

# Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
<b>1 Gender and Society</b> <i>Page 1</i> <b>Academic Track:</b> Interdisciplinary	<b>Lesson A:</b> Listening to a Lecture Giving a Presentation about a Name <b>Lesson B:</b> Listening to a Conversation between Classmates Participating in a Mini-Debate	Understanding meaning from context Using new vocabulary in a survey Using new vocabulary to give reasons	Note-taking Listening for main ideas Listening for details <b>Pronunciation:</b> <i>Can/can't</i>
<b>2 Reproducing Life</b> <i>Page 21</i> <b>Academic Track:</b> Life Science	<b>Lesson A:</b> Listening to a Conversation about a Documentary Discussing Species Conservation <b>Lesson B:</b> Listening to a Conversation between Classmates Creating and Presenting a Group Plan	Understanding meaning from context Using new vocabulary to complete an article Understanding suffixes Using a dictionary to learn new words	Listening for main ideas Listening for details <b>Pronunciation:</b> Stress patterns before suffixes Emphasis on key words
<b>3 Human Migration</b> <i>Page 41</i> <b>Academic Track:</b> Sociology	<b>Lesson A:</b> Listening to a PowerPoint® Lecture Discussing Case Studies <b>Lesson B:</b> Listening to a Small Group Discussion Giving a Group Presentation	Understanding meaning from context Using a dictionary	Predicting content Listening for main ideas Listening for details <b>Pronunciation:</b> Fast speech
<b>4 Fascinating Planet</b> <i>Page 61</i> <b>Academic Track:</b> Earth Science	<b>Lesson A:</b> Listening to a Documentary Explaining Causes and Effects <b>Lesson B:</b> Listening to an Informal Conversation Doing and Discussing Internet Research	Using context clues Choosing the correct word	Tuning out distractions Taking notes on a documentary <b>Pronunciation:</b> Intonation for choices and lists
<b>5 Making a Living, Making a Difference</b> <i>Page 81</i> <b>Academic Track:</b> Economics/Business	<b>Lesson A:</b> Listening to a Guest Speaker Making Comparisons <b>Lesson B:</b> Listening to a Class Question and Answer Session Giving a Presentation Based on Internet Research	Understanding meaning from context Using new vocabulary in a conversation	Understanding a speaker's purpose Taking notes on a lecture <b>Pronunciation:</b> Contractions

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>Indefinite pronouns</p> <p>Indefinite pronouns and pronoun usage</p>	<p>Talking about rules and expectations</p> <p>Using inclusive language</p> <p>Talking about rules and expectations in the past</p> <p><b>Student-to-Student:</b> Greeting a friend after a long time</p> <p><b>Presentation Skill:</b> Preparing notes for speaking</p>	<p><b>Video:</b> <i>Wodaabe</i></p> <p>Note-taking while viewing</p> <p>Viewing for details</p>	<p>Interpreting information from a map</p> <p>Expressing and explaining opinions</p> <p>Relating information to personal experience</p> <p>Using a graphic organizer</p> <p>Arguing an opinion using reasons</p> <p><b>Critical Thinking Focus:</b> Evaluating reasons</p>
<p>Adjective clauses</p> <p>Making suggestions</p>	<p>Explaining a process</p> <p>Making suggestions</p> <p><b>Student-to-Student:</b> Asking for repetition</p> <p><b>Presentation Skill:</b> Using specific details</p>	<p><b>Video:</b> <i>Turtle Excluder</i></p> <p>Understanding main ideas</p> <p>Taking notes while viewing</p>	<p>Identifying information</p> <p>Using new vocabulary in a discussion</p> <p>Organizing ideas for a presentation</p> <p>Analyzing information for relevance</p> <p>Preparing a research study</p> <p><b>Critical Thinking Focus:</b> Judging the relevance of information</p>
<p>Adjectives with <i>enough, not enough, and too</i></p> <p>Using the past continuous tense</p>	<p>Asking for reasons</p> <p>Telling a personal history</p> <p><b>Student-to-Student:</b> Asking sensitive questions</p> <p><b>Presentation Skill:</b> Using visuals</p>	<p><b>Video:</b> <i>Turkish Germany</i></p> <p>Viewing for general concepts</p> <p>Viewing for specific information</p>	<p>Interpreting information on a map</p> <p>Understanding visuals (a line graph)</p> <p>Applying new grammar in discussions</p> <p>Proposing solutions to a problem</p> <p>Assessing information</p> <p><b>Critical Thinking Focus:</b> Analyzing information</p>
<p>The simple past with past continuous tense</p> <p><i>So + adjective + that</i></p>	<p>Talking about historical events</p> <p>Talking about causes and effects</p> <p>Responding to suggestions</p> <p><b>Student-to-Student:</b> Responding to suggestions</p> <p><b>Presentation Skill:</b> Making eye contact</p>	<p><b>Video:</b> <i>The Giant's Causeway</i></p> <p>Viewing for numbers</p> <p>Taking notes in a T-chart while viewing</p>	<p>Recognizing vocabulary words</p> <p>Practicing using words and phrases to indicate causes and effects</p> <p>Categorizing information using a T-chart</p> <p>Deducing meaning from context</p> <p>Synthesizing information from the unit</p> <p><b>Critical Thinking Focus:</b> Using graphic organizers</p>
<p>Making comparisons with <i>as . . . as</i></p> <p>Indirect questions</p>	<p>Using numbers and statistics</p> <p>Using indirect questions</p> <p><b>Student-to-Student:</b> Showing interest in what a speaker is saying</p> <p><b>Presentation Skill:</b> Practicing and timing your presentation</p>	<p><b>Video:</b> <i>The Business of Cranberries</i></p> <p>Viewing for general concepts</p> <p>Viewing for specific information</p>	<p>Interpreting information from a chart</p> <p>Demonstrating comprehension of information from a listening</p> <p>Planning a presentation</p> <p>Formulating sentences based on visuals</p> <p>Evaluating different charity organizations</p> <p><b>Critical Thinking Focus:</b> Identifying the speaker's purpose</p>

# Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
<p><b>6</b> <b>A World of Words</b></p> <p><i>Page 101</i></p> <p><b>Academic Track:</b> Literature/Humanities</p>	<p><b>Lesson A:</b> Listening to a Lecture Discussing Fairy Tales</p> <p><b>Lesson B:</b> Listening to a Class Discussion Session Giving a Summary</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to ask and answer questions</p>	<p>Understanding sidetracks</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p><b>Pronunciation:</b> Review of question intonation</p>
<p><b>7</b> <b>After Oil</b></p> <p><i>Page 121</i></p> <p><b>Academic Track:</b> Interdisciplinary</p>	<p><b>Lesson A:</b> Listening to a Current Affairs Club Meeting Giving an Informal Presentation</p> <p><b>Lesson B:</b> Listening to a Conversation between Students Developing Materials for a Promotional Campaign</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p> <p>Making inferences</p> <p><b>Pronunciation:</b> Reduced /h/ in pronouns</p>
<p><b>8</b> <b>Traditional and Modern Medicine</b></p> <p><i>Page 141</i></p> <p><b>Academic Track:</b> Health and Medicine</p>	<p><b>Lesson A:</b> Listening to a Conversation in a Professor's Office Evaluating Claims about Public Health</p> <p><b>Lesson B:</b> Listening to a Conversation between Friends Preparing and Presenting a Group Summary</p>	<p>Understanding meaning from context</p> <p>Using a dictionary</p>	<p>Asking questions while listening</p> <p>Listening for details</p> <p>Making inferences</p> <p><b>Pronunciation:</b> Linking vowels with /y/ and /w/ sounds</p>
<p><b>9</b> <b>The Legacy of Ancient Civilizations</b></p> <p><i>Page 161</i></p> <p><b>Academic Track:</b> Anthropology/History</p>	<p><b>Lesson A:</b> Listening to a Lecture Discussing Timelines</p> <p><b>Lesson B:</b> Listening to a Discussion about a Group Project Giving a Group Presentation</p>	<p>Using a dictionary</p> <p>Understanding meaning from context</p>	<p>Using context clues</p> <p>Listening for details</p> <p><b>Pronunciation:</b> Voicing and syllable length</p>
<p><b>10</b> <b>Emotions and Personality</b></p> <p><i>Page 181</i></p> <p><b>Academic Track:</b> Psychology</p> <p><b>Independent Student Handbook</b></p> <p><i>Page 201</i></p>	<p><b>Lesson A:</b> Listening to a Radio Interview Conducting a Survey</p> <p><b>Lesson B:</b> Listening to a Guest Lecture Assessing the Credibility of a News Article</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary in small-group discussions</p>	<p>Listening for main ideas</p> <p>Listening for details</p> <p><b>Pronunciation:</b> Intonation for thought groups</p>

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The simple past vs. the present perfect</p> <p>Negative questions</p>	<p>Making sidetracks and returning to topic</p> <p>Asking negative questions</p> <p><b>Student-to-Student:</b> Staying neutral</p> <p><b>Presentation Skills:</b> Giving a summary</p>	<p><b>Video:</b> <i>Sleepy Hollow</i></p> <p>Viewing for general concepts</p> <p>Viewing for specific information</p>	<p>Interpreting information on a timeline</p> <p>Discussing personal preferences</p> <p>Applying information from notes</p> <p>Analyzing the use of different tenses</p> <p>Tell a partner about a text</p> <p><b>Critical Thinking Focus:</b> Selecting relevant information</p>
<p>Reported speech</p> <p>Changing time expressions in reported speech</p> <p>Future time with adverb clauses</p>	<p>Reporting what someone has said</p> <p>Making judgements about the future</p> <p><b>Student-to-Student:</b> Softening assertions</p> <p><b>Presentation Skills:</b> Using appropriate volume</p>	<p><b>Video:</b> <i>Canadian Oil Sands</i></p> <p>Relate video to information in unit</p> <p>View for specific information</p>	<p>Understanding visuals</p> <p>Organizing information based on diagrams</p> <p>Analyzing information from a pie chart</p> <p>Arguing a point of view</p> <p>Developing materials for a promotional plan</p> <p><b>Critical Thinking Focus:</b> Considering viewpoint and bias</p>
<p>Real conditionals</p> <p>Quantifiers with general and specific nouns</p>	<p>Discussing health</p> <p>Making suggestions for home remedies</p> <p><b>Student-to-Student:</b> Ending a conversation</p> <p><b>Presentation Skills:</b> Looking up while speaking</p>	<p><b>Video:</b> <i>Wild Health</i></p> <p>Predicting content</p> <p>Relating video content to personal experiences and ideas</p>	<p>Relating content to personal experience</p> <p>Restating information from notes</p> <p>Using new information in a discussion</p> <p>Inferring meaning from a conversation</p> <p>Contrasting two people</p> <p><b>Critical Thinking Focus:</b> Evaluating claims</p>
<p>The past unreal conditional</p> <p>Comparatives using <i>The -er, the -er</i></p>	<p>Discussing timelines</p> <p>Discussing conclusions</p> <p><b>Student-to-Student:</b> Interrupting and holding the floor</p> <p><b>Presentation Skills:</b> Supporting your co-presenters</p>	<p><b>Video:</b> <i>Lost Temple of the Mayans</i></p> <p>Applying prior knowledge to video content</p> <p>Viewing to confirm information</p>	<p>Identifying information in visuals</p> <p>Categorizing new vocabulary</p> <p>Using new grammar and vocabulary</p> <p>Selecting a research topic</p> <p>Organizing a group presentation</p> <p><b>Critical Thinking Focus:</b> Drawing conclusions</p>
<p>The past perfect tense</p> <p>Used to vs. be used to</p>	<p>Discussing past events</p> <p>Discussing study habits</p> <p><b>Student-to-Student:</b> Expressing emotions</p> <p><b>Presentation Skill:</b> Role-playing</p>	<p><b>Video:</b> <i>Sigmund Freud</i></p> <p>Viewing for specific information</p> <p>Relating video to information in the unit</p>	<p>Relating content to personal experience</p> <p>Using new vocabulary in a personality test</p> <p>Explaining answers to questions</p> <p>Surveying classmates about their thoughts and feelings</p> <p>Planning a role-play presentation</p> <p><b>Critical Thinking Focus:</b> Assessing the credibility of sources</p>