

Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
<p>1 Living for Work; Working to Live</p> <p><i>Page 00</i></p> <p>Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to an Interview Doing an Interview</p> <p>Lesson B: Listening to an Informal Conversation Introducing Yourself</p>	<p>Using a dictionary to understand new words</p> <p>Using new vocabulary in a conversation</p> <p>Understanding meaning from context</p>	<p>Listening for the main idea</p> <p>Listening for specific details</p> <p>Making inferences</p> <p>Pronunciation: Syllables</p>
<p>2 Good Times, Good Feelings</p> <p><i>Page 00</i></p> <p>Academic Track: Psychology/ Sociology</p>	<p>Lesson A: Listening to a Lecture Giving an Informal Presentation</p> <p>Lesson B: Listening to a Talk with Questions and Answers Giving a Presentation</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to find related word forms</p> <p>Using new vocabulary to complete a text</p>	<p>Identifying a speaker's purpose</p> <p>Listening for main ideas</p> <p>Listening for specific details</p> <p>Predicting content</p> <p>Pronunciation: The intonation of <i>yes/no</i> questions The intonation of <i>wh-</i> questions</p>
<p>3 Learning from the Past</p> <p><i>Page 00</i></p> <p>Academic Track: History/ Archaeology</p>	<p>Lesson A: Listening to a Tour Guide Talking About the Past</p> <p>Lesson B: Listening to a Conversation Using Notes in a Presentation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to discuss the unit theme</p> <p>Using new vocabulary to complete a text</p>	<p>Listening for main ideas</p> <p>Taking notes on specific information</p> <p>Making inferences</p> <p>Pronunciation: Simple past tense <i>-ed</i> word endings</p>
<p>4 Weather and Climate</p> <p><i>Page 00</i></p> <p>Academic Track: Natural Science</p>	<p>Lesson A: Listening to a Radio Interview Making an Itinerary</p> <p>Lesson B: Listening to a Conversation Among Friends Discussing Ways to Reduce Greenhouse Gases</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Selecting new vocabulary to complete a text</p> <p>Understanding meaning from context</p> <p>Using new vocabulary to discuss the unit theme</p>	<p>Listening for main ideas</p> <p>Listening for specific details</p> <p>Activating prior knowledge</p> <p>Taking notes to complete a chart</p> <p>Pronunciation: Reduced <i>of</i></p>
<p>5 Focus on Food</p> <p><i>Page 00</i></p> <p>Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to an Anthropologist's Talk Describing a Favorite Food</p> <p>Lesson B: Listening to a Conversation between Friends Creating a Description with Interesting Details</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a text</p> <p>Using new vocabulary to give opinions</p>	<p>Listening for main ideas</p> <p>Listening for specific information</p> <p>Activating prior knowledge</p> <p>Pronunciation: <i>Can</i> and <i>can't</i></p>



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>Simple present tense vs. present continuous tense</p> <p>Adverbs of frequency</p>	<p>Expressing a lack of comprehension</p> <p>Doing a career-aptitude interview</p> <p>Using adverbs of frequency to discuss a work schedule</p> <p>Student-to-Student: Showing interest</p> <p>Presentation Skills: Introducing yourself</p>	<p>Viewing: <i>Butler School</i></p> <p>Activating prior knowledge</p> <p>Viewing for general understanding</p> <p>Relating the video to career choices</p>	<p>Making inferences</p> <p>Evaluating career options</p> <p>Explaining a job's impact on the world</p> <p>Reflecting on the content of a talk</p> <p>Using a chart to organize notes for a presentation</p> <p>Critical Thinking Focus: Identifying main ideas</p>
<p>The simple present tense: <i>Yes/No</i> questions</p> <p>The simple present tense: <i>Wh-</i> questions</p>	<p>Showing interest</p> <p>Making small talk</p> <p>Student-to-Student: Asking for repetition</p> <p>Presentation Skills: Speaking to a group</p>	<p>Viewing: <i>Nubian Wedding</i></p> <p>Using a map to learn background information</p> <p>Viewing for specific information</p> <p>Discussing the video in the context of one's own experience.</p>	<p>Identifying what makes us laugh</p> <p>Judging the appropriateness of laughter</p> <p>Considering benefits and drawbacks</p> <p>Ranking the importance of benefits</p> <p>Generating questions about a presentation</p> <p>Critical Thinking Focus: Understanding a speaker's purpose</p>
<p>The simple past tense</p> <p><i>Yes/No</i> questions in the simple past tense</p> <p>Recognizing past tense signal words</p>	<p>Expressing agreement informally</p> <p>Asking questions about past events</p> <p>Student-to-Student: Making informal suggestions</p> <p>Presentation Skills: Speaking from notes</p>	<p>Viewing: <i>Treasures in Old San Juan</i></p> <p>Viewing to confirm predictions</p> <p>Understanding sound bites from the video</p> <p>Learning more about a Spanish explorer</p>	<p>Recognizing the value of the past</p> <p>Ordering events on a timeline</p> <p>Recalling information about a classmate</p> <p>Ranking ways to improve one's memory</p> <p>Evaluating one's own use of notes</p> <p>Critical Thinking Focus: Recalling facts</p>
<p>Count and non-count nouns</p> <p><i>A/n, any, and some</i></p>	<p>Expressing likes and dislikes</p> <p>Expressing quantity with non-count nouns</p> <p>Comparing quantities or amounts</p> <p>Student-to-Student: Showing thanks and appreciation</p> <p>Presentation Skills: Making eye contact</p>	<p>Viewing: <i>Tornado Chase</i></p> <p>Using a dictionary</p> <p>Viewing for specific information</p> <p>Discussing the video in the context of the unit theme</p>	<p>Reflecting on ideas about the weather</p> <p>Using prior knowledge to make inferences</p> <p>Choosing appropriate activities for different types of weather</p> <p>Brainstorming on the topic of dangerous weather</p> <p>Discussing climate change</p> <p>Critical Thinking Focus: Making a list</p>
<p><i>Can</i> and <i>can't</i></p> <p>Descriptive adjectives</p>	<p>Giving opinions</p> <p>Conducting a survey about eating habits</p> <p>Student-to-Student: Showing agreement</p> <p>Presentation Skills: Giving interesting details</p>	<p>Viewing: <i>Forbidden Fruit</i></p> <p>Viewing for general understanding</p> <p>Understanding vocabulary from the video</p> <p>Expressing opinions</p>	<p>Discussing food and culture</p> <p>Speculating about food safety</p> <p>Selecting interesting information from survey results</p> <p>Recalling information</p> <p>Assessing a conversation</p> <p>Critical Thinking Focus: Distinguishing main ideas and details</p>



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Unit	Academic Pathways	Vocabulary	Listening Skills
6 Housing <i>Page 00</i> Academic Track: Interdisciplinary	Lesson A: Listening to a Professional Presentation by a Real Estate Developer Agreeing and Disagreeing Lesson B: Listening to a Conversation about a Government Plan Holding a Meeting with a Real Estate Agent	Using a dictionary to understand new vocabulary Using new vocabulary to complete a text Discussing unit content using new vocabulary Using new vocabulary to complete a conversation	Using context clues Listening for main ideas Listening for specific details Using visuals to activate prior knowledge Pronunciation: Contractions with <i>Be</i>
7 Exploring Space <i>Page 00</i> Academic Track: Engineering	Lesson A: Listening to a Talk by a Medical Doctor Making Predictions Lesson B: Listening to a Tour Guide Planning a Trip to an Astronomical Site	Using a dictionary to understand new vocabulary Asking and answering questions using new vocabulary Understanding meaning from context	Listening for time expressions Predicting content Confirming predictions Listening for main ideas Listening for time expressions Pronunciation: Contractions with <i>Will</i>
8 Art and Music <i>Page 00</i> Academic Track: Art/Music	Lesson A: Listening to a PowerPoint® Presentation Speculating about Photographs Lesson B: Listening to a Radio Program Doing a Research Project	Using a dictionary to understand new vocabulary Discussing unit content using new vocabulary Using new vocabulary to complete a text Using new vocabulary to complete a conversation	Note-taking Listening for main ideas Listening for specific details Pronunciation: Linking
9 Our Place in the Natural World <i>Page 000</i> Academic Track: Natural Science/ Anthropology	Lesson A: Listening to a Talk Comparing Two Wildlife Studies Lesson B: Listening to a Conversation about an African Town Giving an Individual Presentation	Understanding meaning from context Discussing unit content using new vocabulary Using new vocabulary to give opinions Using new vocabulary to complete a text	Identifying emotion Listening for main ideas Listening for specific details Note-taking Pronunciation: Stressing key words for emphasis
10 Communication <i>Page 000</i> Academic Track: Interdisciplinary	Lesson A: Listening to a News Report Explaining the Information on a Timeline Lesson B: Listening to a Telephone Conversation Between Friends Role-Playing a Radio Call-In Show	Understanding meaning from context Using a dictionary to find related word forms Using new vocabulary to complete a conversation	Listening for main ideas Listening for specific details Note-taking Pronunciation: Phrasing



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>Coordinating conjunctions</p> <p>Time clauses in the simple present tense</p>	<p>Talking about architecture</p> <p>Agreeing and disagreeing</p> <p>Expressing preferences</p> <p>Student-to-Student: Expressing disagreement to a friend</p> <p>Presentation Skills: Role-playing</p>	<p>Viewing: <i>Don't Believe Your Eyes!</i></p> <p>Predicting content</p> <p>Confirming predictions</p> <p>Listening for specific information</p>	<p>Making inferences using context clues</p> <p>Drawing conclusions following a talk</p> <p>Choosing the best option</p> <p>Responding to a quotation</p> <p>Describing a government plan in one's own words</p> <p>Critical Thinking Focus: Evaluating options</p>
<p>Future time: <i>Will</i> and <i>be going to</i></p> <p>Future time: The present continuous and simple present tenses</p>	<p>Making predictions</p> <p>Talking about plans</p> <p>Student-to-Student: Asking for another person's opinion</p> <p>Presentation Skills: Using signal words</p>	<p>Viewing: <i>Exploration of the Solar System</i></p> <p>Listing advantages and disadvantages</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Comparing and evaluating schedules</p> <p>Making inferences from information in an interview</p> <p>Proposing an explanation</p> <p>Discussing a tour of an observatory</p> <p>Choosing a destination</p> <p>Critical Thinking Focus: Discussing pros and cons</p>
<p>Modals of possibility and probability</p> <p>Modals of necessity</p>	<p>Giving opinions</p> <p>Speculating</p> <p>Giving possible explanations</p> <p>Student-to-Student: Responding to invitations</p> <p>Presentation Skills: Speaking at an appropriate speed</p>	<p>Viewing: <i>Urban Art</i></p> <p>Discussing the video topic</p> <p>Understanding key vocabulary</p> <p>Using a chart to make comparisons</p> <p>Agreeing and disagreeing with statements</p>	<p>Forming judgments</p> <p>Speculating</p> <p>Making comparisons</p> <p>Explaining importance</p> <p>Generating a list of necessities</p> <p>Critical Thinking Focus: Locating information online</p>
<p>The comparative and superlative</p> <p>As...as</p>	<p>Making comparisons</p> <p>Giving reasons</p> <p>Student-to-Student: Ending a conversation</p> <p>Presentation Skills: Ending a talk</p>	<p>Viewing: <i>Horses</i></p> <p>Activating prior knowledge</p> <p>Using a timeline to preview video content</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Reflecting on one's own culture</p> <p>Drawing conclusions following a talk</p> <p>Discussing pros and cons</p> <p>Recognizing the value of wildlife</p> <p>Forming judgments</p> <p>Critical Thinking Focus: Making comparisons</p>
<p>Present perfect tense with <i>for</i> and <i>since</i></p> <p>Present perfect tense with <i>already</i>, <i>never</i>, and <i>yet</i></p>	<p>Talking about duration</p> <p>Giving opinions</p> <p>Student-to-Student: Having a telephone conversation</p> <p>Presentation Skills: Inviting and Answering Questions from the Audience</p>	<p>Viewing: <i>Touching the Stars</i></p> <p>Understanding key vocabulary</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Making inferences</p> <p>Comparing means of communication</p> <p>Giving reasons</p> <p>Discussing a problem</p> <p>Proposing a plan</p> <p>Critical Thinking Focus: Drawing conclusions</p>

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