

SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY
<p>1 SOCIOLOGY: How We Become Who We Are</p> <p>Theme: Is all or part of our personality set at birth? What factors influence our personality as we grow from infants to adults?</p> <p>Reading One: <i>Becoming a Person</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Birth of Personality</i> (a textbook excerpt)</p> <p>Reading Three: <i>Agents of Socialization</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Preview the content of a text by looking at the titles and images • Use the headings to create an outline of important points • Create questions to prepare for the reading • 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 choose the correct meaning of words for the context • Recognize how font styles can aid in understanding new words • Understand and use synonyms, antonyms, word roots, and word forms • Recognize and use collocations • 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>2 ART HISTORY: Origins of Modern Art</p> <p>Theme: Art movements in the 19th and 20th centuries: Impressionism, Post-Impressionism, and Abstract Expressionism</p> <p>Reading One: <i>Breaking with Tradition: the Beginnings of Impressionism</i> (an online article)</p> <p>Reading Two: <i>Post-Impressionism</i> (a textbook excerpt)</p> <p>Reading Three: <i>Abstract Expressionism</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Use visuals to enhance understanding • Paraphrase to aid comprehension • Highlight important information • 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 • Categorize words by their usage • Use dictionary entries to choose the correct meaning of words for the context • Understand and learn the different meanings of words • Understand and use synonyms, antonyms, and word forms • Recognize and use collocations • 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 ANTHROPOLOGY: The Study of Human Cultures</p> <p>Theme: Universal components of human societies; foraging vs. horticultural societies; the personal perspective of a Native American</p> <p>Reading One: <i>The Challenge of Defining Culture</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Nature of Foraging and Horticultural Societies</i> (a textbook excerpt)</p> <p>Reading Three: <i>Night Flying Woman: An Ojibway Narrative</i> (an oral history narrated in a book)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Create a concept map to organize what you read • Use textual clues to aid comprehension • Recognize point of view to better understand the message 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 choose the correct meaning of words for the context • Understand and use synonyms, idioms, and word forms • Understand and learn content-specific vocabulary • 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/GRAMMAR	CRITICAL THINKING	SPEAKING/WRITING
	<ul style="list-style-type: none"> • Fill in an outline • Create a chart to summarize information from a text • GRAMMAR: <i>One</i> as an impersonal pronoun 	<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 • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, discuss the ways that people’s personalities are continuously changing and adjusting to events • Discuss the factors that contribute to the development of each person’s distinctive personality • In a small group discuss what might happen at a job when a person fails to successfully socialize • Choose one of the topics and write a paragraph or two about it • Write a short composition describing what it means to become human
	<ul style="list-style-type: none"> • Chart the differences between two ideas in a reading • Consolidate information from several readings • GRAMMAR: Recognize referents 	<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 • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, discuss quotations from various artists and interpret the artists’ meaning • Choose one of the topics and write two or three paragraphs about it • Write a composition describing what art appreciation means to you personally • Paraphrase text to restate the general idea of a reading
	<ul style="list-style-type: none"> • Write notes from headings and subheadings • Create a chart to compare different ideas in a text • GRAMMAR: Understand and use gerunds 	<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 the reasons why rules of reciprocity differ between foraging and horticultural societies • Make connections between information in the text and your own culture • Synthesize information and ideas • Identify the writer’s point of view • Find relevance in the 19th century culture of the Ojibway in today’s world 	<ul style="list-style-type: none"> • In a small group, consider the nature of foraging and horticultural societies, and discuss Ojibway values and the behaviors that reflect those values in light of these two types of societies • Choose one of the topics and write a paragraph or two about it • Write a three-paragraph essay in which you use personal experience to explain the expression <i>Culture is what makes us strangers when we are away from home.</i>

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<p>4 SCIENCE: Human Achievements over Time</p> <p>Theme: What technological innovations have been created over the past 1,000 years? What effect have these innovations had on our everyday lives?</p> <p>Reading One: <i>A Great Human Endeavor: Building the Gothic Cathedrals</i> (a book excerpt)</p> <p>Reading Two: <i>From Stone to Satellite: Finding Our Way</i> (an online article)</p> <p>Reading Three: <i>Reaching for the Stars: The 100-Year Starship Project</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Use the information in a text box to understand a difficult concept • Skim for the main idea by reading topic sentences • Use visuals to understand terms and concepts • 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 choose the correct meaning of words for the context • Understand and use word forms, synonyms, idioms, and roots • Understand and learn the different meanings of words • Recognize and use collocations • 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>5 POLITICAL SCIENCE: Managing Hard Times</p> <p>Theme: How does a government respond to an economic crisis? What government policies best help a country and its people recover from economic depression?</p> <p>Reading One: <i>The Great Depression: A Nation in Crisis</i> (a book excerpt)</p> <p>Reading Two: <i>The Works Progress Administration and the Federal Arts Project</i> (a book excerpt)</p> <p>Reading Three: <i>An Artist's Perspective on the Federal Arts Project</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Analyze graphs to understand statistics • Predict content from the first paragraph • Paraphrase to clarify the main ideas • 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 choose the correct meaning of words for the context • Understand and use synonyms, word forms, prefixes, and idioms • Recognize and learn collocations • 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>6 HEALTH SCIENCES: Medical Mysteries Solved</p> <p>Theme: Medical research and discoveries that have improved the health of people around the world</p> <p>Reading One: <i>Solving a Deadly Puzzle</i> (a magazine article)</p> <p>Reading Two: <i>Imprisoned without a Trial: The Story of Typhoid Mary</i> (an online article)</p> <p>Reading Three: <i>The Discovery of a Miracle Drug</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Read the last paragraph first to get an overview • Identify tone and point of view • Draw inferences • 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 prefixes, suffixes, phrasal verbs, idioms, word forms, and synonyms • Categorize words • Understand and learn content-specific vocabulary • 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

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<ul style="list-style-type: none"> Organize information chronologically List problems and solutions identified in the text GRAMMAR: How to use parallel structure for emphasis 	<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 Make connections between ideas Synthesize information and ideas Distinguish fact from opinion Decide the advantages and disadvantages to using a compass and to using a GPS system 	<ul style="list-style-type: none"> Debate the question, "Do you think the endeavors of building Gothic cathedrals, developing navigational technology, and pursuing the 100-year starship project are worthwhile pursuits?" Discuss in a small group the meaning of the statement, <i>Necessity is the mother of invention</i>. Consider its relevance to the innovations described In a small group, discuss what you consider the greatest human achievement ever attempted Choose one of the topics and write a paragraph or two about it Write a three-paragraph essay in which you describe a major scientific breakthrough from the distant or recent past
<ul style="list-style-type: none"> Create a timeline Make lists GRAMMAR: Use adverb clauses to show time relationships 	<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 Make connections between ideas Synthesize information and ideas Find similarities and differences between the policies of two presidents in response to the Great Depression Make connections between a president's policies and the perspective of an artist 	<ul style="list-style-type: none"> Write a narrative in which you imagine you are a young person who is out of work during the Great Depression, and your efforts to find work and to live In a small group, discuss whether artists who were paid by the Federal Arts Project should have been able to keep or to sell their work Choose one of the topics and write three paragraphs about it
<ul style="list-style-type: none"> Create a flowchart Create a chain of events GRAMMAR: Understand the use of the passive voice 	<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 Make connections between ideas Synthesize information and ideas 	<ul style="list-style-type: none"> Set up a panel discussion to debate the two sides of the issue of Mary Mallon's forced seclusion In a small group, discuss what major changes in medical practices resulted from the work of Dr. Snow and Dr. Fleming Choose one of the topics and write three paragraphs about it Write a three-paragraph paper on a health threat that exists today

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<p>7 LITERATURE: Storytelling through Poetry</p> <p>Theme: A story through poetry of a thoughtless act that has lifelong consequences and that teaches a moral for all time</p> <p>Reading One: Themes and Characters in <i>The Rime of the Ancient Mariner</i> (an online article)</p> <p>Reading Two: <i>The Rime of the Ancient Mariner</i> (a poem)</p> <p>Reading Three: <i>The Rime of the Ancient Mariner</i> (continued) (a poem)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Understand literary terms • Identify allegorical references to understand symbolism • Paraphrase poetry to ease comprehension • 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 prefixes, word forms, and synonyms • Understand and learn the unfamiliar meanings of familiar words • Understand literary meanings of words • Categorize words within themes • 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>8 HISTORY: Encountering New Worlds</p> <p>Theme: The causes and effects of exploration and conquest on peoples over the course of history.</p> <p>Reading One: <i>Europe on the Eve of Conquest</i> (a textbook excerpt)</p> <p>Reading Two: <i>Native American Histories before the Conquest</i> (a textbook excerpt)</p> <p>Reading Three: <i>West Africa at the Time of European Exploration</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Make connections between sentences • Draw inferences • Summarize to remember the main points 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 choose the correct meaning of words for the context • Understand and use synonyms and word forms • Understand and learn the different meanings of words • Understand and learn content-specific vocabulary • Recognize and use collocations • 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

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<ul style="list-style-type: none"> • Create a literary semantic web • Make double entry notes • GRAMMAR: Identifying verb forms and word order that are no longer in use 	<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 • Make connections between ideas • Synthesize information and ideas • Analyze a poem using literary terms • Find connections between the mariner’s rash act and the historical context of the poem’s author • Consider the moral of the poem and whether the mariner’s penance was just 	<ul style="list-style-type: none"> • Discuss in a small group the symbolism of the expression <i>having an albatross around one’s neck</i> • In a small group, discuss the deeper meaning of sections of the poem • Choose one of the topics and write a short essay about it • Write a three-paragraph paper in which you focus on one of the themes in the poem
<ul style="list-style-type: none"> • Create an outline • Create a semantic map • GRAMMAR: How to use the adverb “even” 	<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 factors that might have facilitated Europe’s ability to engage in exploration prior to the 15th century • Make connections between ideas 	<ul style="list-style-type: none"> • Discuss in a small group the similarities and differences between the European’s experiences with Native Americans and West Africans • In a small group discuss how the experiences of the Europeans might have been different if the Europeans’ diseases had had the same effect in Africa that they did in North America • Choose one of the topics and write three or four paragraphs about it • Write a three-paragraph paper to summarize the readings and to give your opinion

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<p>9 BUSINESS: Ethical Issues</p> <p>Theme: The importance of ethical behavior in the business world; how companies can foster ethical behavior at all levels of a firm</p> <p>Reading One: <i>Promoting Ethics in the Workplace</i> (a textbook excerpt)</p> <p>Reading Two: <i>Ethical Reasoning</i> (a textbook excerpt)</p> <p>Reading Three: <i>Should Mary Buy Her Bonus?</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Prepare for a test by anticipating questions • Predict answers to questions • Scan a text for specific information • 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 advanced vocabulary to accurately convey meaning and vary style • Use dictionary entries to choose the correct meaning of words for the context • Recognize and learn collocations • Understand and learn the different meanings of words • Understand and use synonyms, word forms, and idioms • Understand and learn preposition combinations with adjectives • 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>10 MIGRATION STUDIES: In Search of a New Life</p> <p>Theme: What factors influence or force people to permanently relocate from one area or country to another? What stories do people have to tell about their personal experiences moving to a new, unknown land?</p> <p>Reading One: <i>Human Migration</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Westward Journey: A Personal Perspective</i> (a book excerpt)</p> <p>Reading Three: <i>Wooden Trunk from Buchenwald</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Skim for the main idea by reading topic sentences • Draw inferences • Respond to 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 learn the different meanings of words • Use dictionary entries to choose the correct meaning of words for the context • Understand and use suffixes, word forms, synonyms, and phrasal verbs • Sort words by category • Recognize and learn collocations • 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

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<ul style="list-style-type: none"> • Write a summary for studying • Summarize the argument • GRAMMAR: Recognize transition words 	<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 • Make connections between ideas • Synthesize information and ideas • Find correlations between the ideas of two thinkers through the lens of another thinker 	<ul style="list-style-type: none"> • Form a panel to create a code of ethics for a hypothetical new company • Discuss in a small group alternate ethical choices Mary might have made • In a small group, compare and contrast information between readings • Choose one of the topics and write a short essay about it • Write a four-paragraph paper to summarize the reading
<ul style="list-style-type: none"> • Create a timeline • Fill out an organizer • GRAMMAR: Recognize the words that indicate contrast 	<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 • Make connections between ideas • Synthesize information and ideas • Find reasons to account for apparent contradictions in a person's descriptions of his or her experiences • Identify similarities between the experiences of the people in the readings and people today 	<ul style="list-style-type: none"> • Discuss in a small group what factors might account for the frequency with which Americans relocate • In a small group discuss what push and pull factors influenced the people in the readings to relocate • Write personal responses to quotes you select from a journal • Choose one of the topics and write a paragraph or two about it • Write a four-paragraph essay about migration