

# SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY
<p><b>1 BUSINESS:</b> <b>Steve Jobs, Innovator and CEO</b></p> <p><b>Theme:</b> How to be successful in business</p> <p><b>Reading One:</b> <i>The Extraordinary Life of Steve Jobs</i> (a magazine article)</p> <p><b>Reading Two:</b> <i>The Pixar Story</i> (an online article)</p> <p><b>Reading Three:</b> <i>The Map of Innovation: Creating Something Out of Nothing</i> (a book excerpt)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Predict the author’s point of view from the title of a text</li> <li>• Predict the content of a text from the first paragraph</li> <li>• Skim a text by reading the topic sentence in each paragraph</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Use dictionary entries to learn the meanings of words</li> <li>• Understand and use synonyms and different word forms</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>
<p><b>2 PSYCHOLOGY:</b> <b>Fears and Phobias</b></p> <p><b>Theme:</b> What a phobia is and how phobias can be treated</p> <p><b>Reading One:</b> <i>When Does a Fear Become a Phobia?</i> (a textbook excerpt)</p> <p><b>Reading Two:</b> <i>Case Studies</i> (a textbook excerpt)</p> <p><b>Reading Three:</b> <i>Treatments for Phobias</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Scan a text to find specific information</li> <li>• Preview a text using visuals like charts and graphs</li> <li>• Understand scholarly references (in-text citations, bibliography)</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use synonyms, collocations, and different word forms</li> <li>• Guess the meaning of words from their Greek or Latin roots</li> <li>• Use dictionary entries to learn the meanings of words</li> <li>• Study the usage of certain phrases and idioms</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>
<p><b>3 NUTRITION STUDIES:</b> <b>Food Rules</b></p> <p><b>Theme:</b> What we should eat to be healthier and how we should treat the animals we eat</p> <p><b>Reading One:</b> <i>An Interview with Michael Pollan</i> (an online article)</p> <p><b>Reading Two:</b> <i>Bad Food? Tax It, and Subsidize Vegetables</i> (a newspaper article)</p> <p><b>Reading Three:</b> <i>Humane Treatment for the Animals We Eat</i> (a magazine article)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Skim an interview by looking at the questions asked by the interviewer</li> <li>• Scan a text for specific answers to a question in the title</li> <li>• Understand the tone of a text and identify the author’s point of view</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Use dictionary entries to learn the meanings of words</li> <li>• Understand and use synonyms, prefixes, and antonyms</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> <li>• Use underlining and margin notes to identify and remember important facts in a story</li> <li>• Use circling and margin notes to identify and remember important people in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else's point of view</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play an interview with Steve Jobs and Kevin O'Connor about business</li> <li>• Write two paragraphs about business management</li> <li>• Discuss in a small group a number of topics about business</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>
<ul style="list-style-type: none"> <li>• Fill out an organizer with study notes from the readings to prepare for a test</li> <li>• Organize and categorize the material in the reading to understand it better</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on information in a text or on your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Find correlations between two texts</li> <li>• Use a chart to contrast negative and positive thoughts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss a list of questions about phobias in a small group. Then share your group's answers with the class.</li> <li>• Write two paragraphs about a fear or a phobia</li> <li>• Discuss in a small group a number of topics about psychology</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>
<ul style="list-style-type: none"> <li>• Use a chart listing categories to organize your study notes</li> <li>• Use a chain of reasoning to list the arguments marshaled by the author</li> </ul>	<ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Evaluate an author's thesis and come up with arguments for and against it</li> <li>• Use a chart to compare the opinions of two authors</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play an interview with Michael Pollan and Mark Bittman about American eating habits</li> <li>• Respond to a letter to the editor about food as though you were Pollan, Bittman, or Temple Grandin</li> <li>• Write one or two paragraphs to answer a question on an issue raised in the chapter</li> <li>• Discuss in a small group a number of issues about the way we eat</li> <li>• Choose one of the issues and write a paragraph or two about it</li> </ul>

CHAPTER	READING	VOCABULARY
<p><b>4 MEDICINE: Pioneers and Heroes</b></p> <p><b>Theme:</b> Doctors whose discoveries helped mankind overcome terrible diseases</p> <p><b>Reading One:</b> <i>The Hippocratic Oath</i> — <i>A Modern Version</i> (an online article)</p> <p><b>Reading Two:</b> <i>The Invisible Enemy</i> (a textbook excerpt)</p> <p><b>Reading Three:</b> <i>That Mothers Might Live</i> (a book excerpt)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Skim an oath to get an overview of its contents</li> <li>• Scan a text for dates to understand the sequence of events</li> <li>• Find the link between the title of a text and the first paragraph to focus on the most important idea</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use synonyms and collocations</li> <li>• Recognize and learn the connotations of words</li> <li>• Understand the different usage of similar words</li> <li>• Categorize words</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>
<p><b>5 AMERICAN LITERATURE: Ernest Hemingway’s “Indian Camp”</b></p> <p><b>Theme:</b> A young boy’s “coming of age” experience and how it is conveyed by the author</p> <p><b>Reading One:</b> <i>Indian Camp—Part I</i> (a short story excerpt)</p> <p><b>Reading Two:</b> <i>Indian Camp—Part II</i> (a short story excerpt)</p> <p><b>Reading Three:</b> <i>Hemingway’s Style</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Understand the elements of fiction: characters, setting, and plot</li> <li>• Identify the themes of a story</li> <li>• Scan a text for “compare and contrast” words to find essential information quickly</li> <li>• Complete charts about the sequence of events in a story</li> <li>• Understand the main ideas and the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms, phrasal verbs, and different word forms</li> <li>• Recognize words of varying intensity</li> <li>• Match “compare and contrast” words with their synonyms</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>
<p><b>6 ART HISTORY: The Life and Letters of Vincent Van Gogh</b></p> <p><b>Theme:</b> An artist’s life through his paintings and letters; the life of one of his paintings</p> <p><b>Reading One:</b> <i>A Biography of Vincent Van Gogh (1853–1890)</i> (a book excerpt)</p> <p><b>Reading Two:</b> <i>The Letters of Vincent Van Gogh</i> (a book excerpt)</p> <p><b>Reading Three:</b> <i>Portrait of Dr. Gachet: A Timeline</i> (an online article)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Preview a text using visuals like paintings</li> <li>• Skim letters for a quick overview (names, places, dates)</li> <li>• Scan a text for dates to understand the sequence of events</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words from the context or from their Latin roots</li> <li>• Understand and use synonyms and connotations</li> <li>• Use dictionary entries to learn the meanings of words</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> <li>• Use a chart to categorize the main points of a text</li> <li>• Complete a short summary of the main points of a text</li> <li>• Create a timeline to understand the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• In your reaction to certain situations, discuss how a doctor should behave in order to follow the Hippocratic Oath</li> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Interpret quotes and how they relate to a text</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play situations involving Jenner and Semmelweis</li> <li>• Write a portrait of someone you admire</li> <li>• Discuss in a small group a number of topics about medicine</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>
<ul style="list-style-type: none"> <li>• Use circling and margin notes to identify the themes of a story</li> <li>• Organize your study notes to compare and define a writer's style</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on information in a story or on your own experience and culture</li> <li>• Express your opinions and support them with examples from a story</li> <li>• Infer information not explicit in a story</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else's point of view</li> <li>• Find correlations between two texts</li> <li>• Analyze a writer's style</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• In a small group, explain a point of style or theme with quotes and scenes from the story</li> <li>• Write two paragraphs to summarize the story and give your opinion</li> <li>• In a small group, discuss topics related to the story</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>
<ul style="list-style-type: none"> <li>• Fill in a chart to identify the events that occurred in Van Gogh's life in the different places where he lived</li> <li>• Fill in a chart to identify details that support the four main topics in Van Gogh's letters</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret some of Van Gogh's paintings based on the information given in the text</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else's point of view</li> <li>• Find correlations between two texts</li> <li>• Identify irony in a discussion of Van Gogh's life</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Debate in a group of four whether art should be censored by the government</li> <li>• Write two paragraphs about a painting by Vincent Van Gogh</li> <li>• Discuss in a small group topics related to Van Gogh's life, work, and art</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>

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<p><b>7 FORENSICS: Science and Fiction</b></p> <p><b>Theme:</b> What forensic science is and how its real-life practice differs from what is shown in popular TV series</p> <p><b>Reading One:</b> <i>Basic Principles of Forensics</i> (a textbook excerpt)</p> <p><b>Reading Two:</b> <i>The “CSI Effect” Is a Mixed Blessing for Real Crime Labs</i> (an online article)</p> <p><b>Reading Three:</b> <i>The Forensic Use of DNA</i> (a book excerpt)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Skim a text by reading the topic sentence in each paragraph</li> <li>• Predict the content of a text from the title and subheadings</li> <li>• Read the last paragraph first to understand the point of a text</li> <li>• Get the main ideas of a text from the keywords in the topic sentences</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use synonyms, idioms, and collocations</li> <li>• Recognize the different forms, meanings, and usage of a word</li> <li>• Match courtroom and legal vocabulary with their definitions</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>
<p><b>8 PREHISTORY: From Wolf to Dog</b></p> <p><b>Theme:</b> When, where, why, and how wolves evolved into dogs and our best friends</p> <p><b>Reading One:</b> <i>More Than Man’s Best Friend</i> (a journal article)</p> <p><b>Reading Two:</b> <i>Domesticating Wolves</i> (a book excerpt)</p> <p><b>Reading Three:</b> <i>Frisky to the Rescue in Hurricane Katrina</i> (an online article)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Preview a text using visuals like drawings or photographs</li> <li>• Predict the type of text from the title</li> <li>• Use paraphrasing to identify the main ideas</li> <li>• Complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words from the context or from their Greek or Latin roots</li> <li>• Understand and use synonyms, homonyms, and suffixes</li> <li>• Recognize idioms, phrasal verbs, and compound words</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> <li>• Use underlining and margin notes to identify who said what in a text</li> <li>• Organize study notes chronologically to clarify the sequence of events in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else's point of view</li> <li>• Relate broad themes to specific situations</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play an interview: a professor interviewing a student applying to the forensic science program; OR a student reporter interviewing a lawyer from the Innocence Project</li> <li>• Write a letter to apply for a job as a crime scene investigator</li> <li>• Discuss in a small group topics related to forensics and career choice</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>
<ul style="list-style-type: none"> <li>• Fill in an organizer to review details to help you remember</li> <li>• Prepare for a test by filling in a list of questions and answers about each paragraph of a reading</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize facts from opinions</li> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Find correlations between two texts</li> <li>• Hypothesize about someone else's point of view</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play a panel discussion about the evolution of dogs from wolves; the panel features the experts mentioned in the chapter</li> <li>• Write a two-paragraph anecdote about a family pet</li> <li>• Discuss in a small group topics related to dogs, wolves, and humans</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>

CHAPTER	READING	VOCABULARY
<p><b>9 EDUCATION STUDIES: Overcoming Inequalities</b></p> <p><b>Theme:</b> How to overcome the inequalities in the American education system</p> <p><b>Reading One:</b> <i>Savage Inequalities: Children in America's Schools</i> (a book excerpt)</p> <p><b>Reading Two:</b> <i>The Autobiography of Malcolm X</i> (a book excerpt)</p> <p><b>Reading Three:</b> <i>Where I Learned to Read</i> (a magazine article)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Identify the issues discussed in an essay by reading the first paragraph</li> <li>• Understand the most important idea of a text by reading the last paragraph first</li> <li>• Skim a text by reading the topic sentence in each paragraph</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use synonyms, antonyms, and different word forms</li> <li>• Guess the meaning of words from the context and use them in a new context</li> <li>• Use dictionary entries to learn the meanings of words</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>
<p><b>10 SOCIOLOGY: Crime and Punishment</b></p> <p><b>Theme:</b> All aspects of crime: its types; where, how often, and why they occur; their effects on society, and what rehabilitation methods work best</p> <p><b>Reading One:</b> <i>The Global Context</i> (a textbook excerpt)</p> <p><b>Reading Two:</b> <i>Sociological Theories of Crime</i> (a textbook excerpt)</p> <p><b>Reading Three:</b> <i>Prison Programs That Work</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Predict the content of a text from the first sentence or from the title and subheadings</li> <li>• Learn strategies for dealing with scientific names</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms, suffixes, “scientific” verbs, different word forms, and words of different intensity</li> <li>• Use dictionary entries to learn the meanings of words</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> <li>• For each paragraph of the text, write a one-sentence summary of the author’s argument (reasons for his point of view)</li> <li>• Fill in an organizer to identify important details about the three stages of the author’s education (high school/college/post-college)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the author’s argument and respond to it with three reasons for or against</li> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else’s point of view</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play an interview with Jonathan Kozol and Malcolm X about educational issues</li> <li>• In a small group, discuss the meaning of quotations from famous thinkers; decide how Kozol, Malcolm X, and Scibona would respond to each one</li> <li>• Write a report about a book you read or were forced to read</li> <li>• Discuss in a small group issues related to schools and teaching</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>
<ul style="list-style-type: none"> <li>• Use a map outline to remember the details of a text</li> <li>• Write a summary of a text to understand the main ideas and remember details</li> </ul>	<ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else’s point of view</li> <li>• Relate specific situations to the perspectives or theories mentioned in a text</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• In a small group, discuss rehabilitation programs and how their success can be linked to crime theories</li> <li>• Write a short essay to answer this question: “How can a society reduce crime?”</li> <li>• Discuss in a small group topics about crime theories and rehabilitation programs</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>