

SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY/GRAMMAR
<p>1 SOCIOLOGY: Home and the Homeless</p> <p>Theme: The meaning of home; what it means not to have one; our reactions to people who are homeless</p> <p>Reading One: <i>Home and Travel</i> (a book excerpt)</p> <p>Reading Two: <i>Homeless</i> (a magazine article)</p> <p>Reading Three: <i>Helping and Hating the Homeless</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Think about the title of a text and predict its content • Predict the subject of a text and the author’s motivation from the first two sentences • Make up your own questions based on the title 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, different word forms, and the suffix -en and prefix en- • 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 • GRAMMAR: Identify the passive and the reasons for its use
<p>2 HISTORY: Robber Barons Then and Now</p> <p>Theme: The power of money and business in the Gilded Age and today; the popular movements against that power</p> <p>Reading One: <i>The Robber Barons</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Politics of Progressivism</i> (a textbook excerpt)</p> <p>Reading Three: <i>Message to Wall Street</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Scan a text to find specific information • Scan the first paragraph of a text for definitions and background information • Predict the content of a text from the first and last paragraphs • Identify or 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 synonyms, collocations, and different word forms 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 • GRAMMAR: Identify parallel forms and the reasons for their use
<p>3 FILM STUDIES: Is Cinema an Art or a Business?</p> <p>Theme: Is making movies an art, a business, or both?</p> <p>Reading One: <i>One Hundred Years of Cinema</i> (an essay)</p> <p>Reading Two: <i>A Conversation with Leo Tolstoy on Film</i> (a newspaper article)</p> <p>Reading Three: <i>An Interview with James Cameron</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Find the thesis statement in an essay • Skim an interview for the general idea • Scan an interview for the interviewee’s attitude towards the subject • 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, idioms, connotations, and increase/decrease verbs • 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 • GRAMMAR: Recognize and use parallel structure for emphasis and contrast

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	<ul style="list-style-type: none"> • Fill out an organizer to review details to help you remember • Use questions as “organizers” for notes 	<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 • 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"> • Role-play a discussion about the homeless between Margaret Mead, Anna Quindlen, Peter Marin, and a taxpayer • Write a three-paragraph essay explaining and illustrating a saying about home • Discuss in a small group a number of topics related to the homeless and homelessness • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Use an organizer to identify important biographical details • Use note-taking to summarize an argument 	<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 • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas • Understand the use of irony for social criticism 	<ul style="list-style-type: none"> • Role-play a discussion about Wall Street between Jeffrey Sachs, an old robber baron, a new one, and an “Occupy Wall Street” protester • Write a paragraph or two explaining the meaning of a quote and your opinion • Discuss in a small group a number of topics about the power of the mega-rich and whether protest movements do any good • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Take notes to identify the main ideas of a text and the supporting details • Take margin notes, organize the notes, and write a summary of the text 	<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 • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else’s point of view • Identify the concerns of two authors — same or different? • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play a discussion about cinema between a journalist, Susan Sontag, Leo Tolstoy, and James Cameron • Write a three-paragraph essay about your favorite movie • Discuss in a small group a number of topics about movies • Choose one of the topics and write a paragraph or two about it

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<p>4 MEDIA STUDIES: The Internet and Social Media</p> <p>Theme: Do the Internet and social media have positive or negative effects on people and society?</p> <p>Reading One: <i>Mind Control and the Internet</i> (a newspaper article)</p> <p>Reading Two: <i>The Positive Effects of Social Networking Sites</i> (a textbook excerpt)</p> <p>Reading Three: <i>The Use of Social Media In the Arab Spring</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the title • Skim the first paragraph of a text to preview the most important idea • Understand scholarly references (in-text citations, bibliography) • Identify or 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 the meanings of words • Understand and use synonyms, collocations, different word forms, and the prefix <i>anti-</i> • 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 • GRAMMAR: Identify imperatives used as illustrative devices and the reasons for their use
<p>5 NEUROSCIENCE: The Brain and Memory</p> <p>Theme: The importance of memory; the different types of memory and how they relate to different parts of the brain</p> <p>Reading One: <i>In Search of Memory</i> (a book excerpt)</p> <p>Reading Two: <i>The Brain and Human Memory</i> (a textbook excerpt)</p> <p>Reading Three: <i>Music and the Brain</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Visualize the content of a text to understand it better • Scan a chart to find specific information • Skim the first two paragraphs of a text to get an idea of what it will discuss • Match the different types of memory with their functions and the parts of the brain directly involved • Identify or 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 the meanings of words • Understand and use synonyms, collocations, different word forms, and words of Greek or Latin origin • Identify and interpret figurative language • 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 • GRAMMAR: Recognize and use rhetorical questions
<p>6 ZOOLOGY: Animals and Language</p> <p>Theme: Do animals have the capability of communicating with one another and with humans? Are there animal languages?</p> <p>Reading One: <i>Bridges to Human Language</i> (a book excerpt)</p> <p>Reading Two: <i>Speaking to the Relatives</i> (an online article)</p> <p>Reading Three: <i>Language and Morality</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Scan a text for specific information • Find the link between the title of a text and the first paragraph • Predict the author's point of view from the first paragraph of a text • Identify or 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 synonyms, collocations, phrasal verbs, and different word forms • 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 • GRAMMAR: Recognize and use hedging language

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Complete an outline • Take notes to identify the details that support the main ideas of a text 	<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 • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else's point of view • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Organize a debate about government control of the Internet and social media (in groups of four: two students are for, two are against) • Write a three-paragraph essay on the Internet service or type of social media that is the most interesting or worrisome to you • Discuss in a small group a number of topics related to the Internet and social media • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Make lists • Use keywords as a study tool 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • 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"> • Role-play an interview with Eric Kandel and Oliver Sacks about the different types of memory and memory loss • Write a three-paragraph essay about your most important memory • Discuss in a small group a number of topics about memory • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Take notes to identify the arguments for or against the author's thesis • Complete an outline with the necessary details 	<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 • 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"> • Role-play a discussion between a skeptic and the four authors or researchers encountered in the chapter about the work they have done • Write a short essay about how you have experienced learning a second language • Discuss in a small group a number of topics related to animals and language • Choose one of the topics and write a paragraph or two about it

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<p>7 POLITICAL SCIENCE: The Rulers and the Ruled</p> <p>Theme: Monarchy vs. democracy; how and why they work; how to go from one to the other</p> <p>Reading One: <i>The Morals of the Prince</i> (a book excerpt)</p> <p>Reading Two: <i>The Declaration of Independence</i> (a historical document)</p> <p>Reading Three: <i>Two Cheers for Democracy</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Skim a text to identify the author’s point of view • Highlight the important information in a text • Think about the title of a text and predict its content • Identify or 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 the meanings of words • Understand and use synonyms, different word forms, figurative language, and expressions of similarity and contrast • Match types of government vocabulary with their definitions • 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 • GRAMMAR: Use a dash or dashes to isolate and emphasize a point
<p>8 PSYCHOLOGY: Aggression and Violence</p> <p>Theme: Is mankind doomed to destruction by its aggressive and violent nature or do human beings have a gentler side that can master these base instincts?</p> <p>Reading One: <i>Civilization and Its Discontents</i> (a book excerpt)</p> <p>Reading Two: <i>Reflections on Natural History</i> (a journal article)</p> <p>Reading Three: <i>A Neuroscientist Uncovers a Dark Secret</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the first paragraph • Understand the most important idea of a text from the first and last paragraphs • Predict the content of a text from the title • Identify or 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 the meanings of words • Understand and use synonyms, phrases and idioms, collocations, and different word forms • 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 • GRAMMAR: Identify adjective clauses and the reasons for their use

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Take notes to identify what a prince should or shouldn't do and why • Take notes to compare and contrast the ideas of two thinkers 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from the text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else's point of view • Find correlations between the ideas of two thinkers through the lens of another thinker • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, explain one of the quotes from three famous political philosophers, and compare it with the main ideas of the readings • Write an essay explaining your opinion about one of the main ideas of the readings • Discuss in a small group a number of topics related to government • Choose one of the topics and write an essay about it
<ul style="list-style-type: none"> • Take notes to identify the author's assertions and supporting explanations • Complete outlines to focus on the sequence of events and main discoveries 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from the text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Hypothesize about someone else's point of view • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play an interview with Sigmund Freud, Stephen Jay Gould, and James Fallon about men's aggressiveness and violence • Write a three-paragraph essay about how an important event or lesson in childhood shaped your ethical behavior and moral sense • Discuss in a small group a number of topics related to human aggression and violence • Choose one of the topics and write a paragraph or two about it

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<p>9 ETHICS: Resistance to Evil in the 20th Century</p> <p>Theme: Nonviolent civil disobedience movements in India, Denmark, and the United States in the 20th century</p> <p>Reading One: <i>The Ghosts of Mrs. Gandhi</i> (a magazine article)</p> <p>Reading Two: <i>Denmark in World War II</i> (a book excerpt)</p> <p>Reading Three: <i>Three Ways to Meet Oppression</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the subheadings • Preview a text using an Editor's Insert • Predict the content of a text from the title • 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, collocations, and different word forms • 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 • GRAMMAR: Identify noun clauses and the reasons for their use
<p>10 WOMEN'S STUDIES: Reaching for Equality</p> <p>Theme: The history of women's rights and their struggle to achieve equality in the United States</p> <p>Reading One: <i>The Declaration of Sentiments (1848)</i> (a speech)</p> <p>Reading Two: <i>Speech on Women's Rights (1888)</i> (a speech)</p> <p>Reading Three: <i>The Day the Women Got the Vote</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the first two paragraphs • Use paraphrasing to identify the main ideas of a text • Scan a text for dates to understand the sequence of events • Identify or 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 the meanings of words • Understand and use synonyms, collocations, phrasal verbs, and different word forms • 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 • GRAMMAR: Recognize the use of repetition for emphasis in speeches

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Take notes to identify the main details of the actions • Complete a chart to identify the main points of the author’s arguments 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • 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"> • Role-play an interview with Amitav Ghosh, Hannah Arendt, and Martin Luther King, Jr. about resisting evil • Write a three-paragraph essay about a time when you or your family were caught up in a political or historical event of some importance • Discuss in a small group a number of topics related to nonviolent resistance • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Fill out an organizer with notes describing supporting details and your reaction • Fill out a timeline detailing the events for each date 	<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 • 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"> • Role-play a discussion about women’s rights between Elizabeth Cady Stanton, Frederick Douglass, someone living in 1919, and someone living today • Write a three-paragraph essay about something you had to fight for — a time you had to struggle to gain recognition for yourself and your abilities • Discuss in a small group a number of topics related to women’s rights and equality • Choose one of the topics and write a paragraph or two about it