





Scope and Sequence

	Unit	Academic Pathways	Vocabulary	Listening Skills
	<p>1</p> <p>Same and Different</p> <p><i>Page 1</i></p> <p>Academic Track: Sociology/ Anthropology</p>	<p>Lesson A: Listening to a Lecture Conducting a Survey</p> <p>Lesson B: Listening to a Conversation Giving a Presentation about Yourself</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to understand new vocabulary</p> <p>Using new vocabulary to complete a conversation</p> <p>Using new vocabulary to describe yourself and others</p> <p>Using new vocabulary to ask and answer questions</p>	<p>Listening to check predictions</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Using visuals to understand a listening passage</p> <p>Pronunciation: Word stress</p>
	<p>2</p> <p>Taking Risks</p> <p><i>Page 21</i></p> <p>Academic Track: Psychology/ Sociology</p>	<p>Lesson A: Listening to a Radio Show Discussing a Plan</p> <p>Lesson B: Listening to a Conversation Giving a Group Presentation</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to understand new vocabulary</p> <p>Using new vocabulary to ask and answer questions</p>	<p>Listening to check predictions</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Pronunciation: The third person singular</p>
	<p>3</p> <p>Enjoy the Ride!</p> <p><i>Page 41</i></p> <p>Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to an Interview Choosing the Best Idea</p> <p>Lesson B: Listening to a Conversation Giving a Group Presentation</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p> <p>Using new vocabulary to ask and answer questions</p>	<p>Listening for order</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Using visuals to activate prior knowledge</p> <p>Pronunciation: Blended sounds of <i>There is/There are</i></p>
	<p>4</p> <p>Unusual Destinations</p> <p><i>Page 61</i></p> <p>Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to a Presentation Choosing the Best Vacation</p> <p>Lesson B: Listening to a Group Conversation Giving an Individual Presentation</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p> <p>Using new vocabulary to ask and answer questions</p>	<p>Using visuals to activate prior knowledge</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Listening to check predictions</p> <p>Pronunciation: Reduction of <i>-ing</i></p>



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The simple present and the simple past tense of the verb <i>be</i></p> <p><i>Wh-</i> questions with the verb <i>be</i></p>	<p>Making small talk</p> <p>Conducting a survey</p> <p>Comparing and contrasting yourself to others</p> <p>Describing yourself</p> <p>Student to Student: Getting someone’s attention</p> <p>Presentation Skills: Making eye contact</p>	<p>Video:</p> <p><i>Coming of Age</i></p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p> <p>Relating video to personal experiences and opinions</p>	<p>Reflecting on identity</p> <p>Comparing similarities and differences</p> <p>Considering possible solutions</p> <p>Using a pie chart to organize notes for a presentation</p> <p>Critical Thinking Focus: Reflecting</p>
<p>The simple present tense</p> <p>The simple present tense with <i>Wh-</i> questions</p>	<p>Discussing activities and risks</p> <p>Discussing a plan</p> <p>Asking questions in a conversation</p> <p>Discussing survey results</p> <p>Showing interest</p> <p>Student to Student: Making eye contact</p> <p>Presentation Skills: Asking for questions</p>	<p>Video:</p> <p><i>Highlining Yosemite Falls</i></p> <p>Activating prior knowledge</p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Identifying risks</p> <p>Making a plan and setting goals</p> <p>Ranking information in order of importance</p> <p>Evaluating risks people take</p> <p>Critical Thinking Focus: Making predictions</p>
<p><i>There is, there are, there was, there were</i></p> <p><i>Like to, want to, need to</i></p>	<p>Asking questions to encourage communication</p> <p>Evaluating options</p> <p>Explaining steps in a process</p> <p>Offering encouragement</p> <p>Student to Student: Saying thanks</p> <p>Presentation Skills: Introducing your group</p>	<p>Video:</p> <p><i>Indian Railways</i></p> <p>Activating prior knowledge</p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Ranking information in order of safety</p> <p>Identifying steps in a process</p> <p>Stating pros and cons</p> <p>Understanding information in a graph</p> <p>Explaining information in a graph</p> <p>Using a chart to categorize</p> <p>Making inferences</p> <p>Critical Thinking Focus: Listening for order</p>
<p>The present continuous</p> <p>The present continuous in questions</p>	<p>Talking about what you are doing</p> <p>Asking for repetition</p> <p>Performing a role play</p> <p>Explaining preferences</p> <p>Student to Student: Working together</p> <p>Presentation Skills: Using graphics</p>	<p>Video:</p> <p><i>Blue Lagoon</i></p> <p>Activating prior knowledge</p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Understanding visuals</p> <p>Reflecting on ideas about travel</p> <p>Interpreting a poem</p> <p>Using a chart to categorize information</p> <p>Making inferences</p> <p>Collaborating</p> <p>Considering pros and cons</p> <p>Completing a pie chart</p> <p>Critical Thinking Focus: Describing</p>

Scope and Sequence

	Unit	Academic Pathways	Vocabulary	Listening Skills
	<p>5</p> <p>Our Changing World</p> <p><i>Page 81</i></p> <p>Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to a Lecture Discussing Traditions</p> <p>Lesson B: Listening to a Short Documentary Presenting to a Small Group</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p> <p>Using new vocabulary to complete a text</p>	<p>Listening for main ideas</p> <p>Listening for details</p> <p>Listening to check predictions</p> <p>Pronunciation: Using intonation to ask for something or make a request The intonation of <i>Wh-</i> questions</p>
	<p>6</p> <p>Facing Challenges</p> <p><i>Page 101</i></p> <p>Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to a Presentation Talking about the Past</p> <p>Lesson B: Listening to a Conversation Presenting from Notes</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p> <p>Using new vocabulary to complete a text</p> <p>Using new vocabulary to discuss the unit theme</p>	<p>Listening to check predictions</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Pronunciation: The simple past tense <i>-ed</i> endings</p>
	<p>7</p> <p>Lost and Found</p> <p><i>Page 121</i></p> <p>Academic Track: History/ Anthropology/ Archaeology</p>	<p>Lesson A: Listening to a Guided Tour Talking about the Past</p> <p>Lesson B: Listening to a Conversation Role-Playing</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Understanding meaning from context</p> <p>Using new vocabulary to complete a conversation</p> <p>Using new vocabulary to complete a text</p>	<p>Listening for main ideas</p> <p>Listening for details</p> <p>Listening for emphasized words</p> <p>Listening to check predictions</p> <p>Note-taking while listening</p> <p>Pronunciation: Word stress</p>
	<p>8</p> <p>A New View</p> <p><i>Page 141</i></p> <p>Academic Track: Science/ Technology</p>	<p>Lesson A: Listening to a Scientific Talk Conducting a Survey</p> <p>Lesson B: Listening to a Debate between Friends Participating in a Debate</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete an article</p> <p>Using new vocabulary to discuss the unit theme</p>	<p>Listening for main ideas</p> <p>Listening for details</p> <p>Listening for statements of opinion</p> <p>Listening to check predictions</p> <p>Pronunciation: Contractions with <i>will</i></p>



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The simple past tense</p> <p>The simple present vs. the simple past tense of the verb <i>be</i></p>	<p>Using past tense expressions</p> <p>Discussing traditions</p> <p>Asking for something/Making a request</p> <p>Student to Student: Asking questions</p> <p>Presentation Skills: Presenting to a small group</p>	<p>Video:</p> <p><i>Pow-wows</i></p> <p>Viewing for specific information</p> <p>Relating video to personal experiences and opinions</p>	<p>Evaluating the pros and cons of a changing world</p> <p>Using a chart to organize information</p> <p>Relating your own background to others</p> <p>Critical Thinking Focus: Listening for the main idea</p>
<p>Irregular past tense verbs</p> <p>The simple past tense</p>	<p>Expressing difficulty with something</p> <p>Talking about challenges</p> <p>Talking about the past</p> <p>Discussing challenging careers</p> <p>Student to Student: Taking turns</p> <p>Presentation Skills: Presenting to a group using notes</p>	<p>Video:</p> <p><i>Antarctic Challenge</i></p> <p>Viewing for specific information</p> <p>Relating video to personal experiences and opinions</p>	<p>Making inferences</p> <p>Making comparisons</p> <p>Relating information from discussions to personal experience</p> <p>Critical Thinking Focus: Making inferences</p>
<p>Informational past tense questions</p> <p>The conjunction <i>because</i></p>	<p>Asking informational questions</p> <p>Expressing past facts and generalizations with <i>used to</i></p> <p>Asking and answering questions with <i>because</i></p> <p>Student to Student: Asking for clarification</p> <p>Presentation Skills: Using body language</p>	<p>Video:</p> <p><i>The Lost World of Angkor</i></p> <p>Understanding visuals</p> <p>Activating prior knowledge</p> <p>Viewing for numbers</p> <p>Viewing for specific information</p> <p>Discussing the video as it relates to today's cities</p>	<p>Understanding information on a time line</p> <p>Making inferences</p> <p>Reflecting on your own culture's history</p> <p>Critical Thinking Focus: Recalling facts</p>
<p>The future with <i>will</i></p> <p>The future with <i>be going to</i></p>	<p>Describing objects using adjectives</p> <p>Talking about the future</p> <p>Conducting a survey</p> <p>Student to Student: Showing agreement and disagreement</p> <p>Presentation Skills: Debating</p>	<p>Video:</p> <p><i>Augmented Reality</i></p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Using a chart to categorize information</p> <p>Evaluating the pros and cons of a topic</p> <p>Critical Thinking Focus: Discussing pros and cons</p>