

SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY
<p>1 CULTURAL STUDIES: The Lessons of Travel</p> <p>Theme: What we can learn from travel</p> <p>Reading One: <i>Tony the Traveller</i> (an online article)</p> <p>Reading Two: <i>The Benefits of Studying Abroad</i> (a newspaper article)</p> <p>Reading Three: <i>The Way of St. James: A Modern-Day Pilgrimage</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Skim a text to get an overview • Rank the benefits of studying abroad in order of importance • Preview a text using visuals • Find correlations between two texts • Decide if a main idea is true or false • Identify the main ideas of a text • Predict main ideas by writing questions • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Understand and use synonyms, suffixes, definitions, and different word forms • Guess the meaning of words from the context • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>2 MULTICULTURAL LITERATURE: Writing about Cultural Identity</p> <p>Theme: How to express and talk about cultural identity</p> <p>Reading One: <i>Mangoes and Magnolias</i> (a book excerpt)</p> <p>Reading Two: <i>Poems about Personal Identity</i> (a book excerpt)</p> <p>Reading Three: <i>Book Review of Mixed: An Anthology of Short Fiction about the Multiracial Experience</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Visualize images to understand a story • Identify poetic devices • Scan a text for specific information • Find correlations between two texts • Decide if a main idea is true or false • Complete the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Use dictionary entries to learn different meanings of words • Understand and use expressions and synonyms • Study the usage of certain phrases and idioms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>3 HEALTH SCIENCE: High Tech, Low Tech, No Tech</p> <p>Theme: How technology in health care helps people</p> <p>Reading One: <i>Robots Improve Health Care, Helping Doctors, Nurses, and Patients</i> (a magazine article)</p> <p>Reading Two: <i>A Simple Diagnosis</i> (a textbook excerpt)</p> <p>Reading Three: <i>Water Is Shown to Help People Lose Weight</i> (a newspaper article)</p>	<ul style="list-style-type: none"> • Predict the content of a text from its title • Predict the content of a text from its first paragraph • Find correlations between two texts • Decide if a main idea is true or false • Identify the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Understand and use synonyms and word forms • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Use a graphic organizer • Organize notes in columns 	<ul style="list-style-type: none"> • Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to compare types of travel • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your opinions on travel, your reactions to journal entries, and why someone might make a pilgrimage • Write questions before reading a passage to help you get the main ideas of a text • Write a two-paragraph journal entry about a travel experience • Discuss a number of topics about travel with a small group of classmates • Choose one of the topics and write a paragraph about it
<ul style="list-style-type: none"> • Identify the basic parts of a story • Highlight the basic elements of a book review 	<ul style="list-style-type: none"> • Answer questions based on information in a text or on your own experience and culture • Use a chart to compare the topics of two texts • Determine and explain your opinions on statements about a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your reaction to visual images in a story • Write responses to two emails • Discuss your opinions on multiculturalism and cultural identity • Write two paragraphs about a personal experience • Discuss a number of topics about multiculturalism with a small group of classmates • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Use an outline • Use a flowchart 	<ul style="list-style-type: none"> • Use a chart to determine the disadvantages of using robots in health care • Determine and explain your opinions on statements about a text • Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to compare the topics of two texts • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your reactions to the idea of using robots for health care and to a scientific study • Discuss advantages and disadvantages of robotic innovations, and how certain groups might benefit from them • Discuss your opinion on diagnosing illnesses • Discuss how different groups might benefit from health-care innovations • Organize a panel discussion on the topic of improving health care • Write a paragraph reacting to advice from an old wives' tale • Discuss a number of topics about technology, health care, and healthy lifestyles • Choose one of the topics and write a paragraph or two about it

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<p>4 EDUCATION: The Task of the Teacher</p> <p>Theme: Different approaches to education</p> <p>Reading One: <i>Bloom's Taxonomy</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Mayonnaise Jar and Two Cups of Coffee</i> (an online article)</p> <p>Reading Three: <i>A Teacher's Lasting Impression</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Preview a text using visuals • Predict the content of a text from its title and first paragraph • Recognize the narrative structure of a text • Find correlations between two texts • Identify the main ideas of a text • Evaluate the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Use dictionary entries to learn different meanings of words • Understand and use word forms, synonyms, suffixes, and literal and figurative meanings • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>5 PSYCHOLOGY: Theories of Intelligence</p> <p>Theme: What intelligence is and how we learn</p> <p>Reading One: <i>Types of Intelligence</i> (an online article)</p> <p>Reading Two: <i>Transforming Students' Motivation to Learn</i> (a textbook excerpt)</p> <p>Reading Three: <i>The Extraordinary Abilities of Daniel Tammet</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Understand and identify a text's purpose • Use the KWL method to get the most out of a text • Retell a text to monitor understanding • Find correlations between two texts • Decide if a main idea is true or false • Complete the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Understand and use word forms • Use dictionary entries to learn different meanings of words • Study the usage of certain phrases and idioms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Use underlining to identify factual information • Use color coding to distinguish different types of information 	<ul style="list-style-type: none"> • Evaluate lower-order and higher-order skills, according to Bloom's Taxonomy • Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to evaluate information in a text • Determine and explain your opinions on statements about a text • Complete a diary to determine the educational purpose behind a teacher's lessons • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your opinions on learning, a good education, what makes a good teacher, and your reaction to learning skills • Role-play Benjamin Bloom, the professor (from the reading), and Mrs. Monell (from the reading) • Write two paragraphs about a favorite teacher • Discuss a number of topics about education with a small group of classmates • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Fill in a chart • Make triple entry notes 	<ul style="list-style-type: none"> • Complete a chart to correlate types of intelligences with the questions in an intelligence quiz • Express your opinions and support them with examples from a story • Hypothesize about someone else's point of view • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your opinions on intelligence debates, what you think a cartoon means, and types of intelligence • Take an intelligence quiz and then discuss your reactions • Write two paragraphs about intelligence • In a small group, discuss topics related to intelligence • Choose one of the topics and write a paragraph or two about it

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<p>6 BUSINESS: The Changing Workplace</p> <p>Theme: Different career choices in today's workplace</p> <p>Reading One: <i>The One Week Job: 52 Jobs in 52 Weeks</i> (an online article)</p> <p>Reading Two: <i>Flip Flops and Facebook Breaks: Millennials Enter the Workplace</i> (a newspaper article)</p> <p>Reading Three: <i>Eight Keys to Employability</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Preview a text by reading section headings • Use the 3-2-1 strategy to review a text • Deal with difficult words or expressions • Find correlations between two texts • Complete the main ideas of a text • Identify the main ideas of a text • Decide if a main idea is true or false • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Understand and use word forms, synonyms, word usage, and prefixes • Study the usage of an idiom • Use the Vocabulary list at the end of the chapter to review the words and idiom learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>7 MATH: Developing a Love of the “Language of Science”</p> <p>Theme: What can be done to increase interest in math</p> <p>Reading One: <i>A Mathematician's Lament</i> (a book excerpt)</p> <p>Reading Two: <i>What's Wrong with Math Education?</i> (an online article)</p> <p>Reading Three: <i>Angels on a Pin</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Understand an author's point of view • Understand an author's purpose • Scan a text for time markers to understand the sequence of events • Scan a text to identify an author's purpose • Find correlations between two texts • Identify the main ideas of a text • Decide if a main idea is true or false • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Understand and use definitions, word forms, and word usage • Guess the meaning of words from the context • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>8 PUBLIC SPEAKING: Messages and Messengers</p> <p>Theme: The importance of public speaking and public speeches</p> <p>Reading One: <i>The Power of Public Speech</i> (a magazine article)</p> <p>Reading Two: <i>The Best Way to Structure a Speech</i> (an online article)</p> <p>Reading Three: <i>Famous American Speeches</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> • Skim by reading topic sentences • Understand rhetorical modes • Examine footnotes • Find correlations between two texts • Identify the main ideas of a text • Use paraphrasing to explain the main ideas • Decide if a main idea is true or false • Complete the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Understand and use word forms and word usage • Use dictionary entries to learn different meanings of words • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Label paragraphs • Write margin notes 	<ul style="list-style-type: none"> • Complete an outline of a reading • Express your opinions and support them with examples from a story • Complete a chart to correlate career choices with personality types • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your career interests, the changing workplace, and characteristics of good employees • Write a paragraph about careers and work • Discuss topics related to careers and work • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Identify topic sentences • Paraphrase 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • Analyze and evaluate information • Come up with an appropriate title for a reading • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your feelings about math and math education • Discuss how math is related to a number of other areas • Discuss your reactions to comments about math education and to an anecdote about a math exam • “Freewrite” a paragraph or two answering a question about math education • Discuss in a small group topics related to math • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Research a person or topic • Use a chart to group ideas 	<ul style="list-style-type: none"> • Identify rhetorical modes in speeches • Express your opinions and support them with examples from a text or from your own experience and culture • Use a chart to compare the topics of two texts • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss the qualities of public speakers and issues addressed in speeches • Discuss your experience as a public speaker • Write a one-page speech on an issue you feel strongly about • Discuss in a small group topics related to public speaking • Choose one of the topics and write a paragraph or two about it

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<p>9 PEACE STUDIES: The Change Makers</p> <p>Theme: People and organizations who are promoting peace and social justice</p> <p>Reading One: <i>Social Entrepreneurship</i> (a textbook excerpt)</p> <p>Reading Two: <i>A Poverty-Free World</i> (an online article)</p> <p>Reading Three: <i>The Barefoot College</i> (a case study)</p>	<ul style="list-style-type: none"> • Find definitions in a text • Understand pronoun references • Read case studies • Find correlations between two texts • Complete the main ideas of a text • Identify the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Understand and use word forms and synonyms • Use dictionary entries to learn different meanings of words • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>10 URBAN STUDIES: Living Together</p> <p>Theme: How cities develop and how people react in urban environments</p> <p>Reading One: <i>City Fact Sheet</i> (an online article)</p> <p>Reading Two: <i>The Future of Cities</i> (a magazine article)</p> <p>Reading Three: <i>Won't You Be My Neighbor?</i> (a newspaper article)</p>	<ul style="list-style-type: none"> • Read a fact sheet • Read aloud to determine the main idea of a text • Recognize the difference between narration and opinion • Find correlations between two texts • Identify the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Use dictionary entries to learn different meanings of words • Understand and use positive and negative meanings of words • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Take notes on numbers in a text • Take notes to prepare for a test 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • Identify what numbers refer to in a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else's point of view • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss your opinions on social entrepreneurship and on the meaning of a nursery rhyme • Write a paragraph about an organization promoting positive change • Discuss topics related to social entrepreneurship in a small group • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Use abbreviations and symbols to take notes • Take notes on a timeline 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • Use a chart to compare the main ideas of two texts • Express your opinions on information presented in a text • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss the differences between and your opinions on life in the city and life in a town • Discuss your relationships with your neighbors • Write a short essay on life in the city or a neighbor • Discuss in a small group topics about cities and urban life • Choose one of the topics and write a paragraph or two about it