

Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
PRE-UNIT Welcome <i>Page 2</i>	Goal: Greet people and describe feelings Pronunciation: /m/ Grammar: The Verb <i>Be</i>	Goal: Complete a registration form Academic: Focused listening Grammar: Possessive Adjectives	Goal: Give and follow instructions Academic: Make predictions Grammar: Questions with <i>Can</i> Pronunciation: <i>Yes/No</i> questions intonation Writing: Dictation					
1 Everyday Life <i>Page 12</i>	Goal: Ask for and give personal information Pronunciation: Question intonation Grammar: Simple present: <i>Live</i> and <i>Be</i> Academic: Focused listening	Goal: Identify family relationships Grammar: Simple present: <i>Have</i> Academic: Make bar graphs	Goal: Describe people Writing: Write descriptions Grammar: Comparative and superlative adjectives Academic: Compare	Goal: Interpret and write schedules Academic: Make predictions; Interpret schedules Life Online: Online calendars Grammar: Simple Present	Goal: Interpret information about weather Academic: Focused listening; Read maps Life Online: Severe weather preparedness	Workforce Goal: Reflect on career options Academic: Read and interpret infographics	Goal: Describe a student Soft Skill: Collaboration—Sharing Ideas and Brainstorming	<i>A Shrinking Population</i> Academic: Infer meaning
2 Let's Go Shopping! <i>Page 38</i>	Goal: Identify clothing Academic: Make predictions; Classify information Grammar: Simple present; Negative simple present	Goal: Ask about prices Grammar: Comparative and Superlative Adjectives Academic: Focused listening Life Online: Sales Tax	Goal: Describe clothing Grammar: Present continuous Writing: Write descriptions	Goal: Read advertisements and receipts Academic: Make predictions; Calculate; Read charts and graphs Life Online: Online offers	Goal: Ask for assistance Grammar: <i>This, that, these, those</i> Academic: Focused listening	Workforce Goal: Identify employment opportunities in the gig economy Academic: Interpret infographics; Research	Goal: Design a clothing store Soft Skill: Collaboration—Coordinating with Others	<i>What Do Your Clothes Say about You?</i> Academic: Identify main ideas; Infer meaning

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3 Food and Nutrition Page 64	Goal: Read a menu Academic: Make predictions; Calculate; Take notes Grammar: Questions with <i>can</i>	Goal: Make a shopping list Pronunciation: Plurals Grammar: <i>Some, any</i>; Count and noncount nouns: <i>Much, many</i> Academic: Make predictions; Focused listening	Goal: Locate items in a supermarket Pronunciation: Rhythm Academic: Classify information; Make predictions; Brainstorm ideas Grammar Review: The Verb <i>Be</i> Life Online: Grocery shopping online	Goal: Identify healthy foods Grammar Review: Simple past: <i>Had/Ate</i> Academic: Classify and rank information; Use Venn diagrams	Goal: Read recipes Grammar: <i>How much? / How many?</i>; Imperatives; Negative imperatives Academic: Sequencing; Focused listening	Workforce Goal: Identify food-related career options Academic: Interpret a donut chart; Classify information	Goal: Plan a menu Soft Skill: Active Listening —Effective Communication	<i>Healthy Choices vs. Budgets</i> Academic: Identify topic sentences and main ideas
4 Housing Page 90	Goal: Describe housing Grammar: Information questions and answers Pronunciation: Stress and rhythm Academic: Make predictions; Make pie charts	Goal: Interpret classified ads Academic: Do a survey; Focused listening; Classify information	Goal: Complete a rental application form Academic: Make predictions; Focused listening Grammar Review: Information questions Life Online: Scams	Goal: Identify rooms and furniture Academic: Interpret visuals; Calculate Grammar Review: Prepositions of location	Goal: Make a family budget Academic: Make predictions; Calculate Grammar: Modal: <i>Might</i>	Workforce Goal: Explore construction-related job opportunities Academic: Interpret data from infographics	Goal: Plan a move Soft Skill: Collaboration—Time Management	<i>Helping Neighbors</i> Academic: Define unknown words; Identify supporting ideas
Life Online Video Page 116								
5 Our Community Page 118	Goal: Describe your community Grammar Review: Information questions Academic: Read maps; Classify information	Goal: Scan websites and search results Grammar Review: Simple present Academic: Interpret charts; Focused listening	Goal: Give and follow directions Academic: Read maps Grammar: Imperatives Writing: Write directions Life Online: Map apps	Goal: Read a message or letter Life Online: Attachments Grammar: Present continuous Academic: Make inferences and predictions Writing: Write an email	Goal: Write and send a letter or email Academic: Sequence Grammar: Simple past: Regular and irregular verbs	Workforce Goal: Identify employment in public safety careers Academic: Make inferences	Goal: Describe your community Skill Focus: Presentation Skills—Presentation Rubric	<i>Building Community in Hillsboro</i> Academic: Make inferences; Cite evidence

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6 A Healthy Life Page 144	Goal: Describe healthy practices Academic: Do a survey; Make predictions Grammar: Infinitives	Goal: Identify illnesses Academic: Classify information Grammar: Comparative and superlative adjectives	Goal: Make a doctor's appointment Grammar: Simple past (<i>be</i> , regular and irregular verbs) Academic: Make predictions Life Online: Health information privacy	Goal: Read medicine labels Grammar: Modal: <i>should</i> Academic: Focused listening	Goal: Identify and describe emergencies Academic: Read pie charts Grammar Review: Simple past (irregular) Civics: 911 calls	Workforce Goal: Explore careers in the medical field Academic: Analyze graphs; Focused listening	Goal: Make a health pamphlet Soft Skill: Active Listening—Giving Feedback	<i>A Dangerous Passion</i> Academic: Skimming; Make inferences; Read for details
7 Work, Work, Work Page 170	Goal: Evaluate learning and work skills Academic: Focused listening Grammar: Future: <i>Will</i> (affirmative, negative) Writing: Write goals	Goal: Identify jobs and job skills Academic: Classify information Grammar: <i>Can, can't</i>	Goal: Apply for a job Pronunciation: Stress Academic: Scan text; Focused listening Life Online: Social Security Number	Goal: Interview for a job Life Online: Virtual interviews Grammar: Negative simple past	Goal: Follow instructions in an office Academic: Sequence Grammar: Imperatives	Workforce Goal: Compare and contrast jobs in business administration Academic: Read infographics	Goal: Make your own company Soft Skill: Active listening—Asking for Clarification	<i>Hard Work or Passion?</i> Academic: Reading comprehension
8 Goals and Lifelong Learning Page 196	Goal: Identify goals Academic: Focused listening Grammar: Future plans: <i>Hope to, want to, plan to, be going to</i>	Goal: Set academic goals Academic: Interpret pie charts Grammar: <i>Because</i> Life Online: Online classes	Goal: Set work goals Academic: Interpret timelines and Venn diagrams Grammar: Future: <i>Will, be going to</i>	Goal: Solve problems Academic: Make predictions Grammar: <i>Because, so</i>	Goal: Write down goals Academic: Make inferences; Focused listening; Make a Venn diagram Writing: Format of a paragraph	Workforce Goal: Explore employment opportunities in education Academic: Read maps and charts	Goal: Make a timeline Soft Skill: Presentation Skills—Use Technology for Presentations	<i>The Right to an Education</i> Academic: Identify supporting evidence
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