Backpack 6 Scope and Sequence

Unit and Theme	Communications Objectives	Language Objectives	Unit and Value	Writing	Language Strategies and Skills
1 **Amazing People** notable and famous role models; personal role models	• to talk about notable and famous people • to talk about admired family members • to talk about events in the past	• simple past with regular and irregular verbs • information questions: *who, what, when, where, why, how many*	Have a Role Model	• biographical paragraph • presenting events and dates in chronological order; using the third person (*he* or *she*) • using a timeline to organize information	to use prior knowledge, to use pictures and context, to sequence, to use graphic organizers, to use music and rhyme, to listen for gist and details
2 **Our Stories** personal experiences, achievements in life	• to talk about personal experiences and life achievements • to talk about events in the past, present • to talk about events and actions that began in the past and continue in the present	• simple past • present perfect with *how long, for, since* • information questions: *when, how long*	Practice, Practice	• autobiographical paragraph • personal information (place of birth, residence, school); feelings and experiences; likes and dislikes • using an outline to organize main ideas and descriptive details	to use prior knowledge, to figure out meaning from context, to compare and contrast, to identify main idea and details, to sequence, to use graphic organizers, to use music and rhyme, to listen for gist and details
3 **Skills and Abilities** skills, abilities, aptitude for careers	• to identify and talk about different careers • to talk about skills, interests, aptitudes • to express preferences	• verbs and expressions + gerund: *love, like, enjoy, good at, bad at, excited about, interested in, worried about* • present true conditional: *if* + present/*will* + verb	Think Before You Act	• paragraph unity • focusing on one topic: main idea stated in topic sentence with related ideas in supporting sentences • using an idea map to organize a paragraph	to use prior knowledge, to organize information, to figure out meaning from context, to use graphic organizers, to compare and contrast, to analyze, to associate, to use music and rhyme, to listen for gist and details
4 **Into the Future** the future	• to talk about life in the future • to make predictions about the future • to express certainty or doubt	• predictions with *will, won't* • modals: *will, won't, may, might, could* • information questions: *how, what, when*	Plan for the Future	• paragraph of opinion • introducing opinion with phrases: *I believe, I think that, in my opinion*; and supporting it with facts, reasons, and/or examples • using a chart to list introduction, three reasons, and conclusion for an opinion paragraph	to use prior knowledge, to use pictures and context, to evaluate, to rank, to use graphic organizers, to use music and rhyme, to listen for gist and details

Scope and Sequence, *continued*

Unit and Theme	Communications Objectives	Language Objectives	Unit and Value	Writing	Language Strategies and Skills
5 **Space** the planets and outer space	• to talk about the planets and outer space • to speculate about the unknown • to express opinions • to compare and contrast	• untrue conditional: *if* + past form/*would* + verb • superlative with nouns • information questions: *what, which*	Use Your Imagination	• sentence variety in a paragraph • using different types of sentences: short sentences; longer ones with *and, or, but;* and sentences with *if* and other clauses • using a graphic organizer to list information and ways it can be changed	to use prior knowledge, to figure out meaning from context, to brainstorm, to identify main idea and details, to clarify, to use graphic organizers, to use music and rhyme, to listen for gist and details
6 **Adventures** leisure time activities, life experiences, adventures	• to identify and talk about leisure time activities and adventures • to talk about events in the past • to express preferences • to talk about plans	• present perfect with *ever, already, yet* • *would, wouldn't* for hypothetical situations	Safety First	• personal narrative • sequence: *first, after that, next, then, finally* • using a sequence chart to organize events in a narrative	to use prior knowledge, to organize information, to figure out meaning from context, to use graphic organizers, to categorize, to evaluate, to use music and rhyme, to listen for gist and details
7 **A World of Records** records and record breakers	• to talk about games, contests, records, record-breakers • to talk about animal facts • to compare and contrast	• comparisons with nouns: *-er/-est, more/fewer, the most/the fewest* • information questions: *how, what, which*	Set Goals for Yourself	• paragraph of comparison • showing similarity: *also, as well as, both, each of, in the same way, like, too* • using a Venn diagram for comparison	to use prior knowledge, to use pictures and context, to evaluate, to compare and contrast, to summarize, to use graphic organizers, to use music and rhyme, to listen for gist and details
8 **Mysteries Past and Present** mysterious phenomena and places	• to talk about mysterious places and phenomena • to speculate about the unknown • to express certainty or doubt	• modals of degree of certainty: *must, could, may, might* • simple past, passive voice: *was/were* + participle	Focus on Details	• paragraph of contrast • showing difference: *although, but, however, in contrast, on the other hand, unlike, while* • using a tree diagram	to use prior knowledge, to figure out meaning from context, to brainstorm, to identify main idea and details, to sequence, to associate, to use graphic organizers, to use music and rhyme, to listen for gist and details
9 **The Movies** movie genres, movie making	• to talk about movie genres and movie making • to make suggestions • to express opinions • to report what others have said	• *How about* + gerund • reported speech: present to past, present perfect to past perfect	Be a Good Listener	• letter to the editor (opinion) • expressions of opinion: *agree, disagree, I believe, in my opinion, I think* • using a template for organization	to use prior knowledge, to classify, to figure out meaning from context, to use graphic organizers, to evaluate, to summarize, to use music and rhyme, to listen for gist and details