</b> “We need to increase people’s interest and awareness about wildlife and conservation issues and reduce the general disconnect from nature.”	A classroom mural of ecosystems or habitats

3 “Music in Our World”	• music musical instruments musical styles	• identify musical instruments • talk about musical styles • express preferences • write a paragraph of contrast	band beat chord concert drum flute guitar lead singer melody note perform piano practice rhythm saxophone violin	Present perfect with <i>ever</i> and <i>never</i>  <i>Have</i> you ever <i>listened</i> to hip hop?  Yes, I <i>have</i> .	classical hip-hop jazz pop rock	Comparisons with adverbs ( <i>more/less... than; as... as</i> )  <i>He sings <b>more loudly</b> than I do. He practices piano <b>less often</b> than I do. I play the guitar <b>as well as</b> my brother.</i>	It’s All Music	Paragraphs of Contrast	<b>Mission:</b> Change through music.  <b>Explorer:</b> Jack Johnson, Musician, National Geographic Arts Ambassador for the Environment  <b>Quote:</b> “ <i>Music can change the world. It can inspire people to care, to do something positive, to make a difference.</i> ”	Musical instruments made out of recycled materials.
Let’s Talk , Units 1-3	<b>“It’s my turn.”</b> <b>Goals:</b> <ul style="list-style-type: none"><li>take turns</li><li>give commands</li><li>talk about who won a game</li></ul>					<b>“Who’s going to take notes?”</b> <b>Goals:</b> <ul style="list-style-type: none"><li>talk about a classroom task</li><li>make a request</li><li>offer to do something</li></ul>				
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4 “Life Out There”	• the universe • space exploration • possibility of life in space	• discuss life in space • discuss space exploration • express my opinion • write a persuasive paragraph	atmosphere comet data debate (v.) extraterrestrial (n.) galaxy journey orbit planet solar system space universe	Speculation with <i>may</i> and <i>might</i> .  There <b>might</b> be life on other planets. I’m not sure.  Yes, but it <b>may</b> be very simple life.	astronaut communicate (v.) rocket search (v.) space station spacecraft	Indefinite pronouns ( <i>Everyone, someone, anyone, no one</i> )  <i>Did <b>everyone</b> see that comet?</i>  <i>Does <b>anyone</b> want to be an astronaut?</i>	Listening for Life	Paragraphs of Persuasion	<b>Mission:</b> Live curious.  <b>Explorer:</b> Kevin Hand, Planetary Scientist/ Astrobiologist, Emerging Explorer  “We finally have the tools and technology to answer this age-old question: Are we alone? Jupiter’s moon Europa is a beautiful place to go and explore that question.”	Model of another planet with life

						<i><b>Someone</b> will go to Mars one day.</i>				
						<i><b>No one</b> can see all the stars in the universe.</i>				
5 “Arts Lost and Found”	<ul style="list-style-type: none"><li>• traditional arts</li><li>• arts and crafts</li><li>• keeping and passing down traditions</li></ul>	<ul style="list-style-type: none"><li>• talk about why it’s good to save traditions</li><li>• explain how the past makes me who I am</li><li>• write a blog</li></ul>	art community culture future generation hold on (v.) language local pass down (v.) proud share (v.) storytelling tourist tradition weave (v.)	Gerunds as subjects  <i><b>Knowing</b> your history is important.</i>  <i><b>Creating</b> art is a good way to share your culture.</i>	embroidery handcrafted jewelry making pottery sculpture	Gerunds as objects  <i>My friends are good at <b>making</b> jewelry.</i>  <i>I like <b>eating</b> traditional foods.</i>	Modern Music with Ancient Roots	Blog Entries	<b>Mlssion:</b> Value your cultural traditions.  <b>NG Explorer:</b> Elizabeth Kapu'uwailani Lindsey, Filmmaker/ Anthropologist, Fellow  <b>Quote:</b> "I'm committed to protecting the cultures of the world in hopes that the wisdom of their elders is remembered."	A time capsule showing our culture
6 “Amazing Plants!”	<ul style="list-style-type: none"><li>• plants</li><li>• plant adaptations</li></ul>	<ul style="list-style-type: none"><li>• talk about how plants adapt</li><li>• discuss the importance of plants</li><li>• compare plants</li><li>• write a descriptive paragraph</li></ul>	adapt attract bacteria behavior digest ground leaf light roots stem stink strategy survival trap trick (v.)	Passive voice, present tense  <i>Insects <b>are attracted</b> to the plant’s sweet smell.</i>  <i>How <b>is</b> the insect <b>trapped</b>?</i>	daisy petal rose thorn vine	Defining relative clauses with <i>that</i>  <i>I don’t want a plant <b>that</b> smells like rotting meat!</i>  <i>I like plants <b>that</b> trick and trap insects.</i>	Is That a Plant?	Descriptive Paragraphs	<b>Mission:</b> Value plants.  <b>Explorer:</b> Maria Fadiman, Ethnobotanist, Emerging Explorer  "On my first trip to the rain forest I met a woman who was in terrible pain because no one in her village could remember which plant would cure her. I	A local plant guide

									saw that knowledge was truly being lost, and in that moment I knew this was what I wanted to do with my life."	
Let’s Talk, Units 4-6	<b>“Can I borrow your bike?”</b> <b>Goals:</b> <ul style="list-style-type: none"><li>• make an informal request</li><li>• make an excuse</li><li>• show understanding / accept “no” for an answer</li></ul>					<b>“It could work.”</b> <b>Goals:</b> <ul style="list-style-type: none"><li>• make a suggestion</li><li>• agree and disagree</li><li>• counter</li></ul>				
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7 “Volcanoes”	<ul style="list-style-type: none"><li>• how volcanoes form</li><li>• types of volcanoes</li></ul>	<ul style="list-style-type: none"><li>• discuss volcanoes</li><li>• describe how a volcano erupts</li><li>• make predictions</li><li>• write a process paragraph</li></ul>	ash calm cover (v.) crack (n.) create deep erupt explode gas heat inside melted steam (n.) surface thick volcano	First conditional: (If + present tense, <i>will</i> + verb)  <i>If rain <b>hits</b> the lava, it’ll turn to steam.</i>  <i>I <b>will</b> go to a safe place <b>if</b> the volcano erupts.</i>	active cone crater dormant extinct	Cause and effect with <i>because of</i>  <i><b>Because of</b> the ash, the animals could not breathe.</i>  <i>The trees died <b>because of</b> the heat from the lava.</i>	Active Volcanoes	Process Paragraphs	<b>Mission:</b> Help in a disaster.  <b>Explorer:</b> Patrick Meier, Crisis Mapper, Emerging Explorer  “Crisis mapping can pinpoint urgent needs instantly, saving time and lives.”	Model of an erupting volcano
8 “Reduce, Reuse, Recycle”	<ul style="list-style-type: none"><li>• the environment</li><li>• pollution</li><li>• recycling</li><li>• art made from recycled materials</li></ul>	<ul style="list-style-type: none"><li>• discuss the importance of reducing, reusing, and recycling</li><li>• discuss art from recycled materials</li><li>• talk about what I can do</li></ul>	build conserve design (v.) energy efficient environment junk landfill man-made natural	Passive voice with modals, present tense  <i>Natural things <b>can be grown</b> again.</i>	cardboard chemicals glass metal tools	Clauses with <i>when</i>  <i><b>When we recycle trash,</b> we save on materials and energy.</i>  <i>An artist’s</i>	Found Art	Biographical paragraphs	<b>Mission:</b> Help reduce our human footprint.  <b>Explorer:</b> Alexandra Cousteau, Water Advocate and Environmental Filmmaker, Emerging Explorer	An art piece made with recycled materials

		to help the environment • write a biographical paragraph	recycle reduce renewable reuse throw away trash (n.)	<i>Many things <b>can be made</b> into art!</i>		<i>work may surprise us <b>when we first see it.</b></i>			<b>Quote:</b> “People have created the problem, so it’s critical to get the public excited and eager to participate in a solution.”	
9 “Cool Vacations!”	<ul style="list-style-type: none"><li>• types of vacations</li><li>• vacation destinations</li></ul>	<ul style="list-style-type: none"><li>• talk about different places to vacation</li><li>• talk about what I would do in different situations</li><li>• express preferences</li><li>• write a review</li></ul>	beach camping guide hike hotel photo safari relax ruins tent theme park ticket tour water park wildlife	Second conditional (if + past tense, <i>would</i> + verb)  <i>If we <b>went</b> on a photo safari, I <b>would take</b> pictures of lions.</i>  <i>I’<b>d</b> go mountain climbing if I <b>weren’t</b> afraid of heights.</i>	airport passport souvenirs suitcase sunglasses	Preference with <i>would</i> <i>rather</i>  <i>I <b>would rather</b> go on an eco tour than go to a theme park.</i>  <i>We’<b>d rather</b> go on a tour than stay at the hotel.</i>	Tree House Vacation	Reviews	<b>Mission:</b> Be a respectful tourist.  <b>Explorer:</b> Joseph Lekuton, Teacher, Emerging Explorer  <b>Quote:</b> “To bridge cultures you must mix people together. Education and travel are the best teachers.”	A tourist brochure
Let’s Talk , Units 7-9	<b>“No way!”</b> <b>Goals:</b> <ul style="list-style-type: none"><li>• agree and disagree</li><li>• discuss possibilities</li><li>• ask for opinions</li></ul>					<b>“Our presentation is about . . .”</b> <b>Goals:</b> <ul style="list-style-type: none"><li>• introduce ourselves</li><li>• explain what our presentation is about</li><li>• check with the audience</li><li>• get started</li></ul>				