

Unit	Theme	Objectives	Vocabulary	Language Use	Content Concepts	The Sounds of English	Reading	Writing
0	Greetings	<ul style="list-style-type: none"> <li>greet and say goodbye to one another</li> <li>listen to and respond to classroom instructions</li> <li>identify and name things that are <i>red</i> and <i>blue</i></li> <li>count up to two items</li> </ul>		Hello. I'm [Freddy.] What's your name? Hi. I'm [Polly.] Goodbye. Bye. Stand up. Sit down. Open your book. Close your book.	Colors: blue, red Numbers: 1, 2	/h/ <b>hello</b> /aɪ/ <b>hi</b> , <b>goodbye</b> Chant: <i>Hello, hello</i>		
1 My School	Classroom objects	<ul style="list-style-type: none"> <li>identify and name classroom objects</li> <li>ask and answer questions to identify classroom objects</li> <li>identify and name things that are <i>green</i> and <i>yellow</i></li> <li>count up to four items</li> </ul>	a book, a chair, a crayon, a desk, an eraser, paper, a pen, a pencil	What is it? It's a [book].	Colors: green, yellow Numbers: 3, 4	/p/ <b>pen</b> /eɪ/ <b>paper</b> /ɛ/ <b>desk</b> Chant: <i>I have some paper</i>	Time for School	A a B b C c
2 My Toys	Toys	<ul style="list-style-type: none"> <li>identify and name toys</li> <li>ask and answer questions about toys</li> <li>identify and name things that are <i>brown</i> and <i>orange</i></li> <li>count up to six items</li> </ul>	a ball, a balloon, a car, a doll, a kite, a robot, a teddy bear, a truck	Is it a [doll]? Yes, it is. / No, it isn't.	Colors: brown, orange Numbers: 5, 6	/b/ <b>ball</b> /ɒs/ <b>robot</b> /k/ <b>car</b> Chant: <i>Dolls and robots</i>	Birthday Boy	D d E e F f
3 My Family	Family members Rooms in the house	<ul style="list-style-type: none"> <li>identify and name family members</li> <li>ask and answer questions about family members</li> <li>identify and name rooms in the house</li> <li>identify and name things that are <i>black</i> and <i>white</i></li> <li>count up to eight items</li> </ul>	brother, father, grandma, grandpa, mother, sister a bathroom, a bedroom, a kitchen, a living room	Who's this? It's my [brother]. Where's [Grandma]? In the [kitchen].	Colors: black, white Numbers: 7, 8	/æ/ <b>black</b> /s/ <b>sister</b> /u:/ <b>room</b> , <b>blue</b> Chant: <i>I love my grandpa!</i>	Eight Is Great	G g H h I i
4 My Body	Parts of the body	<ul style="list-style-type: none"> <li>identify and name parts of the body</li> <li>say what parts of the body people have</li> <li>identify and name things that are <i>pink</i> and <i>purple</i></li> <li>count up to ten items</li> </ul>	arms, ears, eyes, feet, hair, hands, legs, a mouth, a nose	I have [two hands]. He/She has [two hands].	Colors: pink, purple Numbers: 9, 10	/ɑ:/ <b>arm</b> /l/ <b>leg</b> /aʊ/ <b>mouth</b> Chant: <i>One mouth for me</i>	It's Me!	J j K k L l
5 Stories	Fairy tales	<ul style="list-style-type: none"> <li>identify and name people and things in a story</li> <li>identify and name the feelings <i>happy</i> and <i>sad</i></li> <li>say what you want</li> <li>identify and name things that are <i>gold</i> and <i>silver</i></li> </ul>	a crown, a friend, a frog, a king, a prince, a princess, a queen happy, sad	I want a [friend].	Colors: gold, silver	/g/ <b>gold</b> /i:/ <b>queen</b> /ɪŋ/ <b>king</b> Chant: <i>The prince wants silver</i>	New Friends	M m N n O o
6 I Like Food	Food and drink	<ul style="list-style-type: none"> <li>identify and name foods and drinks</li> <li>talk about likes and dislikes</li> <li>identify and name <i>circles</i> and <i>squares</i></li> </ul>	bananas, bread, chicken, cookies, noodles, rice, milk, orange juice, water	I like [noodles]. I don't like [noodles].	Shapes: a circle, a square	/tʃ/ <b>chicken</b> /n/ <b>noodles</b> /r/ <b>rice</b> Chant: <i>I like chicken</i>	A Picnic	P p Q q R r
7 Clothes	Clothing	<ul style="list-style-type: none"> <li>identify and name clothing items</li> <li>say what you and others are wearing in hot and cold weather</li> <li>identify and name <i>triangles</i> and <i>rectangles</i></li> </ul>	a coat, a dress, a hat, pants, shoes, a shirt, shorts, a skirt, socks	It's [cold]. I'm wearing [a coat]. It's [hot]. He/She's wearing [shorts].	Shapes: a rectangle, a triangle	/ʃ/ <b>shirt</b> /ɒ/ <b>doll</b> /ɪ/ <b>milk</b> Chant: <i>I want a shirt</i>	Wash Day	S s T t U u V v
8 Animals	Animals Actions	<ul style="list-style-type: none"> <li>identify and name animals</li> <li>talk about actions that people and animals do</li> <li>identify and name the shapes <i>heart</i> and <i>star</i></li> </ul>	a crocodile, a giraffe, a hippo, a lion, a monkey, a zebra drink, eat, run, walk	Is [the lion] [eating]? No, it isn't. It's [drinking].	Shapes: a heart, a star	/ʌ/ <b>truck</b> /z/ <b>zebra</b> /ə/ <b>lion</b> Chant: <i>Look, I'm a lion</i>	At the Zoo	W w X x Y y Z z Alphabet chant

# Our World Level 1 Scope and Sequence

## Units 1-9

<b>Unit 0</b> Welcome to Our World!	<b>Meet the mascots:</b> Eddie the elephant Polly the parrot Mia the monkey Freddy the frog	<b>Greetings; Talking about your birthday:</b> Hello, I'm ... What's your name? Hi. My name's ...  How old are you? I'm ...  It's my birthday! Happy Birthday!	<b>Colors:</b> black blue green orange purple red white yellow	<b>The Alphabet:</b> A-Z	<b>Shapes:</b> circle rectangle square star triangle	<b>Numbers:</b> 1-10	<b>Classroom language:</b> draw listen point read say sing sit down stand up walk write
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Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
<b>1</b> My Classroom	<ul style="list-style-type: none"> <li>classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>name classroom objects</li> <li>count classroom objects</li> <li>name colors of objects</li> </ul>	board classroom clock computer crayon map paper pen pencil table	Simple present of <i>to be</i> , third person singular <i>Is it a pencil? Yes, it is. It's a pencil.</i> <i>Is it a crayon? No, it isn't. It's a pen.</i>	book chair desk eraser picture	Question words: <i>what, what color, how many</i> <i>What is it? It's a table.</i> <i>What color is it? It's yellow.</i> <i>How many pencils? Three.</i>	Drawing and Writing	Make a name tag.	<b>Value:</b> Work hard in school. <b>Caption:</b> I listen. I talk. I read. I write.	A counting book
<b>2</b> My World	<ul style="list-style-type: none"> <li>nature</li> <li>animals</li> <li>plants</li> </ul>	<ul style="list-style-type: none"> <li>name objects in nature</li> <li>name colors in nature</li> <li>talk about nature</li> </ul>	bird butterfly grass mountain ocean river rock sky sun tree	Simple present of <i>to be</i> , third person singular and plural <i>What is it? It's a bird.</i> <i>What are they? They're birds.</i>	bush cloud flower moon star	Question words: <i>where</i> <i>Where is the butterfly? It's on the flower.</i>	Rainbows	Draw and write about colors.	<b>Value:</b> Enjoy nature. <b>Caption:</b> Stop and look. Enjoy.	A mural about nature
<b>3</b> My Family	<ul style="list-style-type: none"> <li>family members</li> </ul>	<ul style="list-style-type: none"> <li>name family members</li> <li>talk about family members</li> <li>use numbers</li> </ul>	baby brother father grandfather grandmother mother my family parents photo sister	Simple present of <i>to have</i> , first and second person singular <i>How many brothers do you have? I have two brothers.</i>	big old short small tall young	Question word: <i>who</i> <i>Who's she? She's my sister.</i>	Families Are Different	Draw and write about your family.	<b>Value:</b> Love your family. <b>Caption:</b> Work and play together.	A family photo poster
<b>4</b> My House	<ul style="list-style-type: none"> <li>rooms in a house</li> <li>furniture</li> <li>at-home activities</li> </ul>	<ul style="list-style-type: none"> <li>name rooms in a house</li> <li>name furniture</li> <li>talk about actions</li> </ul>	bathroom bed bedroom dining room kitchen lamp living room mirror sofa TV	<i>Is there?/there is</i> <i>Is there a table in the kitchen? Yes, there is.</i>	cleaning cooking eating sleeping taking a bath watching TV	Present progressive, third person singular <i>Where's your mother? She's in the kitchen. She's cooking.</i>	Houses are Different	Write about your bedroom.	<b>Value:</b> Be neat. <b>Caption:</b> Be neat. Clean your room.	A plan of rooms in a house.

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
5 Cool Clothes	<ul style="list-style-type: none"> <li>clothes</li> <li>colors</li> </ul>	<ul style="list-style-type: none"> <li>name clothes</li> <li>name colors</li> <li>say what people are wearing</li> </ul>	dress gloves hat jacket pants shirt shoes skirt socks T-shirt	Present progressive, first, second, and third person singular  <b>What are you wearing?</b> <b>I'm wearing</b> a red dress.	brown closet pink purple shelf	<i>That/those</i> <b>What's that?</b> <b>That's my orange t-shirt.</b> <b>What are those?</b> <b>Those are my purple shoes.</b>	Clothes Are Fun!	Write sentences about clothes.	<b>Value:</b> Take care of your clothes. <b>Caption:</b> Put away your clean clothes.	A stick puppet.
6 My Toys	<ul style="list-style-type: none"> <li>toys</li> </ul>	<ul style="list-style-type: none"> <li>name and describe toys</li> <li>talk about wants</li> <li>talk about possession</li> </ul>	ball bike car drum game kite puppet top train truck	Simple present of <i>to want</i> , first, second, and third person singular  <b>Do you want a puppet?</b> Yes, <b>I do.</b> <b>Does he want a ball?</b> No, <b>he doesn't.</b> <b>He wants a truck.</b>	board game doll puzzle robot teddy bear	<i>This/these</i> <b>Is this your teddy bear?</b> No, <b>it isn't.</b> <b>It's Sonia's teddy bear.</b> <b>Are these our puppets?</b> No, <b>they aren't.</b> <b>They're Mark's puppets.</b>	We ♥ Teddy Bears (We Love Teddy Bears)	Write about a favorite toy.	<b>Value:</b> Share your toys. <b>Caption:</b> Share your toys with your friends.	A cup-and-ball toy
7 My Body	<ul style="list-style-type: none"> <li>parts of the body</li> <li>physical activities</li> </ul>	<ul style="list-style-type: none"> <li>name parts of the body</li> <li>talk about parts of the body</li> <li>talk about actions</li> </ul>	arm ear eye feet foot hair hand head leg mouth neck nose	Singular possessive adjectives  <b>My hair is brown.</b> <b>Your hair is brown.</b> <b>Her eyes are brown.</b> <b>His hair is brown.</b>	jump long run strong walk	Ability with <i>can</i> <b>I can walk.</b> <b>She can jump.</b> <b>Can you run? Yes, I can.</b>	Sculptures Are Fun	Write about a costume.	<b>Value:</b> Be clean. <b>Caption:</b> Wash your hands. Wash your body. Brush your teeth.	Make a robot.
8 Good Food	<ul style="list-style-type: none"> <li>food</li> <li>drinks</li> </ul>	<ul style="list-style-type: none"> <li>name food</li> <li>talk about likes and dislikes</li> <li>talk about my favorite food</li> </ul>	apple banana cheese pizza chicken cookie egg fish orange rice salad sandwich soup	Simple present with <i>like</i> , first and second person singular  <b>Do you like bananas?</b> Yes, <b>I do.</b> <b>I like bananas.</b>	lemonade milk orange juice tea water	The indefinite article: <i>a, an</i> <b>an apple</b> <b>an orange</b> <b>a banana</b> <b>a cookie</b>	Fun Food	Write about favorite foods.	<b>Value:</b> Eat good food. <b>Caption:</b> Eat fruits and vegetables. Drink water and juice.	Make a placemat.
9 Animal Friends	<ul style="list-style-type: none"> <li>animals</li> <li>animal actions</li> </ul>	<ul style="list-style-type: none"> <li>name animals</li> <li>talk about what animals can do</li> <li>describe a favorite animal</li> </ul>	cat chicken cow dog donkey duck frog goat horse rabbit sheep turtle	Present progressive, third person plural  <b>What are the horses doing?</b> <b>They're running.</b> <b>Are they sleeping?</b> No, <b>they aren't.</b>	climb crawl fly see swim	<i>Want + infinitive</i> ; first, second, and third person singular  <b>Do you want to ride the donkey?</b> No, <b>I don't.</b> <b>What does Anna want to do?</b> <b>She wants to see the ducks.</b>	Animal Babies	Write about a favorite animal.	<b>Value:</b> Be good to animals. <b>Caption:</b> Give your pet food and water.	A class book about animals

# Our World Level 2 Scope and Sequence

## Units 1-9

<b>Unit 0</b>	<b>My family:</b> aunt, cousin, dad, grandma, grandpa, me, mom, sister, uncle	<b>Classroom language:</b> Be quiet! Close your book. Go to the board. Hold up your card. Open your book.	Raise your hand. Take out your crayons. Work in a group. Work with a partner.	<b>Subject pronouns:</b> I, You, He, She, It, We, You, They	<b>Possessive adjectives:</b> my, your, his, her, its, our, your, their	<b>Numbers:</b> one (1) to twenty (20)
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Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
1 Fun in Class	<ul style="list-style-type: none"> <li>classroom activities</li> <li>classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>say what people are doing</li> <li>say when I use classroom objects</li> <li>show where things are</li> </ul>	coloring counting cutting drawing erasing gluing listening reading talking writing	Present progressive, first person plural <i>What are you doing?</i> <i>We're counting crayons.</i>	glue a marker a notebook a paintbrush scissors	<i>Are there ...? / There are / There aren't</i> <i>Are there any markers on the table? No, there aren't.</i> <i>Are there any markers in the box? Yes, there are.</i>	Paper Art	Draw and write about you and your friend.	<b>Value:</b> Be neat. <b>Caption:</b> Put away your things. Be neat at school and at home.	A container for your school supplies
2 Boots and Bathing Suits	<ul style="list-style-type: none"> <li>clothes</li> <li>weather</li> </ul>	<ul style="list-style-type: none"> <li>talk about the weather</li> <li>talk about my clothes</li> <li>say when it is hot or cold</li> </ul>	a bathing suit boots cloudy cold hot a raincoat rainy snowy sunny a sweater windy	<i>What's + noun + like?</i> It's ... <i>What's the weather like?</i> <i>It's windy.</i>	a coat jeans shorts sneakers an umbrella	Imperatives <i>It's cold. Put on your coat.</i> <i>It's hot. Take off your sweater.</i> <i>It's rainy. Don't forget your umbrella.</i>	Snow Animals	Write about a picture of yourself.	<b>Value:</b> Dress for the weather. <b>Caption:</b> Put on the right clothes.	A weather and clothing mobile
3 Fun in the Sun	<ul style="list-style-type: none"> <li>outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>say what I like to do outside</li> <li>say what I do on different days</li> <li>say what I like</li> </ul>	fly a kite jump rope play a game play baseball play basketball play hide and seek play soccer ride a bike rollerblade skateboard	Like + infinitive <i>Do you like to play baseball? Yes, I do. It's fun.</i> <i>Do you like to jump rope? No, I don't. It's boring.</i> <i>What do you like to do?</i> <i>I like to play baseball.</i>	bounce a ball catch a ball play tag throw a ball watch a game	Let's + verb <i>Let's throw a ball.</i> <i>Sure. That sounds like fun!</i> <i>Let's bounce a ball.</i> <i>No, thanks.</i>	A Big Ball of Fun	Write about activities.	<b>Value:</b> Be a good sport. <b>Caption:</b> Play by the rules. Be fair and take turns. Have fun!	A mural of outdoor activities
4 Inside Our House	<ul style="list-style-type: none"> <li>furniture</li> <li>household objects</li> </ul>	<ul style="list-style-type: none"> <li>name furniture</li> <li>name household objects</li> <li>say where things are</li> </ul>	an armchair a bookcase a fireplace a microwave a rug shelves a shower stairs a stove a tub	Prepositions <i>above</i> <i>behind</i> <i>in front of</i> <i>between</i> <i>next to</i> <i>under</i>	a door a phone a refrigerator a sink a window	Subject pronoun agreement with <i>it, they</i> <i>Where is the phone?</i> <i>It's in the kitchen.</i> <i>Where are the lamps?</i> <i>They're in the living room.</i>	Fun Houses	Write about a room in your house.	<b>Value:</b> Help at home. <b>Caption:</b> Help your family. Help with the chores.	A shoe box house
5 Day by Day	<ul style="list-style-type: none"> <li>daily routines</li> </ul>	<ul style="list-style-type: none"> <li>talk about what I do every day</li> <li>talk about when I do things</li> <li>name parts of the day</li> </ul>	brush my teeth eat breakfast eat dinner eat lunch get dressed get up go to bed go to school play video games play with friends wash my face	Telling the time: exact hour <i>What time is it?</i> <i>It's 1:00.</i> <i>It's one o'clock.</i> <i>When does he go to bed?</i> <i>At 9:00.</i> <i>At nine o'clock.</i>	at night in the afternoon in the evening in the morning late	Adverbs of frequency: <i>always, every day, never</i> <i>What do you do every day?</i> <i>I always play with my sister.</i> <i>What does your brother do on Saturday?</i> <i>He sleeps! He never gets up before 10:00.</i>	A Day in the Space Station	Write about your favorite day.	<b>Value:</b> Be on time. <b>Caption:</b> Don't be late. Plan your day.	An accordion book describing your daily routine

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
6 How Are You?	<ul style="list-style-type: none"> <li>feelings</li> <li>emotions</li> </ul>	<ul style="list-style-type: none"> <li>say how people look.</li> <li>talk about how people feel</li> <li>talk about what people are doing</li> </ul>	angry bored excited hungry scared silly surprised thirsty tired worried	<i>How are you?</i> <i>I'm (+ adjective)</i> Describe how a person looks <i>How are you?</i> <i>I'm OK.</i> <i>I'm fine.</i> <i>I'm great.</i> <i>He looks worried.</i> <i>No, he's tired.</i>	crying frowning laughing smiling yawning	Regular and irregular plurals <b>parent/parents</b> <b>person/people</b> <b>child/children</b>	Fabulous Faces	Write about a photo of a special event.	<b>Value:</b> Be kind. <b>Caption:</b> Help your friends and family. Be kind to other people.	A paper bag puppet.
7 Awesome Animals	<ul style="list-style-type: none"> <li>animals</li> <li>animal abilities</li> <li>animal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>identify animals</li> <li>describe animals</li> <li>tell what animals can and can't do</li> </ul>	a camel a crocodile a elephant a giraffe a hippo hop a kangaroo a lion a monkey a panda a parrot a penguin swing a tiger a zebra	<i>Express ability with can/can't</i> <i>A penguin can swim.</i> <i>It can't fly.</i> <i>Can a penguin swim?</i> <i>Yes, it can.</i> <i>Can penguins fly? No, they can't.</i>	big teeth colorful feathers a long trunk sharp claws a short tail	Simple present, subject-verb agreement <b>Does a tiger have sharp claws?</b> Yes, it <b>does</b> . <b>Does a tiger have a trunk?</b> No, it <b>doesn't</b> .	Two Big Birds	Write about a favorite animal.	<b>Value:</b> Respect animals. <b>Caption:</b> It is important to respect animals. Be kind and gentle.	A class set of animal cards
8 The World of Work	<ul style="list-style-type: none"> <li>work</li> <li>professions and occupations</li> </ul>	<ul style="list-style-type: none"> <li>talk about jobs</li> <li>talk about where people work</li> <li>say what I want to be</li> </ul>	a bus driver a chef a dentist a doctor a farmer a firefighter a nurse a office worker a police officer a scientist a singer a vet	Simple present to discuss occupations <i>What does your father do?</i> <i>He's a chef.</i> <i>Where does your mother work?</i> <i>She works at home.</i>	an artist an inventor a movie star a rock star a soccer player	Simple present, <i>want</i> + infinitive <i>What do you want to be one day?</i> <i>I want to be a movie star.</i>	Wonderful Work!	Write about a person's job.	<b>Value:</b> Work hard. <b>Caption:</b> Work hard and enjoy your work.	A poster about your favorite job
9 Let's Eat!	<ul style="list-style-type: none"> <li>food</li> </ul>	<ul style="list-style-type: none"> <li>talk about foods</li> <li>say what I like to eat</li> <li>ask politely for things</li> </ul>	beans bread carrots corn hamburgers ice cream mangoes meat noodles pasta peppers potatoes tomatoes	<i>Any in questions and negatives</i> <i>Are there any tomatoes?</i> <i>No, there aren't any tomatoes.</i>	cheese chips grapes nuts snack yogurt	Polite requests with <i>may</i> <b>May I have some chips, please?</b> <i>Not right now. Dinner is at 7:00.</i>	Super Snacks!	Write about favorite snacks.	<b>Value:</b> Eat good food. <b>Caption:</b> Eat fruits and vegetables. Have good snacks. Drink water every day.	A class snack

# Our World Level 3 Scope and Sequence

## Units 1-9

<b>Unit 0</b> Welcome to Our Class	<b>Classroom language</b> How do you say ... in English? How do you spell ...? Could you repeat that, please? I don't understand. Can you help me, please? What's the difference between ... and ...?	<b>Seasons and months</b>	<b>Numbers 20 to 1 billion</b> plus minus equals	<b>Ordinal numbers/ math language</b>	<b>Possessive pronouns</b>	<b>Object pronouns</b>
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Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
<b>1</b> A Helping Hand	helping others daily routines	<ul style="list-style-type: none"> <li>talk about caring for others</li> <li>describe daily routines</li> <li>talk about how many times people do things</li> </ul>	carry feed my pet give my pet a bath a goldfish a hamster help hold hands hug pick up protect take care of my pet teach	Time phrases with <i>before</i> and <i>after</i>  <i>What does she do before breakfast? She gets dressed before breakfast.</i>  <i>What does he do after school? He feeds his bird after school.</i>	come home do my homework have a snack make my bed take a shower	Adverbs of frequency <i>I never eat lunch at 12:30.</i> <i>I sometimes eat lunch at 12:30.</i> <i>I usually eat lunch at 12:30.</i> <i>I always eat lunch at 12:30.</i>	My Mom, the Airplane	Write about taking care of people or animals.	<b>Value:</b> Take care of others. <b>Idea:</b> Sometimes other people need your help. Be caring.	A collage about caring activities
<b>2</b> My Place in the World	exploring a town giving directions	<ul style="list-style-type: none"> <li>ask for help</li> <li>give directions</li> <li>talk about my town</li> </ul>	a bakery a drug store a hospital a movie theater a museum a park a police station a post office a restaurant a supermarket a toy store a train station	Ask for help with <i>can</i> <b>Can you help me?</b> <i>Sure. How can I help?</i>	a library a mall a stadium a swimming pool a zoo	Give directions with imperative + adverb <b>Go straight.</b> <i>Turn left on Third Avenue.</i> <i>Turn right at the supermarket.</i>	Eye in the Sky	Write about a special place.	<b>Value:</b> Explore your town. <b>Idea:</b> It's fun to find new things to explore in your town.	Sociogram: My World circles
<b>3</b> On the Move!	transportation types of vehicles	<ul style="list-style-type: none"> <li>identify different kinds of transportation</li> <li>describe ways of traveling</li> <li>compare and contrast</li> </ul>	an airplane a bus a ferry a helicopter a hot air balloon a motorcycle a sailboat a scooter a ship a subway a taxi	Agree and disagree with <i>too</i> and <i>not</i> ( <i>I do, too. / I don't</i> )  <i>I ride my scooter to school.</i> <b>I do, too.</b> <b>I don't. I take the subway.</b>	coast downhill get off get on park pedal uphill	Express contrast with <i>but</i> <i>My mother takes the bus to work, but my father takes the subway.</i>	Hot Air Balloons	Write about transportation.	<b>Value:</b> Be safe on the street. <b>Idea:</b> Stop. Look both ways. Listen.	A class bar graph about types of transportation
<b>4</b> Our Senses	the senses appearances smells textures sounds flavors	<ul style="list-style-type: none"> <li>talk about the senses.</li> <li>talk about how things look, feel, taste, sound, and smell</li> <li>talk about the past</li> </ul>	beautiful delicious dry hard loud quiet rough smooth soft sticky terrible ugly	Linking verbs: <i>taste, smell, look, feel, sound</i> <i>The soup smells great.</i> <i>The music sounds terrible.</i> <i>The flowers look beautiful.</i> <i>The baby rabbit feels soft.</i> <i>How does the chicken taste?</i>	bitter salty sour spicy sweet	Use the simple past of <i>to be</i>  <i>How was the ice cream? It was delicious. More please!</i>  <i>How were the cookies? They were great.</i>	Amazing Animal Senses	Write about summer.	<b>Value:</b> Enjoy the world through your senses. <b>Idea:</b> Take time to enjoy the world around you. Use all your senses.	A class book of Five Senses poems

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Value	Project
5 Animal Habitats	animal habitats animal characteristics	<ul style="list-style-type: none"> <li>name animal habitats.</li> <li>say what animals look like</li> <li>talk about animal homes</li> </ul>	a cave a desert a forest grasslands a hive ice an island mud a nest a rain forest snow underground a web wetlands	Cause and effect with <i>why</i> and <i>because</i> <i>Why does a giraffe eat leaves at the tops of trees?</i> <i>Because it has a long neck.</i>	fur horns a pouch a tongue wings	Infinitives of purpose <i>Giraffes use their long tongues to clean their ears.</i> <i>Goats use their horns to fight.</i>	Amazing Rain Forests	Write about an animal you like.	<b>Value:</b> Protect animal habitats. <b>Idea:</b> Protect animal homes. Remember we share our world with animals.	Make mobiles for habitats.
6 What's for Dinner?	foods quantities meals	<ul style="list-style-type: none"> <li>name foods</li> <li>talk about quantities</li> <li>talk about favorite meals</li> </ul>	a bag of rice a bottle of oil a bowl of sugar a box of cereal a bunch of bananas a can of soda a glass of juice a jar of olives a loaf of bread a piece of cake	Count and non-count nouns with <i>some</i> and <i>any</i> <i>Are there any oranges? Yes, there are some in the fruit bowl.</i> <i>Are there any bananas? No, there aren't any.</i>	buy compare money price put away	Count and non-count nouns with <i>a few</i> and <i>a little</i> <i>Are there any cookies? Yes, there are a few.</i> <i>Is there any orange juice? Yes, there is a little.</i>	What I Eat	Write about your favorite meal.	<b>Value:</b> Eat nutritious food. <b>Idea:</b> Eat fresh food. Eat good food. Read the labels on boxes and cans.	Organize a taste test day
7 Feeling Fit	exercising healthy habits	<ul style="list-style-type: none"> <li>name parts of the body</li> <li>talk about the past</li> <li>talk about good and bad habits</li> </ul>	a back bend a bone a chest an elbow fingers a knee a muscle a shoulder a stomach stretch toes	Simple past with <i>did</i> and short answers <i>Did you wash your hands? Yes, I did.</i> <i>Did you brush your teeth? No, I didn't.</i>	eat fruit eat junk food eat vegetables get exercise get rest	Talk about quantity using <i>enough</i> and <i>too</i> . <i>It's important to get enough sleep.</i> <i>Don't stay up too late.</i>	Are You Playing Enough Video Games?	Write about keeping fit.	<b>Value:</b> Be good to your body. <b>Idea:</b> Take care of your body. Exercise.	Make a Good Habits poster
8 Let's Celebrate!	celebrations festivals cultural traditions	<ul style="list-style-type: none"> <li>talk about celebrations and festivals</li> <li>tell what happened in the past</li> <li>talk about cultural traditions</li> </ul>	celebrate a costume dance decorations dress up a feast fireworks a lantern a mask a parade a party remember	Past tense of regular verbs: questions and long answers <i>Did you watch the parade? Yes, I watched the parade.</i>	balloons a birthday cake candles an invitation a present	Past tense of irregular verbs: questions and long answers <i>Did you go to the parade? Yes, I went to the parade.</i> <i>Did you see the fireworks? Yes, I saw the fireworks.</i>	November Celebrations	Write about a celebration.	<b>Value:</b> Celebrate your culture. <b>Idea:</b> Enjoy your traditions and festivals.	Make a parade mask
9 My Weekend	hobbies free-time activities	<ul style="list-style-type: none"> <li>talk about free-time activities</li> <li>talk about the past</li> <li>talk about hobbies</li> </ul>	busy eat out exciting go on a picnic go to the beach go to the movies interesting lose stay home text my friends visit a museum win	Simple past with <i>didn't</i> in long answers <i>How was your weekend? It was boring. I didn't do anything special.</i> <i>What did you do? I went to a soccer game.</i> <i>Did your team win? No, they didn't win. They lost.</i>	go fishing go hiking go horseback riding go ice skating go swimming	Go + <i>-ing</i> form in the simple past. <i>What did you do last weekend? We didn't go hiking. We went swimming.</i>	Wow! Look at That!	Write about a good weekend.	<b>Value:</b> Try new things. <b>Idea:</b> Discover the things you love.	Make a class scrapbook

# Our World Level 4 Scope and Sequence

## Units 1-9

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing Strand	Mission / Explorer	Project
1 All in Our Family	family personal features/ characteristics	<ul style="list-style-type: none"> <li>describe physical appearance</li> <li>describe emotions</li> <li>talk about plans.</li> <li>write a journal entry.</li> </ul>	bigger cuter different faster friendlier older relatives shorter	slower smaller smarter stronger taller uglier younger	Comparatives with -er <i>My best friend is <b>bigger</b> than I am. I'm <b>shorter</b> than he is.</i> <i>My dog is <b>friendlier</b> than my sister's cat. My dog is <b>cuter</b> than her cat.</i>	blond hair curly hair glasses straight hair wavy hair	Express future plans using the present progressive: <i>What <b>are</b> you <b>doing</b> on Saturday?</i> <i>I'm <b>going</b> to my family reunion</i>	Where Do Your Eyes Come From?  Journal entries	<b>Mission:</b> Understand the human family. <b>Explorer:</b> Spencer Wells, Geneticist, Explorer-in-Residence <b>Quote:</b> "Everyone alive today descends from one woman who lived around 180,000 years ago."	Class Big Book: Report on family features
2 Fresh Food	fresh food growing plants farming	<ul style="list-style-type: none"> <li>talk about obligation</li> <li>describe frequency</li> <li>discuss and order food</li> <li>express my opinion</li> </ul>	cabbage cucumber dig eggplant green beans grow hot peppers lettuce onion	pick plant pumpkin ready ripe water weed zucchini	Express obligation with have to + verb <i>I <b>have to water</b> the vegetables every day.</i> <i>She <b>has to plant</b> the tomatoes in a sunny place.</i> <i>I <b>don't have to buy</b> any more seeds.</i>	every day how often on (Friday) once (a month) three times (a week) twice (a year)	Order using would like <i>What <b>would you like</b> for lunch?</i> <i>I'd <b>like</b> a bowl of vegetable soup.</i>	Where's Your Food From?  Paragraphs of Opinion	<b>Mission:</b> Appreciate local food. <b>Explorer:</b> Juan Martínez, Environmentalist, Emerging Explorer <b>Quote:</b> "Learning how to grow jalepeños changed my life."	Plant cards
3 Long Ago and Today	life in the past vs. life today household chores	<ul style="list-style-type: none"> <li>describe what people did in the past</li> <li>talk about what the past was like</li> <li>compare the past and the present</li> <li>write a unified paragraph</li> </ul>	begin cell phone chores electric lights fire learn life make	sew spend time tell stories things town video game wash	Contrast with but and with instead <i>Long ago, children walked to school, <b>but</b> I ride my bike.</i> <i>Many years ago, people didn't have TV. They told stories <b>instead</b>.</i>	difficult expensive important modern old-fashioned	Comparatives with more + adjective <i>Life was <b>more difficult</b> back then.</i> <i>That cell phone is <b>more expensive</b> than this one.</i>	From Walking to Biking  Paragraph Unity	<b>Mission:</b> Appreciate the past. <b>Explorer:</b> Stephen Ambrose (1936–2002), Historian, Explorer-in-Residence Emeritus <b>Quote:</b> "The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future."	A poster about life in the past and life now
Let's Talk Units 1–3	<b>Hello!</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>greet people (formally and informally)</li> <li>say please and thank you (formally and informally)</li> </ul>					<b>I agree!</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>ask for other people's opinions</li> <li>agree and disagree</li> <li>make generalizations</li> </ul>				

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing Strand	Mission / Explorer	Project
4 Get Well Soon!	health illness	<ul style="list-style-type: none"> <li>talk about health and illness</li> <li>describe actions</li> <li>give advice</li> <li>talk about cause and effect</li> </ul>	bandage cast cough earache feel dizzy first-aid kit germ have a cold	have a fever headache medicine sneeze stomachache thermometer tissue toothache	Give advice with should <i>I have a bad toothache. What <b>should</b> I do?</i> <i>You <b>shouldn't</b> wait any longer. Your mom <b>should</b> take you to the dentist.</i>	broken leg bruise (n) burn (n) cut (n) scratch (n)	Reflexive pronouns <i>Ouch! I cut <b>myself</b>.</i> <i>Be careful. Don't hurt <b>yourself</b>.</i> <i>My brother burned <b>himself</b> on the stove. He <b>shouldn't</b> cook by <b>himself</b>.</i> <i>Look at that bandage. Did she hurt <b>herself</b>?</i>	Why Do We Sneeze?  Paragraphs of Cause and Effect	<b>Mission:</b> Be prepared. <b>Explorer:</b> Hayat Sindi, UNESCO Goodwill Ambassador for Sciences, Emerging Explorer <b>Quote:</b> "My mission is to find simple, inexpensive ways to check on the health of people in distant places and difficult conditions."	A family first aid kit
5 My Favorites	entertainment	<ul style="list-style-type: none"> <li>identify different types of entertainment</li> <li>compare people and activities</li> <li>talk about my favorite people and things</li> <li>give my opinion</li> </ul>	actor amazing athlete brave cool famous funny great	handsome movie person popular pretty talented wonderful	Superlatives with – est and most <i>I think Yao Ming is the <b>greatest</b> basketball player in the world.</i> <i>J.K. Rowling is the <b>most talented</b> writer I know.</i> <i>In your opinion, what's the <b>funniest</b> movie of all?</i>	hobby school subject sport TV show writer	Irregular comparatives and superlatives: better, the best, worse, the worst <i>I'm <b>good</b> at music. I'm <b>better</b> than my friend at sports. And I'm <b>the best</b> in our class in English!</i> <i>A cough is <b>bad</b>; a cold is <b>worse</b>; but a fever is <b>the worst</b>!</i>	Amazing Acrobats  Reviews	<b>Mission:</b> Find a role model. <b>Explorer:</b> Aparajita Datta, Wildlife Biologist, Emerging Explorer <b>Quote:</b> "When I was a young girl I always wanted to be working with wildlife. But it's only because I had really great science teachers in school who gave me that interest in biology."	A class book about famous people



Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing Strand	Mission / Explorer	Project	
6 Wonders of the Sea	the ocean sea creatures ocean pollution	<ul style="list-style-type: none"> <li>identify sea life</li> <li>describe characteristics of sea life</li> <li>talk about protecting the oceans</li> <li>write a paragraph of contrast</li> </ul>	creature fish disappear dolphin layer midnight octopus pollution	resource sea sponge sea turtle shark squid sunlight whale zone	Express obligation/necessity with <i>must</i> and <i>have to</i> and prohibition with <i>can't</i> and <i>don't</i>  <i>We have to keep the oceans clean.</i>  <i>We must protect the oceans.</i>  <i>You can't throw trash into the ocean.</i>  <i>Don't leave food on the beach.</i>	garbage oil spill overfishing plastic biodegradable	Make predictions with <i>will</i> and <i>won't</i>  <i>What will happen in the future?</i>  <i>Sea animals and plants will disappear.</i>  <i>We won't have as much food as we need.</i>	Colorful Corals	Paragraphs of Contrast	<b>Mission:</b> Protect the oceans.  <b>Explorer:</b> Sylvia Earle, Oceanographer, Explorer-in-Residence  <b>Quote:</b> "With every drop of water you drink, every breath you take, you're connected to the ocean. No matter where on Earth you live. Taking care of the ocean means taking care of us."	Posters and cards about ways to help sea animals
Let's Talk Units 4–6	<b>What's wrong?</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>ask how someone is feeling</li> <li>describe how I feel</li> <li>show that I care or understand</li> <li>make a suggestion</li> </ul>					<b>I don't understand.</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>politely interrupt</li> <li>express confusion</li> <li>check that someone understands</li> <li>thank someone and reply</li> </ul>					

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing Strand	Mission / Explorer	Project	
7 Good Idea!	inventions	<ul style="list-style-type: none"> <li>talk about inventions</li> <li>talk about habits in the past</li> <li>describe how to use an invention</li> <li>write about facts and opinions</li> </ul>	battery creativity electricity fail idea imagination invent	invention problem solution succeed try useful wheel	Describe habits in the past with <i>used to</i> + verb  <i>People used to erase writing with bread.</i>  <i>We didn't use to have erasers.</i>  <i>Why did people use to read by candlelight?</i>	lift move put turn use	Generalize using <i>you</i>  <i>You need to have creativity to invent things.</i>  <i>You should always try again if you fail.</i>  <i>What do you do with this invention? Do you play with it?</i>	Creative Kids	Paragraphs of Fact and Opinion	<b>Mission:</b> Use your imagination and creativity to solve problems.  <b>Explorer:</b> Aydogan Ozcan, Electrical Engineer, Emerging Explorer  <b>Quote:</b> "In science it's always a long train of ideas. Many succeed, but in between you often fail ... science is entirely based on curiosity."	An invention
8 That's Really Interesting!	hobbies	<ul style="list-style-type: none"> <li>talk about hobbies and interests</li> <li>give information about people</li> <li>describe and explain a hobby</li> <li>write a paragraph of explanation</li> </ul>	alone avatar collect compete controller cooperate creative	enjoy musical group point score screen take photos together	Defining relative clauses with <i>who</i>  <i>The person who has the highest score wins the game.</i>  <i>My friend who collects DVDs knows a lot about movies.</i>	a bug a comic book a dinosaur a fossil a stuffed animal	Direct and indirect objects  <i>My dad gave this fossil to me -&gt; My dad gave me this fossil.</i>	Hide and Seek	Paragraphs of Explanation	<b>Mission:</b> Enjoy a hobby.  <b>Explorer:</b> Jørn Hurum, Paleontologist, Emerging Explorer  <b>Quote:</b> "As a child, I felt very alone with my interest in fossils. Finally, at age 13, I discovered there was a museum in Norway that actually employed people to study fossils."	Present a hobby
9 The Science of Fun	the scientific principles behind some sports and hobbies	<ul style="list-style-type: none"> <li>identify actions which use force</li> <li>understand and make definitions</li> <li>read a text and retell the information</li> <li>write a paragraph of cause and effect</li> </ul>	backward balance connect down fall over force forward friction	happen pull push rub skater spin swing	Cause and effect with double comparatives: <i>The more... the more...</i>  <i>The more force you use, the faster you go.</i>  <i>The more difficult the jump, the more practice you need.</i>	away from direction gravity lean toward	Defining relative clauses with <i>which</i>  <i>The force which pulls you toward the center of the Earth is called gravity.</i>  <i>Skates are special shoes which you wear when you go ice skating.</i>	Up, Down and All Around!	Paragraphs of Cause and Effect	<b>Mission:</b> Think creatively and critically.  <b>Explorer:</b> Stephon Alexander, Theoretical Physicist, Emerging Explorer  <b>Quote:</b> "When something unexpected or unusual happens, I am always curious to find out why."	Reinvent the wheel
Let's Talk Units 7–9	<b>Wow, that's cool!</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>ask questions</li> <li>show I'm interested</li> <li>keep the conversation going</li> </ul>					<b>What does that mean?</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>interrupt someone (formally and informally)</li> <li>ask the meaning and ask how to spell or say something</li> <li>explain a meaning and give a spelling</li> <li>say that I don't know</li> </ul>					

# Our World Level 5 Scope and Sequence

## Units 1-9

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/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>	a blizzard a drop a drought a flood a heat wave a hurricane an ice storm lightning	a range a rise a sandstorm speed a tornado a tropical storm thunder	Future predictions with <i>going to</i> + verb <i>Is it going to rain tomorrow?</i> <i>No, it's going to snow tomorrow.</i>	an emergency evacuate a flashlight a plan (n.) a shelter supplies	Zero conditional (present tense) <i>If the weather is cold, I put on my winter coat.</i>	Tornado Trouble	Personal Narrative	<b>Mission:</b> Understand weather. <b>Explorer:</b> Tim Samaras 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 a characteristic copy (v.) frighten hide hunt imitate insect	poisonous a predator prey resemble species a spot (n.) stripes	Equative comparisons with <i>as</i> + adj + <i>as</i> <i>The katydid is as green as the leaf it sits on.</i>	attack avoid confuse defend escape	Tag questions <i>The jaguar is dangerous, isn't it?</i> <i>That frog wasn't poisonous, was it?</i>	Copycats	Paragraphs of Classification	<b>Mission:</b> Protect biodiversity. <b>Explorer:</b> Krithi Karant 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	<ul style="list-style-type: none"> <li>music</li> <li>musical instruments</li> <li>musical styles</li> </ul>	<ul style="list-style-type: none"> <li>identify musical instruments</li> <li>talk about musical styles</li> <li>express preferences</li> <li>write a paragraph of contrast</li> </ul>	a band a beat a chord a concert a drum a flute a guitar a lead singer a melody	a note perform a piano practice rhythm a saxophone a violin	Present perfect with <i>ever</i> and <i>never</i> <i>Have you ever listened to hip hop?</i> Yes, I <b>have</b> . <i>Have you ever been to a concert?</i> No, I <b>never have</b> .	classical hip-hop jazz pop rock	Comparisons with adverbs ( <i>more/less ... than; as ... as</i> ) <i>He sings more loudly than I do.</i> <i>He practices piano less often than I do.</i> <i>I play the guitar as well as my brother.</i>	It's All Music	Paragraphs of Contrast	<b>Mission:</b> Change through music. <b>Explorer:</b> Jack Johnson National Geographic Arts Ambassador for the Environment <b>Quote:</b> "Music can change the world. It can inspire people to care, to do something positive, to make a difference."	Musical instruments made out of recycled materials.
Let's Talk Units 1-3	"It's my turn." <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>					"Who's going to take notes?" <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>					

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/National Geographic Explorer	Project	
4 Life Out There	<ul style="list-style-type: none"> <li>the universe</li> <li>space exploration</li> <li>possibility of life in space</li> </ul>	<ul style="list-style-type: none"> <li>discuss life in space</li> <li>discuss space exploration</li> <li>express my opinion</li> <li>write a persuasive paragraph</li> </ul>	atmosphere a comet data debate (v.) an extraterrestrial (n.) a galaxy a journey	orbit a planet a solar system space the universe	Speculation with <i>may</i> and <i>might</i> There <b>might</b> be life on other planets. Yes, but it <b>may</b> be very simple life.	an astronaut communicate (v.) a rocket search (v.) a space station a spacecraft	Indefinite pronouns ( <i>everyone, someone, anyone, no one</i> ) <i>Did everyone see that comet?</i> <i>Does anyone want to be an astronaut?</i> <i>Someone will go to Mars one day.</i> <i>No one can see all the stars in the universe.</i>	Listening for Life	Paragraphs of Persuasion	<b>Mission:</b> Live curious. <b>Explorer:</b> Kevin Hand, Planetary Scientist/ Astrobiologist Emerging Explorer <b>"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."</b>	Model of another planet with life
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 a community culture future a generation hold on (v.) a language local pass down (v.)	proud share (v.) storytelling a tourist a tradition weave (v.)	Gerunds as subjects <i>Knowing your history is important.</i> <i>Creating art is a good way to share your culture.</i>	embroidery handcrafted jewelry making pottery a sculpture	Gerunds as objects <i>My friends are good at making jewelry.</i> <i>I like eating traditional foods.</i>	Modern Music with Ancient Roots	Blog Entries	<b>Mission:</b> Value your cultural traditions. <b>Explorer:</b> Elizabeth Kapu'uwaitani Lindsey, Filmmaker/Anthropologist, National Geographic 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

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/Explorer	Project
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 a leaf light roots	a stem stink a strategy survival trap trick (v.)	Passive voice, present tense <i>Insects are attracted to the plant's sweet smell.</i> <i>How is the insect trapped?</i>	a daisy a petal a rose a thorn a vine	Defining relative clauses with <i>that</i> <i>I don't want a plant that smells like rotting meat!</i> <i>I like plants that 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 saw that knowledge was truly being lost, and in that moment I knew this was what I wanted to do with my life."	A local plant guide
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>				

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission/National Geographic Explorer	Project
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.) a surface thick a volcano	First conditional: (If + present tense, will + verb) <i>If rain hits the lava, it'll turn to steam.</i> <i>I will go to a safe place if the volcano erupts.</i>	active cone crater dormant extinct	Cause and effect with <i>because of</i> <i>Because of the ash, the animals could not breathe.</i> <i>The trees died because of 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 <b>Quote:</b> "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 to help the environment</li> <li>write a biographical paragraph</li> </ul>	build conserve design (v.) energy efficient environment junk a landfill man-made	natural recycle reduce renewable reuse throw away trash (n.)	Passive voice with modals, present tense <i>Natural things can be grown again.</i> <i>Many things can be made into art!</i>	cardboard chemicals glass metal tools	Clauses with <i>when</i> <i>When we recycle trash, we save on materials and energy.</i> <i>An artist's work may surprise us when we first see it.</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 <b>Quote:</b> "People have created the problem, so it's critical to get the public excited and eager to participate in a solution."	An art piece made with recycled materials
9 "Cool Vacations!"	<ul style="list-style-type: none"> <li>types of vacations</li> <li>vacation activities</li> <li>vacation destinations</li> </ul>	<ul style="list-style-type: none"> <li>talk about different vacation places</li> <li>talk about what I would do in different situations</li> <li>express preferences</li> <li>write a review</li> </ul>	a beach camping a guide hike (v.) a hotel a photo safari relax ruins	a tent a theme park a ticket a tour a water park wildlife	Second conditional (if + past tense, would + verb) <i>If we went on a photo safari, I would take pictures of lions.</i> <i>I'd go mountain climbing if I weren't afraid of heights.</i>	an airport a passport souvenirs a suitcase sunglasses	Express with <i>would rather</i> <i>I would rather go on an ecotour than go to a theme park.</i> <i>We'd rather 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>				

# Our World Level 6 Scope and Sequence

## Units 1-9

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project	
1 Exciting Sports	<ul style="list-style-type: none"> <li>extreme sports</li> <li>safety equipment in sports</li> </ul>	<ul style="list-style-type: none"> <li>discuss extreme sports</li> <li>discuss safety in sports</li> <li>describe people and actions</li> <li>write a biographical paragraph</li> </ul>	accident crash equipment flip hang-gliding height injury kitesurfing	land (v.) length motocross skiing skillful strength	Present perfect with <i>for</i> and <i>since</i> <i>Kitesurfing has been popular for about fifteen years.</i> <i>Surfing and skateboarding have been popular since the 1970s.</i>	brakes elbow pads a helmet knee pads a life jacket	Intensifiers ( <i>very, really, incredibly, extremely, super, totally, so</i> ) <i>Skateboarding is extremely cool.</i> <i>That trick is incredibly scary.</i>	Cool Adventurers	Biographical Paragraphs	<b>Mission:</b> Connect with our world. <b>Explorer:</b> J. Michael Fay, Conservationist, Explorer-in-Residence <b>Quote:</b> "If you're a young person and you like to walk, climb trees, or explore, keep doing that. Because this world needs more people that are connected to Earth."	Plan an extreme sports camp.
2 History's a Mystery	<ul style="list-style-type: none"> <li>history</li> <li>famous discoveries</li> </ul>	<ul style="list-style-type: none"> <li>talk about famous discoveries</li> <li>discuss historical mysteries</li> <li>speculate about the past</li> <li>use examples to support my writing</li> </ul>	analyze bury a cause died discover excavate gold a mummy an object	preserve a ruler a statue a tattoo a thief a tomb a treasure	Passive voice in the simple past <i>The Sphinx was built around 2500 BCE.</i> <i>It wasn't excavated until 1925.</i> <i>When were the statues discovered?</i> <i>The statues were found in 1974.</i>	an artifact a ruler a CT scan a DNA test a sample a site	Passive voice in the simple past with <i>by</i> + agent <i>The mummy was found by hikers.</i> <i>The tomb wasn't found by an archaeologist.</i>	The Amazing Discovery of King Tut	Paragraphs of Exemplification	<b>Mission:</b> Learn about local history. <b>Explorer:</b> Johan Reinhard, Anthropologist, Explorer-in-Residence <b>Quote:</b> "I decided that I wanted to learn more about civilizations of the past and about people living totally different lives from mine. I could not believe my luck when I found there was an actual profession for this type of work—anthropology."	Research a mystery.
3 Chocolate!	<ul style="list-style-type: none"> <li>the history of chocolate</li> <li>chocolate traditions</li> </ul>	<ul style="list-style-type: none"> <li>describe types of chocolate</li> <li>talk about the uses of chocolate</li> <li>discuss the history of chocolate</li> <li>write a unified paragraph</li> </ul>	candy bar caramel cinnamon filling hot chocolate liquid milk shake an occasion	origin a pod powder solid a spice type vanilla	Past progressive <i>By 250 CE people were drinking hot chocolate.</i> <i>We were still talking about chocolate when the bell rang.</i>	a gram an ingredient mix pour a recipe a teaspoon	Cause and effect with <i>so that</i> and <i>would/could</i> <i>The boy printed out the recipe so that he could read it while he was cooking.</i>	The Story of Chocolate	Paragraph Unity	<b>Mission:</b> Learn about your food. <b>Explorer:</b> Barton Seaver Chef/Conservationist, National Geographic Fellow <b>Quote:</b> "We all have a chance to save the earth, through our fork, through our plates."	Make a collection of chocolate recipes.
Units 1-3 Let's Talk	<b>I love it!</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>start a conversation</li> <li>change the topic</li> <li>bring the topic back on track</li> <li>discuss likes and dislikes</li> </ul>					<b>Excuse me.</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>ask for clarification</li> <li>express doubt</li> <li>interrupt politely</li> </ul>					

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project	
4 Water, Water Everywhere	<ul style="list-style-type: none"> <li>bodies of water</li> <li>water conservation</li> </ul>	<ul style="list-style-type: none"> <li>identify types of water and their characteristics</li> <li>describe recent activities</li> <li>talk about saving and wasting water</li> <li>understand and explain statistics</li> </ul>	carve a drop of water filter float freeze fresh water a glacier a lake	saltwater a sea sea level soak a swamp a waterfall wet	Present perfect progressive ( <i>has/have + been + V -ing</i> ) <i>How long have you and your sister been taking swimming lessons?</i> <i>I've been taking swimming lessons for three months.</i> <i>My sister has been taking swimming lessons since March.</i>	a drain a faucet leak running water save waste	Subordinating conjunctions with <i>-ever</i> ( <i>whatever, whenever, wherever, whoever</i> ) <i>Do whatever you can to save water.</i> <i>Save fresh water whenever you can and wherever you go.</i> <i>Whoever threw paint down the drain is in trouble!</i>	A World of Water	Paragraphs of Information	<b>Mission:</b> Conserve water at school. <b>Explorer:</b> Sandra Postel, Fresh Water Conservationist, National Geographic Fellow <b>Quote:</b> "I just want to do my part to be sure we humans conserve water and share it with all of life."	Make a world map of water.
5 It's a Small World	<ul style="list-style-type: none"> <li>small animals</li> <li>animal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>identify small creatures and their characteristics</li> <li>describe creatures</li> <li>report what other people say</li> <li>write a science report</li> </ul>	a cell a centimeter common female grab a habitat horrible a human	male a microscope a millimeter an organism thin	Indirect speech (reported statements) <i>"This sea horse lives near coral."</i> <i>My dad said that "This seahorse lives near coral."</i>	adult furry pointed spotted strange tiny	Non-coordinate adjectives (order of adjectives: opinion, size, age, shape, color, origin, material) <i>These cute gray furry animals are called marmosets.</i>	Life Is Everywhere	Science Reports	<b>Mission:</b> Be curious. <b>Explorer:</b> Mireya Mayor, Primatologist/Conservationist, Emerging Explorer <b>Quote:</b> "The more questions I asked the more it became clear to me that much about our natural world still remained a mystery."	Research and make a poster about two related animals.

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project	
6 Smart Choices	<ul style="list-style-type: none"> <li>product testing</li> <li>advertising</li> </ul>	<ul style="list-style-type: none"> <li>talk about products and their characteristics</li> <li>talk about preferences</li> <li>report commands and questions</li> <li>write a product review</li> </ul>	break cost a crash test a customer dip drop a dummy fix impact	a manufacturer a product quality safety tear test waterproof	Indirect speech (reported commands) <i>"Don't break my toys."</i> <i>My brother told me not to break his toys.</i>	an app a key reception a text message wear and tear Wi-Fi	Indirect speech (reported questions) <i>"What do I need to do next?"</i> <i>Lisa asked me what she needed to do next.</i>	Be an Ad Detective!	Product Reviews	<b>Mission:</b> Be aware of why you are making decisions. <b>Explorer:</b> Iain Couzin Behavioral Ecologist Emerging Explorer <b>Quote:</b> "Socially contagious behavior is common in humans."	Make a collage of ads.
Units 4–6 Let's Talk	<b>I mean ...</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>ask a friend for help</li> <li>give myself time to think</li> <li>correct myself</li> <li>show doubt</li> </ul>					<b>Actually, it's true.</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>express surprise and disbelief</li> <li>contest a fact</li> <li>quote a source</li> <li>agree to disagree / concede</li> </ul>					

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Reading	Writing	Mission / Explorer	Project	
7 Wonders of the Natural World	<ul style="list-style-type: none"> <li>natural places</li> <li>caves</li> <li>exploration</li> </ul>	<ul style="list-style-type: none"> <li>describe natural places</li> <li>talk about safety rules</li> <li>talk about feelings</li> <li>write a chronological narrative</li> </ul>	ascend by accident chase cross curiosity descend a headlamp locate a risk	a rope safety gear shine a stream trip over a tunnel underwater	Passive voice with modal verbs <i>Headlamps must be worn in dark caves.</i> <i>New species have to be studied in a science lab.</i> <i>They can't be analyzed underwater.</i>	an ancestor a bat a column a painting a stalactite a stalagmite	<i>To make someone + adjective</i> <i>Caves make me scared.</i> <i>Heights made her nervous.</i> <i>Matthew Berger made his dad proud.</i>	Discoveries in the Dark	Chronological Narratives	<b>Mission:</b> Connect your school studies to the world. <b>Explorer:</b> Kakani Katija Bioengineer Emerging Explorer <b>Quote:</b> "I am inspired by nature, and I try to take what I learn about nature and apply those lessons to design things people can use and to help us understand more about the world we live in."	Make a cave diorama.
8 Robots Rule	<ul style="list-style-type: none"> <li>robotics</li> <li>types of robots</li> </ul>	<ul style="list-style-type: none"> <li>discuss robots</li> <li>express wishes</li> <li>predict future events</li> <li>write about advantages and disadvantages</li> </ul>	a command (n.) a companion complex control dangerous information a feature mobile precise	program (v.) a remote control respond to science fiction social a task	Express present wishes with <i>wish</i> + subjunctive <i>I wish I could program a robot. (But I can't.)</i> <i>I wish my teacher were a robot. (But my teacher is not a robot!)</i>	facial recognition a laser mechanical a sensor voice recognition	Passive voice (in the future tense) <i>Robots will be programmed to do many of our dangerous jobs one day.</i> <i>Most people won't be required to work more than a few hours a week.</i>	Meet the Bots	Paragraphs of Advantages and Disadvantages	<b>Mission:</b> Use technology wisely. <b>Explorer:</b> Amber Case Cyborg Anthropologist Emerging Explorer <b>Quote:</b> "From earliest times, humans had tools like hammers that extended our physical self. Today's technology extends our mental self. It's changing the way we experience the world."	Design a robot.
9 Amazing Adventures at Sea	<ul style="list-style-type: none"> <li>sea adventures</li> <li>shipwrecks</li> </ul>	<ul style="list-style-type: none"> <li>discuss shipwrecks and their causes</li> <li>tell stories about pirates</li> <li>talk about deep-water exploration</li> <li>write a paragraph of concession</li> </ul>	a captain capture cargo a crew dive drown an iceberg a legend a lifeboat	a passenger a pirate a sailor a shipwreck sink silver a weapon	Time clauses with <i>as soon as</i> <i>As soon as the Santa Margarita sank, people began looking for the silver.</i> <i>Water poured into the Titanic as soon as it hit the iceberg.</i>	correct illegal impossible incorrect legal possible safe unsafe	<i>It is + adjective + to + verb</i> <i>It is important to know how to swim.</i>	Journey to the Bottom of the Earth	Paragraphs of Concession	<b>Mission:</b> Be a lifelong learner. <b>Explorer:</b> Daniel Torres Etayo, Archaeologist, Emerging Explorer <b>Quote:</b> "There are thousands of undiscovered shipwrecks and ancient sites in Cuba. It's an immense field of work waiting for archaeologists to explore."	Plan your first exploration.
Units 7–9 Let's Talk	<b>See what I mean?</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>open a conversation</li> <li>state an opinion and clarify it</li> <li>check understanding</li> <li>confirm an opinion</li> </ul>					<b>Please take a look.</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>refer to visuals in a presentation</li> <li>invite questions from the audience</li> <li>end a presentation</li> </ul>					